Going straight into work from school: Young people's hoped-for occupational possible selves

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Author biography

Emma is an Occupational Psychologist who has worked on a range of national and European projects over the past 20 years in the field of diversity and employment. She has supported hundreds of women and young people to build soft skills in order to enter/re-enter the labour market or start their own business, through coaching, training and mentoring projects. Emma is in the final stages of her PhD focusing on the topic of young people's transitions from education to employment. Emma's research has explored the experiences of young people who are choosing to go directly to work from school or further education college to work, rather than going to university. In addition, her research has explored managers' perceptions of young people entering the workplace directly from school. Emma is interested in the way we talk about young people in our society and how this may impact on young people's subsequent experiences in the workplace. She is also exploring how to encourage employers to take a more youth-friendly approach in their recruitment and development practices as well as showcasing the positives associated with employing young people. Emma is currently the Convenor of the British Psychological Society's Division of Occupational Psychology's working group on youth employment.

Abstract

The latest (2016/17) destination figures for 18 year olds in England from the Department for Education (2018) showed that 22% of young people entered work directly following compulsory schooling; 6% started an apprenticeship; and the largest proportion (50%) continued on to university studies. The diversity of pathways that young people follow as part of their school to work transitions (STWT) is increasingly recognised as the reality for many young people operating within precarious labour markets across Europe. This paper presents a qualitative exploration of young people's accounts of their future hoped-for occupational possible selves (HOPS) in the period just prior to making the transition from education to employment for the first time. Findings are presented from a group of young people in the UK who made the decision to enter employment directly following completion of compulsory schooling at age 18 years, rather than following the more dominant route of university to employment. The paper outlines the diversity of HOPS expressed by the young people in the study

(in the form of drawings and talk) as well as how young people perceived the reactions of others' to these drawings. The paper applies the research findings to a range of practical applications for Work and Organizational Psychology practitioners and those working with young people in different capacities.

Keywords: possible selves, school to work transitions, youth, careers counselling

Introduction

The question 'what do you want to be when you…' (grow up/are older/finish school/ finish university?), is one that most of us have either asked, or been asked, at some point in our life. Whilst the question may be worded differently depending on the respondent's age, the premise of the question appears clear. At all ages and stages in life, you need to have a clear idea of the future career or job that you are working towards. A rich 'picture' in mind that you can somehow tap into and describe eloquently to your questioner. As a Doctoral Researcher I am interested in unpicking the notions tied up within this seemingly straightforward question we ask of young people as they come to the end of compulsory schooling (aged 18 years in the UK), especially for those young people who have not decided to take the dominant path of going to university.

Do young people, in particular (with limited or no exposure to work as yet), have these pictures in mind of what they hope for in their future careers? If they do, how do they build up these ideas of future jobs or careers? How do they describe them to others and what do they imagine others' reactions would be if they talked about their future hoped–for career? These questions and many others, brought me to doctoral research to explore young people's experiences of making the transition from education to employment for the first time. As a reader of EAWOP's InPractice, perhaps you yourself have a more fundamental question regarding youth transitions. Namely, why should Work and Organizational Psychologists (WOP) take an interest in such things?

Work and Organizational Psychologists often have a central role in the recruitment and development of people (including young people therefore) as well as sometimes working specifically in career counselling contexts with young people. If we are to better support young people when they start work or are looking to make choices

about and develop their future careers, we need to have a better understanding of how young people construct their HOPS, so that we can better understand motivations and goals within them and support young people accordingly. As WOP or other related professionals who work with organizations recruiting young people, we need to work alongside managers to break down unhelpful intergenerational stereotypes and at the same time equip organizations with the skills to support young people in the development of their best selves in work.

