

Sofigate

Impossible? Possible.

How six young talents are building agents
to open doors for the next generation

AUGUST 2026

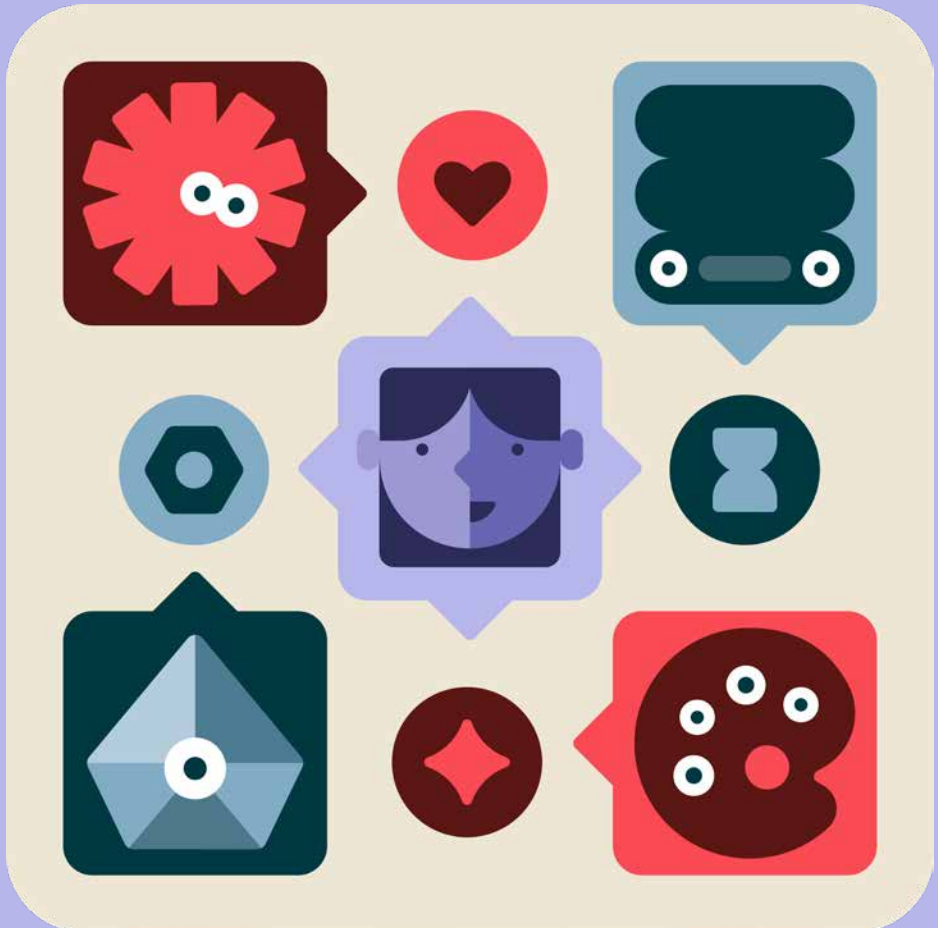


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The editors

DISCLAIMER

This publication presents insights and findings gathered through the initiative's research and is intended to contribute current perspectives from the field to public discussion. It does not represent the official views of Sofigate.

When we started this journey six months ago, we had a lot of questions and very few clear answers. How is AI really changing the first steps into working life? What do young people need from employers, and what might employers need to rethink? And could AI, despite all the uncertainty around it, actually help create new opportunities for young people?

Along the way, we've had the chance to learn from 15 experts, meet more than 100 young people in our workshops, work closely with our Youth Advisory Board, and most importantly, listen to young people's own experiences, hopes and concerns.

Those conversations shaped the six themes you'll find in this report. They also reminded us that this isn't only a conversation about technology. It's about confidence, opportunities, learning, human connection and having the chance to show what you can do, even when you don't yet have years of experience behind you.

We hope this report sparks new ideas and conversations about how we can make the changing world of work function better for young people. Because preparing young people for the future is only half the story. We also need to prepare the future for them.

Impossible? Possible.

People on the team



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Our **process**

Young people are often assumed to be digital natives and, as a result, expected to adopt emerging technologies such as artificial intelligence with ease. In reality, however, young people do not automatically receive training in using these tools through their education or other formal channels. As a consequence, the pressure to meet employers' expectations of being both digitally and AI-literate falls largely on the individual. Many young people experience anxiety about meeting these expectations. Our team identified a clear need among young people to develop their AI capabilities and, through this, strengthen their position in the labour market.

“Young people are expected to master the latest AI technologies, and use them easily, effortlessly, and responsibly.”

– Member of the Youth AI Advisory Board

Based on our discussions with our target group and professionals, we developed four AI agents that support young professionals on their career journeys.

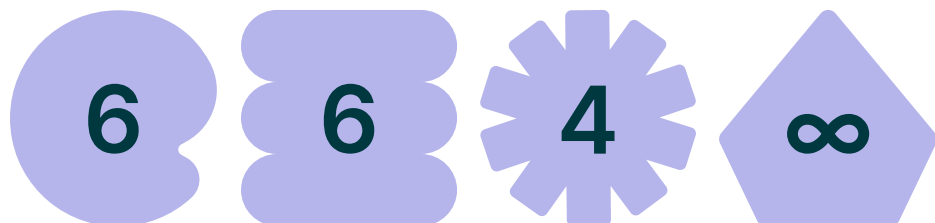
Our work, however, extends beyond developing AI agents. We also aim to strengthen young people's AI literacy and long-term AI capabilities. At present, the responsibility for developing AI skills largely rests with young people themselves, as there are no established educational practices for teaching AI in many educational settings, such as upper secondary schools. This is understandable to some extent, given the rapid pace at which AI technologies evolve and the difficulty of keeping educational curricula up to date.

