



AI LEADERS PODCAST EP 68 AI IN EDUCATION: REVOLUTIONIZING KNOWLEDGE TRANSCRIPT

Intro quote [00:00:00] But now we've got a technology that is going squarely after knowledge. And so that transformation potential is far more profound than it's ever been. And I think that's sort of the business that we're in.

Manish Dasaur [00:00:21] I'm really excited about this episode. In this episode, we're going to get to talk about how A.I. and education are intersecting. And as both an Accenture employer, as an AI advocate and a father of children who are part of the education, this is all very important to me, very exciting for me. So, I'm so glad to get to talk about it. Today we're going to explore three topics where we're going to explore how programs and educational programs are adapting to really bringing A.I. to everyone and making it part of all curriculums. Second topic we're going to explore is how is A.I. transforming the way we learn, the way we consume and build knowledge? And third, we're going to talk about our employers' expectations of A.I. and the proficiency for employees that they hire. How are they changing and how we preparing our students for the future of the job market? That's a talk about these topics. I couldn't have thought of a better guest. So, joining me today is my friend Vijay Gurbaxani, who's director for the Center for Digital Transformation at the University of California, Irvine. Thank you so much for joining us today.

Vijay Gurbaxani [00:01:30] Manish, a pleasure to join you. So, I've been a professor at the University of California, Irvine Business School for a long period of time. And I've been teaching classes around technology-based transformation for quite a while now. I also directed the Center for Digital Transformation at the Business School, which I launched in 2012, and its focus is on helping companies adapt to the digital economy, which increasingly or these days is about how the A.I. is transforming the economy. And so, I do research. I teach classes. And I you know, we put on a lot of community events around this this theme of technology-based transformation.

Manish Dasaur [00:02:13] Terrific. Well, look, I know we're going to have an exciting conversation. I know this is an area of passion for you as well as it is for me. So, let's dive right into it. Let's talk about it. Vijay, I thought the first thing let's explore is kind of the theme of A.I. in education and how we're infusing A.I. to all the curriculums and disciplines that an organization like the University of California would go out. So, we'd love to hear some of your thoughts on that topic.

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Vijay Gurbaxani [00:02:38] Yes. If you think about A.I. in general, you know this to back it up a second. A.I. has been around for a long time, as you know, 50 years in. But and then, of course, we have the A.I. winter, but we've had what we would now call narrowly or specialized A.I. for quite a while. So, we've always been sort of talking about A.I. in the university for quite a long time. But generally, I, of course brought it into the public consciousness in a way that few technologies. And of course, every time you introduce a natural language interface, it changes the way it makes it easier for everyone to interact with the technology. And I think the transformation has been so rapid and so profound. I think we've been a little taken aback by how fast it's moved. And as you might imagine, it's always the younger folks who are very quick to embrace these new technologies. So, it crept up on us without us really being as alert to it. And, you know, except for people and, you know, feels like computer science or business schools when we talk about transformation all the time.

Vijay Gurbaxani [00:03:51] Generally we are in particularly I more broadly, the technology of discovery and universities are in the business of especially academic interest. I mean, research universities are in the business of discovering new knowledge. That's what we are fundamentally wired to do. And so clearly A.I. is accelerating the rate at which not new knowledge is being discovered. It's no, it's came as a surprise, but it's in some ways should not be a surprise that that, you know, the Nobel Prizes in chemistry and physics went to artificial to do A.I. scholars, you know, So I think that is very profound. The one in chemistry really jumped out at me because they are they discovered how proteins fold, which is a very it's got a grand challenge in biology. That was a fundamental contribution to the field of chemistry. And then when it comes to sort of what we ask students to do on the education side of the House, you know, we ask them to analyze. Ask them to read materials, analyze it, think about it and write about it. And, you know, clearly generative. I can do all these things quite well. Yes, we know what a loser needs.

But, you know, these challenges will be solved. And so, this is fundamentally what we're dealing with, a new technology or new set of technologies more accurately described, which is this going to transform how the fundamental missions of the university research and teaching are conducted moving forward? And I'm optimistic all said and done, because I think it will accelerate learning, and it will accelerate research and accelerate some of the delivery of education. And we could talk much more about sort of the different facets in which these improvements will occur with some risk. We should be very sensitive to the risks of these technologies as well.