It is easy to feel a sense of despair about the state of the labour market in the UK for young people today. Young people continue to be the group most likely to be unemployed or in low-paid and precarious jobs. Combine this with high rents and a housing market with little opportunities for young people to get onto the first rung on the housing ladder, and it becomes difficult to feel hopeful about young people's future economic opportunities (Yates, 2019). Unhelpfully for young people in the UK, a difficult and complex economic climate is underpinned by an undercurrent of hostility at worst, and ridicule at best, from media and society at large intent on perpetuating myths around so-called 'millennials' being lazy, entitled and 'snowflakes', unable to cope with adversity (Mohdin, 2019).

Perhaps as a result of these economic and social changes and operating contexts for young people, transitions to adulthood are no longer standardised – there is no one 'right way' for young people to move from youth into adulthood (Schulenberg & Schoon, 2012). The field of academic youth transition research has however been slower to acknowledge this reality for young people. As a reaction, researchers in the last few years have begun calling for academics to recognise and explore more of the 'diverse pathways' young people take, as they navigate the education to employment journey (Schoon & Lyons-Amos, 2017).

There is much talk about young people staying longer in education as a way of avoiding entering the labour market (e.g., Schoon & Lyons-Amos, 2016). Young people who are able to delay transitions to adulthood, by remaining longer in education, for example, are however, more likely to be from families who can support young people financially in making this choice. Those who experience relatively fast transitions, moving quickly from education to some form of employment, tend to be from a less

privileged background (Schoon, Chen, Kneale & Jager, 2013). Inequality and education to employment transitions are therefore interlinked. Research focused on young people who leave education relatively early these days (before 21 years), and attempt to enter the labour market is scarce. These young people are the 'missing middle' (Roberts, 2004) or the 'forgotten half' (Birdwell, Grist & Margo, 2011).

Young people moving straight from school or a further education college directly into work (including Apprenticeships) were the focus of my research in an attempt to bring some attention to those perspectives missing from research currently. My aim was to broaden understanding of education to employment transitions away from extreme narratives often featured in transitions research (higher education graduates versus young people outside of the labour market), and explore the pre-transitional experiences of young people from this 'missing middle'.

This paper presents the findings from a section of my PhD research. I begin with an introduction to the theoretical lens I employed for this part of my study: the Theory of Possible Selves (Markus & Nurius, 1986). I will then move to briefly describe the methods used (visual methods and interviews) and my approach to analysis (thematic and discursive). I will then move on to present an overview of the findings, focusing on the ways in which young people talk about their HOPS. I will end this paper with some thoughts on potential application of my findings to three relevant groups: WOPs; employers; and Career Counsellors.

Theoretical lens utilised within my research: Theory of Possible Selves

Markus & Nurius (1986) provide a framework to better understand how young people develop internalised future possibilities during the education to employment transition. Possible selves are "future-projected" aspects of self-knowledge – an individual's perception of what is potentially possible for themselves. They are cognitive images of an individual's hopes, fears, and fantasies for the future. Possible selves importantly include both positive and negative possibilities for the future – selves which we hope we are moving towards but also those which we are fearful of ('hoped-for selves' and 'feared selves') (Markus & Nurius, 1986). This theory was built upon within a Work and Organizational context by Strauss (2009) who focused on an individual's hoped-for future possible selves in relation to work and termed these

our Future Work Selves (FWS). Research in this area has explored links between FWS, motivation and proactivity at work (Strauss, Griffin, & Parker, 2012; Strauss & Parker, 2018). My PhD research looked at both types of possible selves in young people prior to the STWT. This paper however presents only the hoped-for occupational possible selves, due to space constraints.

Whilst possible selves are framed as cognitive images, my focus was on how young people construct and re-construct these future identities through their talk, as part of their 'Identity Work' (Watson, 2008) during transitional times. Understanding the projected futures young people see for themselves could lead to better support (from educational institutions, parents and other supporters) for young people to work through these potential selves, to achieve their best possible self, tapping into useful motivational aspects of possible selves. If young people are self-limiting, or anxious about their future potential, for example, those supporting young people's transitions need this knowledge, in order to be able to provide better quality guidance. The psychological concepts surrounding possible selves link with transitions as these are acknowledged as times when individuals are 're-negotiating a sense of self' (Bowen, 2016; Mercer, 2007) or re-constructing identities (Ng & Feldman, 2007). The Theory of Possible Selves also relates to the aforementioned notions of acknowledging 'diverse pathways' within education to employment transitions (Schoon & Lyons-Amos, 2017) as a psychological device through which young people imagine a range of potential future career paths.