To address this gap, we have organised workshops for young people covering topics such as what AI is, what should be considered when using AI responsibly, and how to create effective prompts that enable AI systems to produce useful results. We believe that understanding these fundamental principles is essential and will remain valuable even as AI technologies continue to evolve and change in the future.

When building something new, emotional safety is **everything**.



Six months to possible



Young talents hired for the challenge

Months to build new ways to find work

Agents created to help with path finding

New possibilities still to be unlocked with AI

What happens when young people are invited not only to adapt to the AI transition, but to shape it?

That is the question at the heart of Sofigate's youth AI employment experiment: a six-month pilot where six young talents come together to design, build, test and refine ChatGPT-based agents for real job-seeking situations.

"I know I should use AI but I don't know how to use it efficiently."

– Workshop attendee

The goal is practical, but the question behind it is much bigger: could AI become part of the solution to youth unemployment, rather than only one of the forces making entry-level work more uncertain?

The project starts from a tension many young people already feel. The first step into working life is changing. Traditional entry-level roles are under pressure, job seeking is becoming more complex, and AI is reshaping both the tasks people do and the expectations employers have. At the same time, many young people are asked to find direction, confidence and opportunity in a labour market that no longer offers one clear route in.

This experiment does not try to solve this problem from a distance. It puts young people at the centre of the work. During the pilot, the team built AI agents that can support young job seekers with the real, often invisible challenges of entering working life: understanding one's strengths, finding suitable opportunities, preparing applications, practising interviews, making sense of rejection, and turning uncertainty into a next step.

Starting with **questions**

We began by exploring how AI is changing youth employment and what this shift means for young people entering working life.



MARCH – JULY

Listening to the **people**

Through workshops with over 100 young people, we explored their experiences of AI and working life. We saw major differences in AI skills and confidence – and a need for better support in navigating the change.

Additionally, we spoke with 15 experts to understand how AI is reshaping work, skills and early careers. One concern stood out: how can young people embrace AI without outsourcing too much of their own thinking?



JULY – AUGUST

Investigating **deeper**

Together with our Youth Advisory Board, consisting of 13 young professionals, we explored the findings further. Young people highlighted a strong desire for opportunities to show employers what they can do, even without extensive work experience.



SIX THEMES AS THE OUTCOME

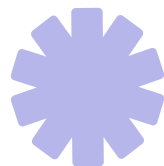
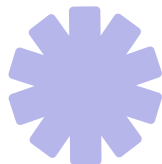
Connecting the **dots**

Our research revealed six themes shaping the future of youth employment: workplace readiness, the value of juniors, pathways to expertise, human skills, agency, and mindful AI use. These themes will be discussed further in the chapter "Signals of change".



Time of the **misfits**

“Well, if you look more broadly at younger people – it’s kind of surprising that the worse someone does in school, the better they tend to be at using AI.



In other words, a person who is immediately willing to cheat, look for the easiest shortcuts, and quickly ask again when something doesn’t work, actually ends up doing better with it.”

– Our interviewee

The old model of intelligence and progression was often architectural. Lay one brick on another, build the argument, structure the essay, climb the ladder. And with a ladder, you can only go upwards, right? But this is the architecture of a world that is dissolving right in front of our eyes. We are witnessing a transformation in the ways we gather information, how we take in the world, and how we structure our careers.

Careers no longer move only upward; they move sideways, in parallel, and sometimes even take a few steps back, which is no longer read as failure so much as a pause for reflection and recalibration. Something similar is happening with the way we think and work with intelligence itself. AI introduces

new rules to the game. We can think of it more as collage-like intelligence: gather, test, remix, discard, reframe. And this is precisely why the winners may surprise us.

The real winners

Who are these winners then? They may be the people who were never brilliant in the “approved” or easily legible sense. The people who either asked too many questions, or the wrong ones. The ones who did not wait for the manual or who, in traditionally approved contexts, might have been dismissed as impatient, messy, or difficult. In 2026, it feels like this person is suddenly everywhere. Or maybe they were always everywhere, and we

are only now noticing them because the technology available has begun to reward the exact traits that in the past were corrected or managed.

We are living in a moment in which every day brings a new model, a new benchmark, a new prediction for the future of work. While the companies and institutions are debating where AI fits and how, a thirteen-year-old in their parents’ garage is asking her custom agent to run through the assigned folders each day at 2 a.m. and produce a daily report for a newspaper that runs itself and reaches a global audience of 550,000 readers. She may not realise it herself, but she uses AI with a kind of practical confidence that should make every leadership team slightly uneasy. The thirteen-year-old may understand the moment better than we do. And she is exactly the kind of misfit that we are talking about.

Re-writing our definitions of strength

Historically, we have taken compliance for intelligence. Even more dangerously we have been taught not to ask unless we have already learned how to ask the question in the language of constructive feedback. The natural continuation is that successful professionals often became the adult versions of a same figure, able to perform seriousness in the tone the room had selected to reward.

Then AI arrived and began rewarding almost the opposite posture. Not always, not in every domain, but just often enough to disturb the old hierarchy. It rewards the person who does not wait to understand the whole system before using it. It rewards the person who can tolerate the ugly first version. This is why some of the most



surprising early masters of AI are not necessarily the people we would traditionally have called high performers. They are the messy ones, the shortcut artists, the back-row philosophers, the people who feel no attachment to the traditional route when the unofficial route is faster, stranger, and sometimes, disturbingly, better.

It is tempting to turn this into a morality play about a generation outsourcing its mind to a machine. Some of this anxiety is justified, but it is not the whole story. And it most definitely won't be the most interesting part of the story. Because the deeper point is that through this process, AI also reveals how many of our ideas about strength, intelligence, and success were built around a reality in which answers were scarce, access was controlled, production was slow, and performing competence was often rewarded more reliably than creating something genuinely new.