Manish Dasaur [00:05:45] Yeah, look, I mean, it's fascinating to me what's been what's been most interesting for me to see is, you know, to your point, has been around for a while. And if I rewind the clock back before GenAI, before some of these latest capabilities came out as an A.I. person, I always felt like the focus of my work, the focus of my research, the focus of everything I'm doing is very quantified, quantifiably focused, right? So, we would be talking a lot about it in disciplines like math and algorithmic design and computer science and some of those things. But now, with the advent of the latest A.I. Technologies, especially generative AI, I feel like it's put us at the same table as the creatives. So now if you're a marketer, it's relevant for you. If you're a writer, it's relevant for you. If you're studying medical and something in medicine is still relevant for you. And that to me is so exciting because I think about the real advancement in our kind of human civilization that we want to drive. A.I. has to be in every single discipline in both the professional field and the educational field. For us to get there. What's your thoughts on that?

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Vijay Gurbaxani [00:06:51] Undoubtedly, because fundamentally I think about it, like I said, a technology of knowledge, discovery and ultimately societies advance because we discover new ways of doing things that are better than the old ways, whether it's discovering new drugs, whether it's discovering sort of new ways to power households, whatever the case might be. It's all about the discovery of new knowledge. And now so what we've done to achieve the progress we have over the last, I would say 20 or 30 years has already been taking the knowledge that humans have, putting it into software which I call codified knowhow, because what that allows you to do is then run it on our digital technologies, digital platforms, which gives you the benefits of automation at scale. So, you take something that humans know how to do, whether it's payroll, whether it's computing brains for your students, whether it's supply chain, it doesn't matter. You can just sort of really automate human drop out and then run it very, very effectively at scale. Right. And then we've seen sort of the improvements that is brought to society and companies alike. But now we're talking about a technology that goes upstream from that and says, I'm not going to rely on human knowledge that we already possess and how can I now improve the knowledge that how I can gain new knowledge? Right. And there's so many steps to this, right? So, you think about sort of what I would call the sound, the more basic steps, which may not be as earth shattering that I have to read 20 to 30, maybe more research publications. If I start working on a research project now, I can use a large language model to do a lot of that reading for me to figure out what's relevant, summarize the research. And so, it completely accelerates the process of me just coming up to speed on what I what I need to know before I get started. So that's part one. And I still think that's the easy part. The next the next, much more challenging phase is how do I discover the new knowledge? So, what's the question I want to study?

And then how do I use increasingly machine learning and even more specifically, deep learning to help me in this process? So, let's just go back to the protein folding problem, because I think that one is sort of reasonably well understood these days. But, you know, these structural biologists or, you know, chemistry researchers, they've been using computational techniques to figure out the three-dimensional shape for protein as determined by its amino acid sequence. And, you know, for now, let's at acknowledge that it's very, very important to understand these 3D shapes because the shape determines the functionality of these proteins and these so that the best way to do it in terms of accuracy is experimental. It takes a very long period of time to identify the structure of just one protein and a lot of money to do that. So, you know, these scientists have been working on computational methods for a long time, even before the advent of machine learning. And then when machine learning comes along, you know, here's DeepMind, Google's division out of London, which actually decided to enter this competition based on just a few years of work. And in their first entry, they outperformed all the science, the scientific research teams that have worked on the protein folding problem, some of them for decades. Right. And year. And the first time they entered the competition, they actually beat the world's best scientists at identifying the structure of proteins. Two years later, they beat them by a whopping margin. A year later, they announced 100 billion, well, maybe 200 billion, you know, structure of every protein known to science. And they accelerated that. You the field of discovery. To me, that's very, very profound. So, you're using computational techniques to do something in a far different way than the way we're used to having done it in the past. And that to me is one of the most solid examples of how we're going to accelerate research. So, think that.