Method

To explore young people's possible occupational selves, I used a qualitative approach – not claiming to be revealing one 'truth' in my research, and acknowledging my active role as a researcher in shaping the process and findings as a result of my own positionality. I used an interpretative and reflexive approach to data analysis which enabled me to explore both overall themes within young people's possible selves. Within the data I looked at both a micro level of discourse (discursive devices such as metaphors used, for example) and macro level (educational or societal discourses referred to or implied) in the way young people talked about and drew pictures of

their HOPS. This approach is a branch of thematic analysis (Braun & Clarke, 2006), identified as thematic discourse analysis (Clarke, 2005).

As with any research project, gaining access to participants was a lengthy process of negotiation between myself and 'gatekeepers' from various further education colleges and schools, over a number of months. The recruitment process was challenging predominantly due to the project's focus on young people and colleges and schools rightly being concerned about associated safeguarding (measures to protect children and young people's health and well-being) and confidentiality issues. I was able to put gatekeepers' minds at rest regarding these via discussion of my ethics application that was university-approved and covered their areas of concern. Thirteen young people (aged 16-19 years) were recruited (seven from a sixth form in a high school; six from a further education college). Participants were interviewed using semi-structured interviews (approximately one hour in length) and asked to produce drawings of their hoped-for and feared-for future occupational possible selves during the interview. I introduced the notion that we all have hopes for our future in terms of work once we finish school or college, and that I was interested in seeing what kind of job or career they would really like to be in once they finished their education. I reminded participants that there was no judgement regarding the quality of their drawings, but that it was merely a different way for us to talk about their work hopes for the future. These drawings then formed the basis of the conversation between participants and myself. Participants were from a range of subject areas, studying A levels (Advanced Level qualifications taken usually at 18 years old prior to university education) or further education vocational qualifications such as Diplomas. Participants were recruited from a secondary school (from the final two years of compulsory education known in England as 'sixth form') and a vocational education college in the North of England.

Asking young people to draw pictures to represent their future possible selves (feared for and hoped for) provided greater scope for exploring the 'malleability' of possible selves and how young people go about constructing future identities and carrying out Identity Work (Watson, 2008). On a practical level, the drawings provided a useful sense of structure for our conversations and were a valuable device to engage with young people on topics that could potentially evoke strong and complex reactions.

All interviews were recorded and subsequently transcribed verbatim by the author and were analysed alongside participants' drawings, to develop a series of themes across the data, some of which will be presented in the next section. All names featured in this paper are pseudonyms to maintain confidentiality and protect participants' identities.

Findings

This section will begin by presenting an overview of the findings from my study regarding young people's HOPS. Firstly, I present a visual collage, developed from elements of a number of participants' drawings of their HOPS. I will then proceed to present a number of themes identified and developed during my analysis relating to young people's HOPS (grouped according to whether they were perceptions from the self; family; or teachers): a) Self-perceptions ('Picturing the Future as a Dream Come True'; 'Confusion and Uncertainty about the Future'); b) Anticipated reactions from family members ('Family Notions of Success'; 'Perceived Lack of Support from Family for the Future'); and c) Anticipated reactions of teachers ('Making Teachers Proud'; and 'Disappointing Your Teachers').