The new shape of intelligence?

This is the interesting truth: AI exposes a new kind of intelligence. In the old model, the intelligent person was the one who knew. In the new model, the intelligent person may be the one who can question, interpret, and judge, and who can do so without needing the world to be tidy first. Misfits understand this. Artists understand this. People who were never entirely comfortable in official systems understand this. AI did not invent this way of thinking, but it gave it leverage, scale, language, and speed.

So, the AI transformation will not be

only technical. It will be temperamental. Organisations will not only need better tools, stronger data foundations, safer architectures, vendor strategies, and operating models. They will also need more room for people who learn in public, make strange attempts, ask seemingly awkward questions, find value before there is a process for it, and sometimes appear unserious precisely because they are close enough to the work to touch it directly.



In an environment where everybody can come up with beautiful slides, suddenly the attention is not on the slides anymore because everybody can make those. **Now the attention is on you,** on how you can connect with your audience, **how you communicate.**

- Researcher of AI and worklife



One of the things I think will definitely become more important when working with AI, is making sure the **human interactions** are also **preserved**.

- Interviewed researcher

Signals of **change**

Companies and ESG

Youth employment is often framed as a question of whether young people are ready for work. But companies also need to ask whether their workplaces are ready for young talent. Creating meaningful entry points, opportunities to demonstrate strengths and pathways into suitable roles is both a social responsibility and a long-term investment in the expertise companies will need in the future.

Value of juniors re-defined

The value of young professionals goes beyond completing junior-level tasks. They bring perspectives shaped by a different generation, changing technologies and emerging behaviours. By bringing young voices closer to decision-making, companies can uncover insights, assumptions and opportunities that might otherwise remain invisible.

Pathways to professional identity and expertise

A first job does more than provide employment: it builds confidence, judgement, networks and professional identity. As AI automates many of the traditional tasks through which juniors once started their career with, companies need to intentionally create new pathways for learning through practise, observation and responsibility. Otherwise, today's efficiency gains could become tomorrow's expertise gap.

Emphasising human skills

As AI makes high-quality output increasingly accessible, distinctly human capabilities become more valuable. Communication, critical thinking, curiosity, judgement, collaboration and relationship-building are becoming key differentiators. When polished output is easy to produce, what increasingly matters is the thinking, personality and human capability behind it.

The future belongs to people with agency

Careers are becoming less like predictable ladders and more like paths people actively shape. Young professionals need the confidence to experiment, adapt and make decisions amid uncertainty. AI can strengthen this agency, helping people articulate what makes them unique, but the advantage belongs to those who actively use these tools to create their own direction.

Outsourcing mindfully

The key question is no longer whether to use AI, but how to use it well. Over-reliance can weaken the learning, critical thinking and problem-solving that young professionals need to develop, while thoughtful use can accelerate them. The real differentiator will be AI fluency: knowing when to question, guide and refine AI, and when to rely on your own judgement.

Designing AI for human agency

We should stop thinking about human autonomy as independent from outside influence. Autonomy has never meant making decisions in isolation, on the contrary, our choices have always been shaped by the institutions, cultures, technologies, relationships and environments around us. What is changing with AI is not the existence of influence, but its depth.

AI does not simply provide another tool that people can choose to use. Increasingly, it participates in the processes through which we understand problems, generate alternatives, make decisions, and take action. Personalisation systems determine what we encounter. Copilots help formulate our thoughts. Recommendation systems narrow the possibilities. AI agents increasingly interpret goals and perform actions on our behalf. In this sense, AI is beginning to reshape the conditions under which human agency itself operates.

This matters, because our research suggests that agency is becoming more important at precisely the moment when it may also be becoming easier to outsource.

The paradox of agency in the AI era

Across our research with young people, employers and experts, a consistent picture emerges: working life is becoming less structured and predictable. Increasingly, success depends on people's ability to navigate uncertainty, learn continuously, identify opportunities, solve problems, and shape their own path. This shift can be described as a movement toward greater self-direction, where success depends on the capacity to think, learn, and use AI rather than simply possessing a particular qualification or skill.

Young people themselves recognise this change. In our discussions, they described that career planning is becoming less linear and more experimental: instead of settling into a forty-year career path, they expect to explore various interests, pursue opportunities, and continuously change direction. This freedom can be exciting, but it also creates considerably more responsibility for the individual. When almost anything appears possible, deciding what is worth pursuing

becomes difficult. Young people in our research described feeling pressure to continuously learn, network, experiment and ask themselves whether they were exercising enough agency over their futures.

AI adds a whole new level to this evolving landscape of employment. It gives people new capabilities to explore opportunities, acquire knowledge, and accomplish things independently. Yet, it can also perform the cognitive work, through which people have traditionally developed the capacity to do those tasks themselves. This creates what may be one of the defining paradoxes of the AI era: The more agency people need, the easier it becomes to outsource the processes through which agency develops.

AI can augment thinking – or replace it

Our research repeatedly surfaced this tension. AI can dramatically lower the threshold for doing things. Someone with limited experience can use it to research an unfamiliar topic, generate ideas, understand a problem, prepare an application, write code, or explore a new career. Used well, this can expand agency. But access to capability is not the same as developing capability.

One of our research syntheses describes a growing gap between people who use AI to support their thinking and those who use it to replace more complex thinking altogether. The latter creates the risk of accumulating “cognitive debt”: outputs continue to be produced, while the underlying ability to reason and understand erodes. One of the interviews made the connection even

more explicit. Writing, the participant argued, is part of thinking itself. When writing is outsourced, some of the reasoning and deep engagement associated with it can disappear as well, potentially affecting people's ability to articulate and defend their ideas.