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Manish Dasaur [00:11:00] Yeah, I love it. It's such a great example. One of the things that I used to think about, there was a while in human history where anything we applied math and geometry to, we improved, right? If we're trying to build bridges. Once you apply math to them better, you're trying to build architects and buildings. Once we applied math, then they got better. I came to think about it in the same way. Now, anything that we really want to do and make a dramatic step forward and what we can, to your point, that capability that we can build, building it with A.I. is now going to give us that edge and that leap forward that we're looking for. And the best thing I just heard you kind of say is that Nobel Prize in chemistry was won with someone who took an API angle to it. Right. And that's such a terrific, terrific message for people to embellish.

Vijay Gurbaxani [00:11:43] It's even more amazing than that. But these are people without a lot of training in that field. Yeah, right. So of course, I'm sure they came up to speed on what protein folding is all about. But these were not people who've spent their lifetimes, you know, doing their PhDs and protein folding, and yet they were able to outperform sort of the world's best scientists in that particular domain. And I think that to me, is really, profound. And then from there, you know, you talked about marketing. You talked about some other examples. And I think, you know, clearly, you're not going to win the Nobel Prize for discovering some new marketing insight, but maybe you will. Who knows? But even if I understand customer behavior better than I did before, using machine learning techniques. That is also a form of new know how. If I understand, you know, because Noha is just sort of understanding something new about the world and doesn't necessarily have to be that profound, but it could be very, very useful in your in your business performance.

And I think you think about it for the last 30 or 40 years, our economy has shifted from an economy based on tangible assets, you know, factories, machines, buildings, what we would call our property plant and equipment. And now it's focus on intangible assets. And there's any amount of research that supports that. So, if you say the economy is now based on intangible assets, like know how intellectual property data, and then I give you a technology that can accelerate the development and dissemination of the asset that is already very important. Can you just imagine what we're going to be able to do with it in the next few decades?

Manish Dasaur [00:13:31] Yeah, spot on Spotlight looked at that I think is a perfect segway as we kind of think about the next decade. Let's talk let's explore a little bit better. The second theme of our topic which was how is it changing the way we learn, right? So, one of the things that, you know, I see quite a bit is I see needs for more accelerated learning paths where we can train people quicker in the latest discipline, not in kind of spans of the years because the technology just moves too fast. But in the span of a few months, I also see A.I. creating personalized experiences for people, enabling virtual learning for people stuck in your chair at the university, what's your what's your view on how is A.I. changing the way students learn?

Vijay Gurbaxani [00:14:15] So let me sort of answer a slightly different question first, if you don't mind. So, the first thing I think is we have to also talk about studying itself.

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So, because I think before we can ask people to use A.I. well in their own learning or how we deliver education to them, I think it's absolutely essential that every single student appropriate for their age and where they are in their educational progress. Must understand something about I because I sort of, you know, you can't wear rose colored glasses. That comes with many risks. So, we want to make sure that people understand how you use the technology appropriately, how not to make mistakes with it, how not to get yourself into trouble. So, one of the things I do, for example, is I encourage, you know, so you get sort of the full range of what people think is appropriate because we're still learning about this. Some people, some faculty don't want their students to use it. I very much I'm the exact opposite. I basically say, I want you. I want my students to use as much as possible. Now, there's a caveat in there. I teach executive MBA students, and these are, you know, minimum wage would be in the 30s typically, and often more senior than that. So, they're in a different place in their in their careers and their lives. But. My view of the world as of a technology is available. The technology is powerful. You know, we should encourage people to use it because that's the only way we will make progress. Aster And if the more educated they are about how to use it appropriately, they will get better results with it. So, let's put that out there and say air training is absolutely essential. But then you think about sort of, you know, for years we've talked about how people learn, and you got visual learners and, you know, all these different forms of learning. People some people just like to read. Some, you know, some people like to listen. And I think now we can create AI tutors. I mean, there's so much software already out there that can create avatars that present information in a certain way.