An overview of participants' key visually expressed themes

Figure 1 shows a collage of key elements from participants' drawings produced when asked to draw a picture of what they hoped to be doing for work once they had finished sixth form or college. There were a combination of hopes in relation to tasks in future jobs and careers, in addition to additional benefits to be gained from work. For example, participants drew pictures of performing tasks such as leading a group of people in the Army (the stick figures with blue berets), doing accounts on the computer (stick figure in red) or directing a film with friends (old fashioned video camera). Whilst some job-situated tasks were drawn, the majority of elements featured in participants' drawings related more to additional benefits that young people imagined would be associated with achieving their HOPS. For example, participants drew images of financial benefits they saw as being part of their hoped-for future selves, such as having a company car; renting or owning their own home or 'own place'; and earning money (in varying desired amounts).

Participants also drew images related to the perceived social benefits they hoped for in their future career, such as:

· having a happy family in addition to renting or owning their own home (blue stick figures);

· being happy at work (happy working at the computer);

· having friends at work (with the film camera);

· working abroad in a sunny climate (palm trees and pool);

· being proud of where they worked (British flag on building);

· having fun and adventure at work (skiing).

Some uncertainties about the future from participants also appeared on their hoped-for future selves' drawings, despite a positive focus overall. For example, Helen, who was uncertain about the route to her future hoped-for work self, added 'apprenticeship?' or 'work way up' to her drawing, to show confusion, not with the end of the journey (a career in design) but with the path to take to best achieve it.

Figure 1
Collage of Elements from Participants' HOPS
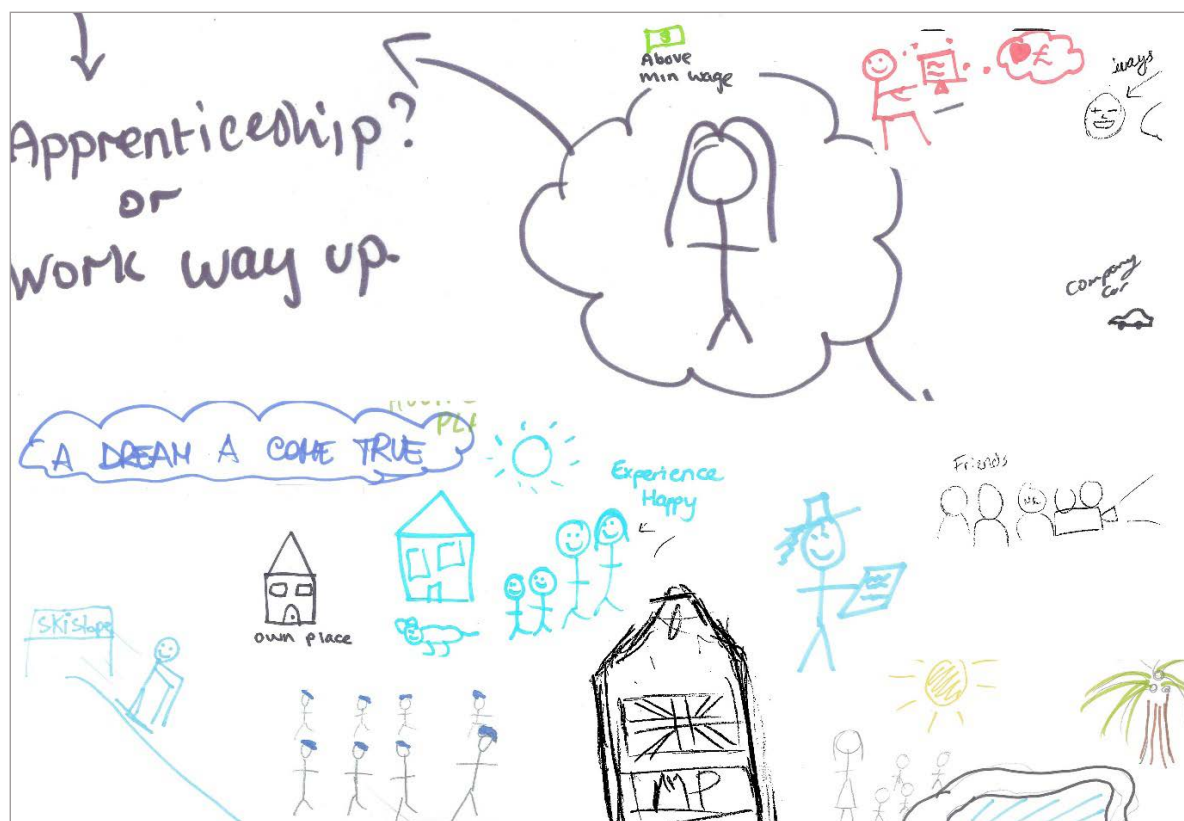
I now move onto presenting a selection of themes developed to illustrate how the young people talked about their own interpretations and reactions to their drawings, as well as the anticipated reactions of others, towards their HOPS.