This distinction becomes critical when we think about AI agents. An AI system that helps someone understand a problem can increase their agency. An AI system that understands the problem, determines the objective, selects the solution and executes it may produce a better immediate outcome while leaving the person less involved in the process that produced it.

Both systems may look successful, but they produce very different humans.

We should ask not only what AI does, but how it affects people using it

This suggests that we need a different way of evaluating AI systems. Today, successful AI products are often measured through efficiency: how much time did the system save? How many tasks did it automate? How quickly did the user reach an outcome? Though these are useful measures, they capture only immediate transactions. Agentic AI requires us to think long term, especially when considering younger users.

If a system repeatedly does the planning for someone, does that person become better or worse at planning? If it continuously prioritises their work, do they become better or worse at

deciding what matters? If it writes on their behalf, does it help them clarify their thinking or allow them to avoid doing so? If it recommends which opportunities to pursue, does it expand their understanding of the world or gradually narrow it?

One of the most relevant design questions therefore becomes: who do we become as a professional with repeated use of AI? This question is particularly important for young people because, as mentioned before, some of the tasks most susceptible to AI automation are also the tasks through which expertise has traditionally been developed. The challenge is therefore greater than protecting existing skills. It is about protecting the processes through which skills, judgement, and agency emerge.

From task automation to capability development

For us, our research findings reframed what “good” AI agent design should mean in the consumer space and in personal use cases. Consider a seemingly ideal agent: it understands everything about the user. It knows their preferences and history. It identifies what needs to be done before they ask. It evaluates the available options, determines the best course of action, and executes it automatically.

From an automation perspective, this is excellent. From an agency perspective, it is ambiguous. The person may technically remain “in the loop” without meaningfully exercising agency. The user clicks “confirm,” but the thinking has already happened elsewhere. Designing for agency requires something more demanding: keeping people

involved not merely in approving decisions, but in forming intentions.

We encountered this tension in developing our own agents. Early versions were designed to make the process as efficient as possible, but this sometimes meant doing too much of the thinking for the user. We found that preserving agency can also mean creating more space for people to understand the process, question the direction at any point, make uncertainty visible, easily reverse decisions, and see trade-offs rather than hidden complexity. In other words, the agent should help the user develop their own understanding of the problem and what they want to achieve.

The objective is not to maximise human involvement in every action, but to preserve human involvement where it contributes to learning, identity, and future capability.

Friction is not always a design failure

Our findings from the user testing also challenge one of the assumptions in contemporary digital product design: that friction should always be removed. AI agents make it possible to eliminate extraordinary amounts of friction. They can anticipate needs, remove intermediate steps, and transform complex processes into a single instruction.

Much of this is genuinely valuable, but some friction performs an important function. Thinking takes effort, learning requires experimentation. Developing judgment requires making decisions without knowing the correct answer. Discovering what you value requires encountering alternatives.



Our research suggests that this distinction matters. Effective AI use itself requires experimentation, judgment and validation; proficiency develops through repeated practice rather than through simple access to the technology. The goal therefore should be productive friction: automate the effort that prevents people from acting while preserving the effort that helps them grow without knowing the correct answer.

AI should strengthen people's ability to act without it

The research we conducted with young people gave us a more ambitious objective for the AI agents we developed. A good agent should not simply make a user more capable when working with the agent. Over time, it should make the user more capable in general.

For example, a career agent should not merely find opportunities; it should help someone understand why certain opportunities fit them. A writing agent should not merely produce polished text; it should help someone develop and articulate their own argument. A work agent should not merely execute tasks; it should help someone understand how their work creates value. In each case, AI becomes a tool for developing agency rather than a substitute for it.

Our research suggests that young people already experience considerable pressure to construct their own futures in an environment of enormous possibility and uncertainty. Some described feeling that they should continuously be doing more: learning another skill, attending another event, developing another project or pursuing another opportunity.

Agency cannot be left entirely to the individual

Agency therefore cannot mean leaving people alone. Our interviews frame many of these challenges as structural and cultural rather than simply individual. Young people entering working life need guidance and support, while increasingly self-directed organisations may leave managers with less capacity to provide it. Agency requires environments that provide clarity, opportunities to contribute, and room for people to develop their own strengths and direction.

This brings us back to the original idea of autonomy. Autonomy is not independence. Agency is supported autonomy. People become capable of directing their lives through interaction with other people, institutions, opportunities, and technologies. Now, AI is becoming part of that environment. The responsibility therefore cannot sit only with users. It also belongs to the organisations and designers building the systems through which people increasingly think and act.



Impossible?
Possible.

Levels of Agency

1. Self-recognition

– build the foundation of agency

Make potential visible to the individual themselves. This layer is about helping people understand themselves well enough to act with direction.

A lot of people, especially early in their careers, do not lack talent. They lack a clear interpretation of their own talent. They may have experiences, strengths, interests, ways of thinking, or ways of creating value, but they have not yet learned how to recognise the patterns across them. So, this layer is not just about “self-awareness” in a soft or reflective sense. It is about turning lived experience into a usable understanding of one’s own potential.

The agent concept living here – Indy – should therefore act almost like a mirror or an interpreter. This level should help the individual see patterns they cannot easily see themselves, and form a clearer internal model of who they are, what they can offer, and where they might create value.

2. Tools for current systems

– turn agency into opportunity

The second layer assumes that the individual now has some understanding of themselves. The next problem is that the world does not automatically understand them.

The agents on this level – Caio and Echo – are contextual. They ask: given who this person is, what does that mean in this specific situation? Existing systems are full of interfaces that individuals must learn to navigate: job applications, CVs, LinkedIn, interviews, networking, project proposals, portfolios, internships, freelance opportunities, and organisational hiring processes. All these systems require translation.

A person may know that they are highly analytical, unusually good at simplifying complexity, and strong in cross-functional collaboration. But that does not yet tell them how to describe that value to a specific employer, which experience to emphasise in an interview, or what proof to create. Therefore, the role of this layer is to make potential visible, relevant, and actionable within the systems that already exist.

3. Building opportunities

– redesign the system around potential

This layer is about possibility creation. It moves beyond helping individuals access existing opportunities and asks how entirely new opportunities could be created around their potential.

The underlying mindset changes from: “What opportunities are available to me?” to: “What could exist here that doesn’t exist yet?” That is a fundamentally entrepreneurial way of approaching the world – but it does not require becoming an entrepreneur. It is about developing the capacity to look at environments as malleable rather than predetermined.

In that sense, the goal of the agent concept on this level – Ray – is not simply to make young people better at navigating the existing labour market. It is to expand their capacity to shape the opportunity landscape itself – to recognise where value could be created, propose new forms of contribution, and turn possibility into concrete pathways for participation in working life.



Our agents

Based on our development work, we created four AI agents: Indy, Caio, Echo and Ray. These agents guide users through predefined interaction flows, which means users do not need to formulate complex prompts or redefine the purpose and context of each conversation every time they use AI, as is typically required with general-purpose AI tools. This significantly accelerates the realisation of AI's benefits: instead of having to determine how they want to use an AI assistant, users can simply choose an agent with a clearly defined purpose and quickly receive the desired output – for example, a personalised skills profile.

Each agent has a carefully defined purpose, developed directly from discussions with young people and experts from various fields.

“I know that I have many skills but I don't know how to translate them to business language.”

– Member of the Youth AI Advisory Board

Many young people, particularly those at the beginning of their careers with little or no work experience, struggle to articulate their skills and competencies. **Indy** helps users identify their

strengths, recognise potential career paths, and express the skills they have already developed.

Once users have identified their strengths and competencies, the next natural step is creating a strong CV. **Caio** assists users in drafting effective CV content and, if desired, tailoring it to a specific job application. To further support the job search process, **Echo** allows users to practise answering interview questions and provides constructive feedback to help them improve their responses. Recognising that young people have limited influence over the labour market itself, we wanted to create a tool that enables them to discover employment opportunities even when companies have not published open job vacancies. **Ray** helps users identify opportunities where there is strong potential to match the user's skills with the needs of a selected company.

Together, these four agents provide a comprehensive toolkit that empowers young people to take greater control of their job search through the effective use of AI.



THE PERSONAL BRANDING COACH

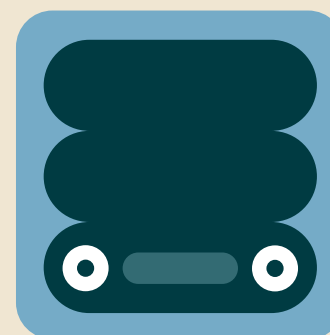
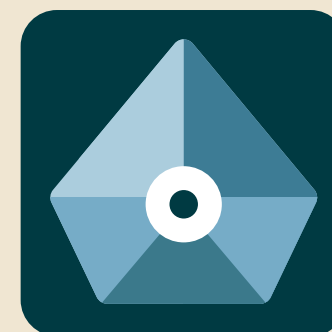
Identify with Indy

Indy is here to help you figure out what makes you you and turn that into a personal story you can confidently share with the world.

THE CV BUILDER

Craft with Caio

With Caio, your experiences become a CV that reflects who you are and where you want to go, even if your path is just beginning.



THE INTERVIEW COACH

Express with Echo

Echo is here to help you feel calm, clear, and ready when it's time to show up for your interview with confidence.

THE OPPORTUNITY ARCHITECT

Reach with Ray

Stop waiting. Start building. With Ray, you'll open doors by learning to spot opportunities where others only see gaps.



Your **personal branding** coach



Indy is here to help you figure out what makes you you and turn that into a personal story you can confidently share with the world.

Together, we'll spot the signals hiding in what you've done, what you care about, what energises you, what you keep noticing, and what kind of problems you're drawn to. Then we'll connect those signals to what's happening in the world – in society, culture, industries, communities, and emerging fields – so your direction doesn't just feel personal, but relevant.

The goal is not to make you sound more established than you are. It's to help you own your up-and-coming angle: what you're learning, what you're exploring, what you're moving toward, and why that actually matters.

By the end, you'll have a clearer sense of your strengths, your patterns, your positioning, and the story you can start acting from. Let's create a sharper, more confident way to understand yourself – and show the world what you're becoming.

What you bring

Bring your experiences, interests, ideas, values, projects, and curiosity. They don't need to be polished or connected yet – just real. Every story, hobby, challenge, or achievement can reveal valuable career signals.