Participants' reactions to their HOPs drawings

Picturing the Future as a Dream Come True

When asked how they felt looking at the picture they had drawn of their hoped-for future self at work, some participants talked of this evoking a positive and dream-like feeling. Looking at the picture helped them to tap into the positive emotions associated with achieving this goal in the future. Olive summarised her future hope of joining the military as a long-term goal achieved, stating that her drawing encapsulated her long-held future career hopes:

> Olive: "Well, the picture…basically it's what I've wanted to do for a long time…"

Similarly, Helen emphasised that seeing her completed drawing immediately motivated her, bringing the positive thoughts of the future to expected reality and again focussing in on goal achievement. Her use of the words 'I want to get to' shows her awareness that this was a journey for her, one which she had the end goal clearly mapped out in her mind:

> Helen: "Cos like…that's my goal…that's what I want to get to…"

> Helen: "It is my dream job…I can just imagine like…I'm looking forward to it because it is my dream job so it's the sort of thing I want to do."

Confusion and Uncertainty about the Future

Contrasting with some participants using the dream-like narrative when describing and drawing what their hoped-for future work self would be, Amanda used the word 'dream' derogatively to illustrate that working out what you want to do in your future was not something without effort, as is implied by the dream analogy; you have to work at it. Amanda felt completely 'lost' about what she wanted to do next and felt that it was hard work deciding what you wanted to do. She had a realist view and felt strongly that working out your future career hopes was not some kind of 'magic', where you would be visited by a dream guiding you to your future career. This realist perspective contrasts starkly with the general careers discourse young

people are exposed to on the internet and social media. For example, Google returned 763,000,000 results to the search term 'dream jobs'.

> Amanda: "I think…obviously I have to put some work into it (laughs)…it's not gonna like magically like show up to me…like a dream or something (laughs) that I really want to do this…"

Contrasting with participants who had detailed ideas on their future 'dream jobs' and hoped-for future work selves, participants who felt more confused and uncertain about their futures in work expressed their futures in more cautious terms. Melissa's drawing of her hoped-for future work self (see Figure 2) focused on her wishes to have a job that was 'above the minimum wage'. Her expectations could be seen either as realistic or self-limiting, depending on which discourse you draw upon linked to young people's aspirations.

Salary expectations of young people are routinely mocked in the British media, as yet another example of young people's unrealistic expectations of work, packaged up within stereotyped references to 'millennials' (Jacobs, 2013). Unpacking this further necessitates reflection on young people's levels of exposure to 'real' salaries by careers guidance professionals, teachers and others in their networks. If young people are not provided with this guidance and their social networks contain young people working in minimum wage jobs, such as Melissa's, for example, then this is the data that young people will use as a reference point.

For Melissa, the hopes for her future career centred on what the future job could provide for her, in terms of personal, social and economic resources, as opposed to the tasks or activities she would be undertaking. Providing her with her 'own place', security and stability in the form of a 'job garunteed [guaranteed]' and working somewhere where people were 'friendly' (shown by the two stick figures in the top left of her drawing) were essential elements for her. The matter of what job or career was going to provide these, was less important to her.