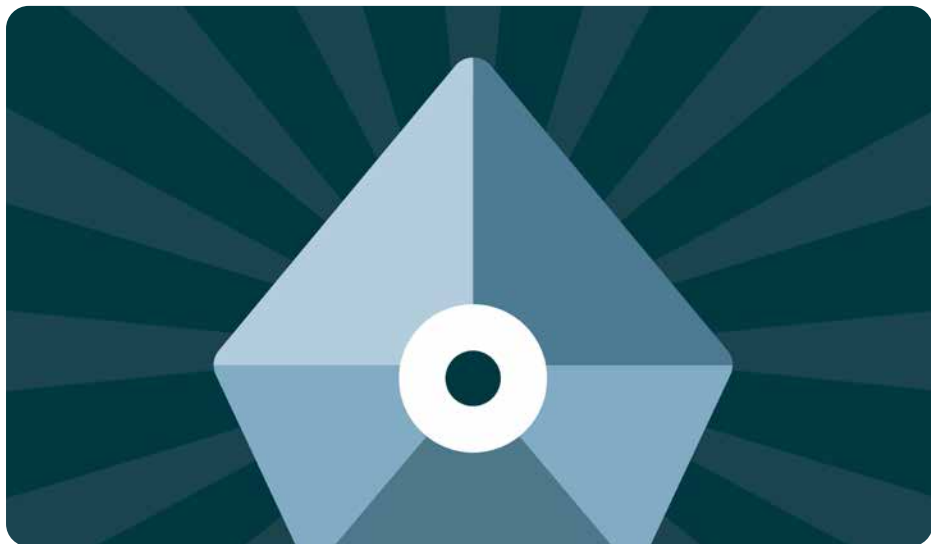
What to expect

Expect a guided reflection that helps uncover what makes you unique and shape a professional identity that feels authentic and meaningful.

What you get

Walk away with a clearer personal brand, stronger self-awareness, and practical messaging you can confidently use across your CV, LinkedIn, portfolio, and introductions.

Your **CV** builder



I help you turn your CV from “here’s everything I’ve done” into “here’s why I’m a strong fit for this role.”

You bring your CV and the job ad. I'll help you figure out what the role is really asking for, what parts of your experience are worth highlighting, and what needs to be clearer, sharper, or cut. Say goodbye to CVs that are either too generic, too long, or full of things that don't quite connect to the job.

Together, we'll look at your CV and the job ad side by side. I'll help you spot

what the employer is really looking for, which parts of your experience matter most, and where your current CV could be sharper, clearer, or more targeted. The goal is to help you show the most relevant version of your experience – with stronger wording, better structure, and clearer proof of why you fit the role.

By the end, you'll have a CV that feels focused, honest, and easier for the employer to understand. Let's create a tailored version of your story that connects what you've done to what this opportunity needs.

What you bring

Share your CV or the personal brand you got from Indy, and add the job you are interested in. Your profile doesn't have to be perfect yet – just honest and true to who you are.

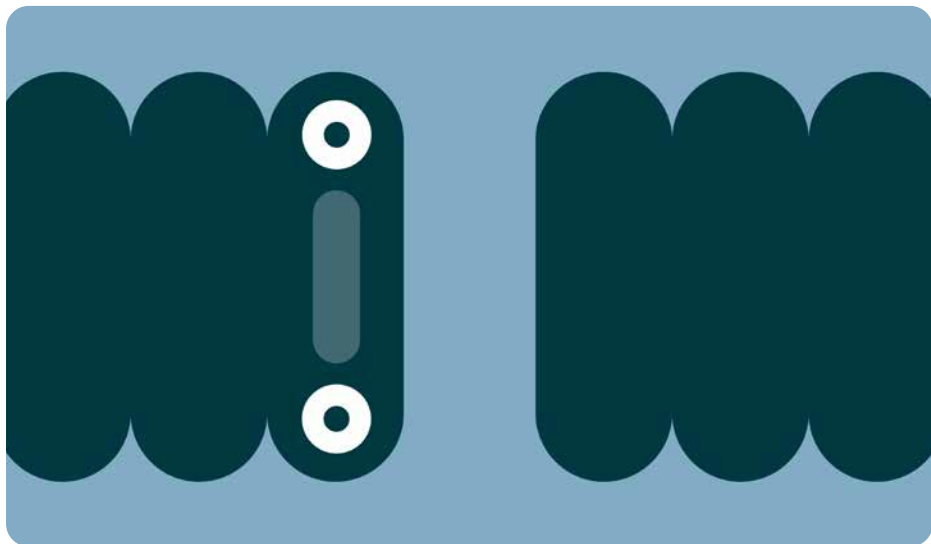
What to expect

A guided reflection helps you spot the experiences, projects, skills, and achievements that best connect to the role. You'll see what to highlight, what to reframe, and where your CV could make the fit clearer.

What you get

A CV that is customised for the job based on your key strengths for that specific role.

Your **interview** coach



I am here to help you feel calm, clear, and ready when it's time to show up for your interview with confidence.

This is your space to practise before the real thing. No pressure, no judgment, no need to have perfect answers right away. We'll simulate the interview situation, work through the questions that usually make people freeze, and help you get more comfortable thinking, speaking, and reacting in the moment. Together, we'll look at your experience and the job opportunity side by side.

You can practise in a realistic or pressure-based interview mode, and we'll train how to sharpen your examples, explain gaps honestly, handle follow-up questions, and recover if your thoughts get messy.

The goal is to help you show up prepared, grounded, and easy to understand. By the end, you'll have stronger answers, clearer stories, and a better sense of how to communicate your value in the room. Not memorised lines. Not 'perfect candidate' mode. Just you – sharper, calmer, and ready to answer with confidence.

What you bring

Bring your experiences, ambitions, strengths, and even the interview nerves you're still working through. You don't need to be perfect – just real.

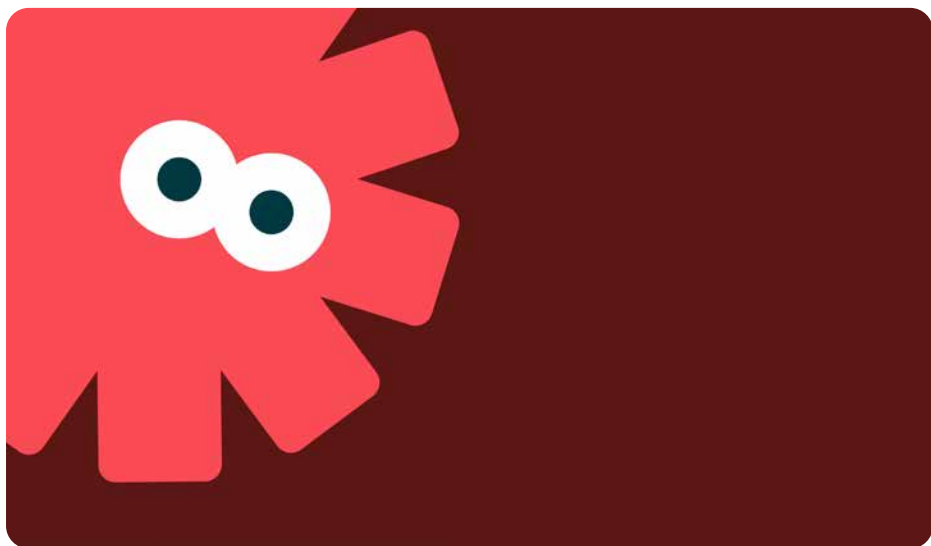
What to expect

Many young people, with little or no work experience struggle to articulate their skills and competencies. Expect realistic interview practice, constructive feedback, and guidance for communicating your experience. You can answer by typing or speaking, so the conversation feels natural and close to the real thing.

What you get

Walk away with stronger interview answers, greater confidence, and practical feedback you can use in future interviews and throughout your career.

Your **opportunity** architect



I'm here to help you look at the world through a different lens. Because applying for the same open role as hundreds of other people is not always the best way in.

The best opportunities aren't always advertised; sometimes they're waiting to be created. So, instead of asking, "What jobs are available?", we'll start asking, "Where could I create value?" Together, we'll uncover the signals that most people overlook – from company updates and market trends to competitors, local events, and emerging

challenges – and turn them into real opportunities.

I'll help you spot those opportunities and connect them with your background to shape them into compelling Impact Proposals – clear, time-bound suggestions for what you could help an organisation achieve, why it matters now, and why you are the right person to contribute.

The goal is to see possibilities differently, take agency, and create opportunities for yourself instead of waiting for them to appear.

What you bring

Bring your experiences, interests, ideas, values, and curiosity. They don't need to be perfectly connected yet – just authentic.

What to expect

A journey to uncover where organizations may need fresh ideas, extra support, or new perspectives – and where you could make a difference. Ray connects your strengths with timely signals from companies and society, helping you shape a clear angle for turning emerging needs into real opportunities.

What you get

Walk away with concrete Impact Proposals – clear, time-bound suggestions for how you could help an organisation solve a challenge or create value. Instead of waiting to be chosen, you'll have a meaningful reason to start the conversation.

DATA FROM

Youth AI Advisory Board

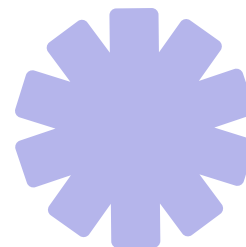
When researching the phenomena of young professionals, AI, and employment, our team agreed that we do not want to develop our solutions in a silo. That is why the Youth Advisory Board was created: to bring together young professionals from different backgrounds, age groups and stages of life, ensuring that the Youth AI initiative would be informed by a broad range of perspectives and real-life experiences.

We wanted to better understand how young people with different starting points experience today's working life, what challenges and opportunities they see ahead, and how technology could better support them in navigating the future of work.

Over the course of two months, the Youth Advisory Board came together for open dialogue, thought exchange and exploration. Participants discussed themes such as youth unemployment, technology, changing skills needs and the future of work, sharing their experiences, expectations and ideas. These conversations provided valuable insights for the Youth AI initiative and helped us better understand the needs and expectations of young professionals.



Among the
board, **Ray**
was the most
popular agent.



83%

of the Youth Advisory
Board members were
used to utilising AI in
their work or studies

The Advisory Board also played a practical role in the initiative. Participants acted as pilot-phase users of AI agents, testing them in practice and providing feedback based on their experiences. By combining diverse perspectives, open discussion and hands-on experimentation, the Youth Advisory Board helped bring the voices of young professionals into the development of the Youth AI initiative and contributed to shaping solutions that are relevant and meaningful for young people.

Beyond Productivity:

Building a future people can belong to

The dominant conversation about AI and the future of work sometimes feels strangely narrow. We talk so eagerly about productivity, displacement, and the number of jobs that might disappear, and naturally these questions matter, but they also carry an assumption that the only central function of work is economic production.

Our exploration of possible futures of youth employment suggests that something more fundamental is at stake. Through our research, it became clear that work is one of the primary ways people find their place in society. It provides structure to the transition into adulthood (a process that is no

longer linear or straightforward), creates opportunities to develop competence, connects effort with recognition and provides a socially legible way of contributing to something beyond oneself.

Employment is therefore not only a mechanism for distributing income. It is part of the social infrastructure and process that helps people find their place and shapes how people take part in society.

Now, AI is beginning to reshape that infrastructure. The question is not simply if there will be enough work for young people, but if our institutions will still offer them real paths to

grow, to contribute, and to feel that they matter. The real divide in an AI economy may not be between humans and machines. It may be between those that only optimise for productivity and those that also protect participation.

Two responses to the same technological future

The starting point for this essay was our workshop that explored the radically hopeful and radically negative futures for young people and employment. What emerged from the workshop was something far more interesting than a simple utopia-versus-dystopia exercise. The two futures did not actually depend on radically different technological assumptions. In both, AI becomes increasingly capable, work begins to shift in expected and unexpected ways, and existing professions are disrupted.

What changes is the social response.

In one scenario, institutions follow the logic of efficiency: if AI can perform a task more cheaply or effectively, there is little reason to give it to someone who is still learning. If fewer people are needed, fewer people are hired. Education becomes increasingly detached from the opportunities it once promised to unlock. If expertise can be accessed on demand, why would one spend years patiently building it? It simply begins to seem less attractive. Collectively these questions begin to thin out the pathways through which young people learn how to enter, take part in, and belong to society.