Figure 2
Melissa's HOPS
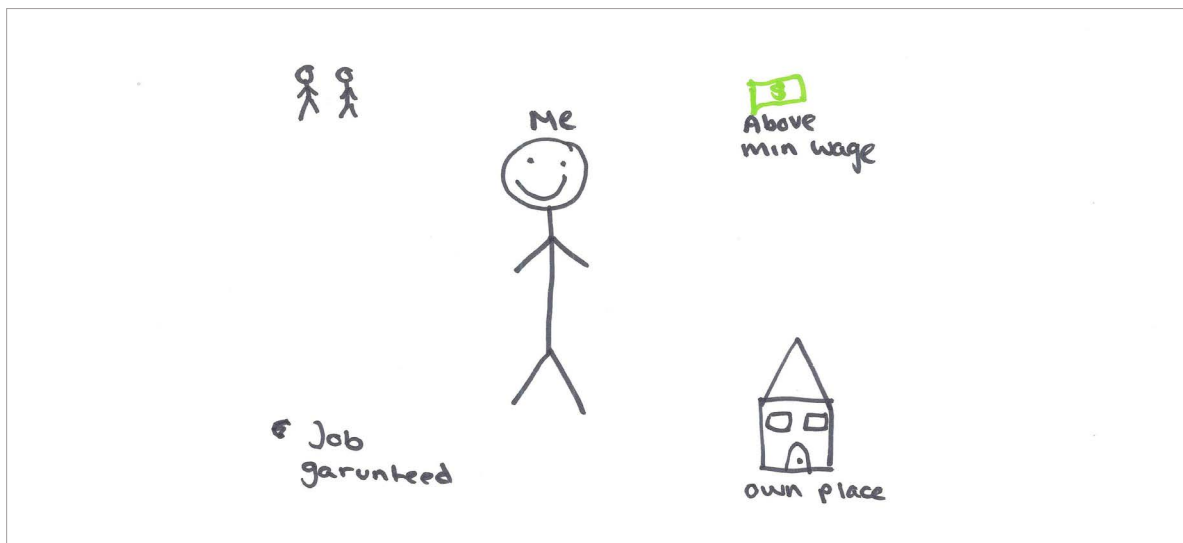
Participants' anticipated reactions of family members

Family Notions of Success

Sarah's first reaction of her family's judgement regarding her drawing of herself as a design professional was that her parents would be 'satisfied', because of their desire for her to be successful at work. The implication here being that in order for them to be satisfied with her future career choices, she would need to be in a 'professional' career such as a Doctor, Lawyer or Architect, which their careers narrative associated with greater success. Her choice of the word 'satisfied', compared to a word such as 'pleased' or 'proud' implied her parents had high demands for her future, and dampened Sarah's mood slightly in respect to her future hoped–for career. To have a professional career was merely an expectation for her parents, not an achievement owned by Sarah.

> Sarah: "Well I think my parents are satisfied…because they just want to see me successful…"

The idea of success featured in several participants' discourses around their HOPS, varying in its meaning to the individual, due to this notion being such an individualised concept influenced by discourses from a range of sources such as family, educational and the media.

Perceived Lack of Support from Family for the Future

The perception that parents would not always be supportive of a participant's HOPS was apparent in Greg's description of his anticipated negative attitude of his mother (mum) towards his hoped-for future career:

> Greg: "well mum would say…something along the lines of…there's no chance of being another Ed Sheeran sort of thing (laughs)… <Emma (Researcher): <right> and I'm like…no…I don't want to be another Ed Sheeran, I want to be my…the first kind of person sort of thing…um…"

Greg felt that his family and his mum would belittle his hoped-for future career (full-time musician), bringing him back to 'reality', by stating that there was 'no chance' of him becoming a great success as a musician. Using the example of Ed Sheeran (male singer/songwriter who gained worldwide success making music from his bedroom); Greg showed his awareness that there would be a low chance of this scale of success for himself (as for many musicians); but that he still wanted to pursue his own individualised dreams of success and define career success on his own terms.

The harsh realities for young people's career aspirations versus the reality of jobs young people are most likely to work in, is illustrated by the Office for National Statistics (2018) report on the 'Top Five Dream Jobs' of young people in the UK (based on a survey of 1,407 16-21 year olds). For example, just over 11% of young people had aspirations for an artistic, literary or media career, whereas only 1% of 22-29 year olds worked in these types of jobs.

Participants' anticipated reactions of teachers

Making Teachers Proud

Participants spoke of an expectation of positive judgement from teachers and other professionals within the school or college environment upon viewing their drawing of their hoped-for future work self. Helen spoke of the happiness she believed that her college teachers would feel if they saw her drawing which featured a clearly defined hoped-for future career, due to the clarity she had for her future career path in design:

> Helen: "um…I think they'd be happy…(laughing) cos a lot of people in my class don't tend…like a lot of them don't really have aspirations or don't really know what they're doing…but I think I'm one of the people in the class who do know what they're doing so I think they'd be quite pleased that I've got my head straight (laughs) and I've got an idea of where I want to go."

Helen compared herself favourably with other students in her class who she judged to lack 'aspirations' or 'don't really know what they're doing'. Helen appeared to be drawing from a discourse of individualisation, which focuses on the need to 'know what you are doing' at all times and have a clear sense of 'project you' (Giddens, 2016). Fear of a negative judgement towards young people who are unsure of their future career trajectory, is implied here.

Disappointing Your Teachers

In contrast, Greg stated that he would imagine a sense of negative judgements and disappointment from his teachers about his drawing of his hoped-for future work self (musician).

> Greg: "um…I know my Maths teacher would be disappointed (laughs)."

Greg spoke of having originally wanting to enter a career in Accountancy but had then changed his mind to see if he could focus on a career in music. He spoke about how teachers felt it was a disappointment if you did not 'choose' their topic as your future career. Some participants perceived that a teacher's primary goal was to persuade young people to follow the same topic or career they had.

Amanda also spoke of a judgemental attitude expected from teachers at college about her future plans (which she herself acknowledged as being very unclear). She reflected on the nature of success and the definition of career success in particular being dependent upon individual teachers' views, as to whether it was about being happy in your work or well-paid, for example. Amanda described two educational discourses ('go to university' versus 'do what makes you happy'), as representing teachers' views on the 'best' route to future career success. These mirrored the way she talked about her own struggle to decide what she wanted to do in the future. Amanda appeared to feel surrounded by teachers, family and friends re-producing the dominant discourse of 'if you are bright, you go to university', but had temporarily pushed back against this position by deciding to go and work abroad for a year to have time out to consider and reflect on her future options.

To summarise, the young people who participated in my study expressed (talked about and drew pictures illustrating):

- a variety of future hoped-for occupational possible selves (HOPS);

- a range of financial and social benefits they expected to gain from work;

- fulfilling their HOPS would be a 'dream' come true;

- fear of disappointing teachers by not choosing the subjects that teachers taught them;

- an expectation that teachers would be proud if they had a clear future HOPS;

- a sense of uncertainty and confusion regarding HOPS;

- a perceived lack of support from family about their HOPS;

- differences in family notions of what it means to be successful at work in the future.

Discussion

The findings presented in this paper regarding the ways in which young people drew pictures of and talked about their future HOPS illustrates the tensions and contradictions present as individuals go about their 'Identity Work' in the early stages of shaping future career identities as they embark on the STWT. For example, some young people spoke of wanting to make teachers proud of them in the future career path they took, whilst others felt anxious that they were somehow letting teachers down. Some participants talked about a strong sense of family support for their future 'dream' job whilst others perceived a lack of familial support for their future choices and hopes. Utilising the theoretical framework of Possible Selves (Markus & Nurius, 1986) combined with the visual method of participant-produced drawings, facilitated young people's expressions of what they were hoping for in future careers or jobs and shaped our conversations almost as career counselling sessions.