This darker scenario that emerged from the workshop repeatedly connected these developments with the same human experience: exclusion, hopelessness, declining trust, and the feeling of “I am not needed anywhere.” The scariest thing is that nothing dramatic must happen for these feelings to emerge; there is only a gradual erosion of certain structures, as some ways of belonging slowly weaken and others begin to form.

The alternative future contains much of the same technological

disruption, but it gives rise to a different social fabric. Institutions make a conscious effort to keep room open for participation. Young people are involved in decisions that shape their futures. Education helps them navigate uncertainty. Organisations value experimentation and even unfinished thinking alongside expertise. And as standardised production becomes easier to automate, human judgment, questioning, and interpretation matter even more.

The difference between these futures isn't a choice between technological, or even AI optimism and technological or AI pessimism. It is the bigger issue of institutional and systemic choice.

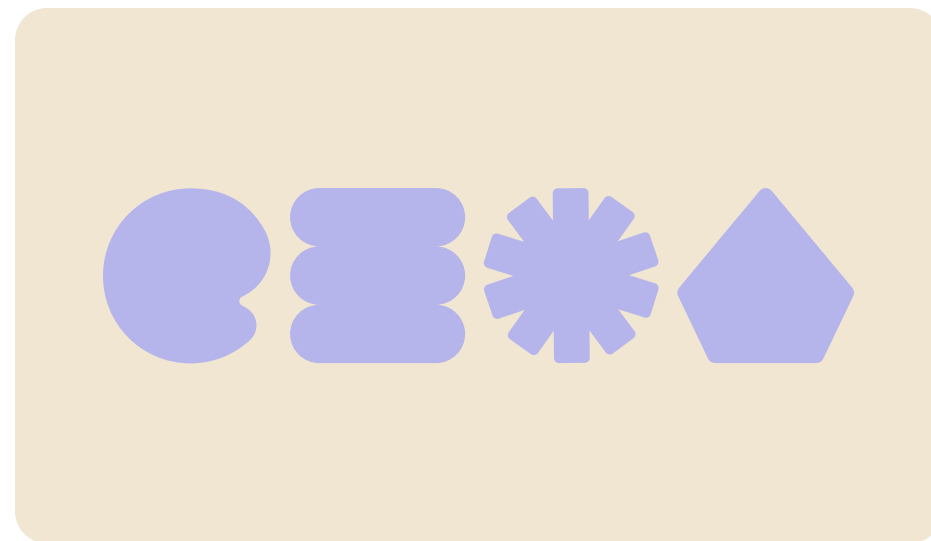
Efficiency can remove more than we first notice

AI gives organisations a powerful promise: **tasks that once required people may no longer need them in quite the same way.** The immediate benefits can seem obvious, but what from the narrow perspective of production looks inefficient can often mean

that another process is going on simultaneously. A junior employee who takes a long time to complete a task may seem inefficient if all that matters is speed. Yet that delay may be the space in which that person learns judgment, comes to understand the organisation, builds confidence, and gradually grows into an even more capable professional.

The same is true of mentoring, apprenticeships, experimentation and even failure. They consume time and produce inconsistent outcomes, they are difficult to optimise, but they are part of how societies reproduce competence. This exposes an important limitation in the way we currently think about AI adoption. When we calculate the return from automation, we are very good at measuring what disappears from the cost side of the equation. What we are much less able to measure are the developmental and social functions that disappear with it.

Not everything that looks inefficient is waste. Some inefficiency is the cost of growing capable people.



Young people as co-authors of the future

Ultimately, the two futures emerging from the workshop differ in what they optimise. One optimises increasingly effectively for output. It is entirely possible that an organisation or a society becomes extremely productive, but it may also become socially brittle. The hopeful scenario does not reject productivity, it simply refuses to treat productivity as the only measure of successful technological transition. It asks if people can participate, if newcomers can develop

competence, and if individuals can still imagine meaningful futures for themselves.

Seen through this lens, the darker workshop scenario becomes particularly interesting. **Its emotional centre is not poverty so much as exhaustion and loss of direction.** Young people are told to keep developing, keep collecting skills, stay adaptable, and keep competing, while **the link between effort and opportunity begins to feel less reliable.** A system can have impressive productivity statistics while more and more young people struggle to see where they fit within

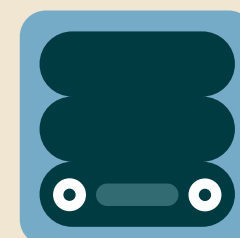
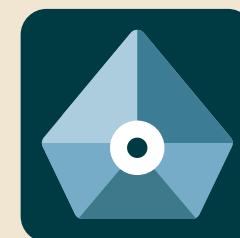
the very system creating that productivity. For young people to see a future for themselves, they need concrete ways to imagine their place in that future.

This touches on the workshop's underlying proposition: stable societies depend, at least in part, on people believing that participation is possible and that effort can change their trajectory.

A society can absorb the loss of particular jobs - this is nothing new. What becomes harder is maintaining stability when people stop believing there is a meaningful place for them in the future. The question is therefore not only how much work AI will transform, but how we make sure that place still exists.

The hopeful scenario also provides some answers. It places young people's voices closer to strategy and imagines them as participants in AI governance rather than simply subjects of it. The workshop results emphasise two-way evaluation, participation, and the idea that young people should become co-authors

of the systems shaping their futures. This is important because the generation most affected by the long-term consequences of AI currently has relatively little influence over how these systems are being redesigned. A more participatory approach would ask something different: what kinds of work, learning and institutions would young people themselves actually find worth building in an AI-rich society?





Navigating AI, Finding Futures - Building Agency, Expanding Access