Participants expressed a diverse range of HOPS, with varying degrees of clarity and certainty. Young people's HOPS are clearly not homogeneous, just in the same way that young people themselves are not. There is no one HOPS that represents all young people from the 'missing middle', and neither should we wish for this to be the case. This diversity of future work identities and the ways young people go about shaping and talking about these, represents both a challenge and an opportunity for those

practitioners and professionals working with young people as they locate their way through education to employment transitions and embark on career decisions.

Potential Applications

As Work and Organizational Psychologists, we are Applied Psychologists, and are therefore rightly concerned with the practical application of research to the individuals and organizations we work with. Based on my research findings, I offer a number of potential applications:

• Potential employers need to be aware of the re-construction of identity which is a common feature of young people embarking on the early stages of making the transition from education to employment. Their future hoped-for careers or jobs are malleable and not yet fixed for many young people. As this appears to be an active and co-constructive exercise, employers could therefore work alongside young people to recognise this active shaping process that naturally occurs during the transition to employment and support young people better through this. For example, employers could acknowledge and recognise that young people may be 'trying out' hoped-for careers or aspects of hoped-for careers in their first jobs and may need support in job crafting activities or career development support to realise their hoped-for selves in work.

• These findings show the importance of the anticipated or expected reactions of 'others' (family and teachers, for example) towards young people's HOPS. All the agents involved in the STWT therefore need to work more collaboratively as an active support network for young people as they move from education to employment. Employers need to work earlier on with young people prior to them making decisions which will affect how they shape their HOPS, in conjunction with families, teachers and careers professionals, if they are interested in better supporting young people through the transition to work process.

• The value of using the theory of Possible Selves as a framework to help young people explore future possible occupational selves (both hoped and feared-for) and to start dialogue in career counselling conversations regarding hoped-for and feared-for future occupational selves is clear. In practical application of this theory, I see a strong case for the benefits gained from working with visual methods with clients

within career counselling or career guidance sessions. For example, asking young people to draw future general possible selves, or to produce other images to visually represent future identities which can be difficult to verbalise, such as collages (cutting out pictures from magazines that culminate to represent a future self, for example). These could enable deeper discussions and reflections to take place between careers professionals and young people as they embark on crucial decision-making about their futures, as well as enabling clients to tap into important motivational components of possible selves by linking future hopes to current goals and tasks.

Conclusions

I talked about the bleak state of the UK labour market in the introduction to this paper. It seems apt therefore to attempt to finish the paper on a more optimistic tone. The strengths, along with hope and optimism for their futures in work shown by young people in my study were many and varied. These strengths included the ability to be open and honest about their future occupational hopes and worries as well as reflecting on their own perspectives and those of others as they navigate their way through uncertain futures. The young people I spoke with demonstrated that they had the ability (and agency) to recognise, access, and utilise a wide range of individuals and sources of support to help them through a complex transitional time, such as the school to work transition. Skills such as these are all highly sought-after by employers and organizations and highlight the emerging self-reflection and self-awareness skills many young people have that could be developed in careers interventions and be useful to any potential future employer.

The young people in my study demonstrated the essential role of others during the STWT. However, the majority of young people seemed unclear as to the purpose of careers professionals within their support network. Clearly there is more to do to support young people to recognise and perhaps more importantly, believe, that career professionals are there (or should be, in my view) for everyone (whether you are clear what you want to do for your future in work or not). We all need to recognise our individual responsibility in our multiple roles and interactions with young people (as parents, mentors, coaches, teachers, career advisors, managers, and many more)

and take our role seriously in the support of young people to enable them to have the best possible experiences as they make this important first move from school to work. Young people are not a homogeneous group and neither therefore are their paths from education to employment. As practitioners and professionals working alongside young people and/or employers, we need to acknowledge this and appreciate diverse transitional pathways as a business strength bringing with them as they do, diverse experiences, ways of thinking and creative approaches as just some of the tangible business benefits of welcoming young people into our organizations.

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