I mean, you can do stuff, jack up to present material in different ways, and these things are getting much more sophisticated. You can get different language. You know, I have given talks in English and translated perfectly into Spanish, and it does so in my voice and my likeness. And so used to say, start thinking, okay, now let's flip that around to the individual. One is you could certainly address the easy stuff like language, which is, you know, hugely important, by the way, because it's easy to dismiss. But, you know, there's so many people who don't speak English as the first language, for example. But then more important, sort of that's the easy win, if you will. The more important dimension for me is really helping somebody learn, understanding, you know how it is they solve the problem. And, you know, having the A.I., for example, diagnose like, you know, infirmed behind the scenes, how is Manish actually learning this and give you a quiz and you realize, you know, you got this question right and you got that question wrong, and then, you know, by interacting with you more and more and gets a sense that, okay, where does my nation need help? What parts is he getting on his own? And you can send him, you know, you already see if you see it at the simple level, with the SATs and the graphs, they're all giving you questions based on how well you're answering the past questions. The next step, of course, and not for testing purposes but for teaching purposes is how do you design a system that is personalized to you? So, it explains to you the concept of thanks or anticipating or having trouble understanding, or you might have trouble understanding.

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And then of course, the simple stuff like, you know, being able to revisit something and do it over and over again and with that, with a tutor, a way your parent isn't paying by the hour because it's already there. So, if you want to watch that thing five times and have it explained to you five different ways the can the tutor can do that. So, I think customized and I think that is the beauty of software, all know, it's we used to say we've said this for years Randle one's run has been run around often and they is exactly like that. You build it once and you run off and if you need five times a day needed eight times or we needed to try different variations remind me when I was in golf taking golf lessons and you know, my teachers would always try, you know, these different visual or mental cues to get me to do something because, you know, your body is doing something quite different from what you think it's doing. And it's the same thing. It's sort of like giving you multiple different ways to think about what if you obviously if you understand something quickly, more power to you. But most of us in our lands get stuck on, you know, some classes are hard, some classes are easier. And I think this is where the technology comes in. And then I think the other thing is. So, the fact that you can be a seller, that the whole model that I worry about a lot is the current economic or the business model for investors. A professor standing in front of a group of students and teaching the same material year after year or semester after semester. And so much of this can be automated now and probably done at probably better than human performance because you can capture the best teachers in the world, teach material and deliver that and then decompose it into ways that human beings simply don't have the time to spend with all their students. So, I think this is I'm very, very optimistic about this piece of it. And it will come with huge challenges to our business model, better K-through-12 higher education. But it needs to happen.

Manish Dasaur [00:20:09] That's fascinating to hear you describe that, right? Because I do think it will be disruptive to universities, to your point. But it's a disruption that I think is good for the university in the long run, good for students in the long run, too. And that the three themes that really stood out to me that you just touched on is one. You said build it once, use it multiple times. That level of scale, I think is so critical, right? I think about all the time that we need to train a bigger and bigger portion of the population in the new capabilities, new technologies. So, they're ready for the workforce tomorrow. The only way we achieve that type of scale is through this type of intake. And cramming more people into the physical building is not going to be the answer for that problem, right? So, scale, I thought, was one point that you just touched on. Absolutely spot on. The other one for me was personalization. Right. To your point, people can study it in the modality they want. If you want a video, you want an audio or you want to read, you can pick your modality, right? You can do it at your pace. And then lastly, you said, hey, look, I can, you know, learn and get better at teaching. You can determine where your weaknesses are, where your strengths are. It can continuously improve its training of you to help you overcome the weaknesses. Right? So that feedback loop where the A.I. machine is getting better and better at teaching you the individual in a better and better way. I mean, that's so, so powerful, right? It's incredible.

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Vijay Gurbaxani [00:21:35] And I'd add one more thing to that, which I didn't say, but as you were, so to summarize some of the things I said, it's the speed at which technology evolves and the speed at which knowledge evolves. Because yeah, we all grew up in a model where, you know, you and I and people older than us, this of us of like you go to school for K-through-12 and for college and if you're lucky you go to graduate school. Right now, the half-life of knowledge is so much shorter, and your knowledge is if, if we say that new knowledge is going to be developed much more rapidly, where is that going to come from? Like, how are you going to acquire that? And I never cease to be amazed by what people do. Like I get emails, you know, our center posts, a lot of videos, you know, on our channel. And again, people that I don't know writing to me and saying, we watched this video, we really like that, or we thought this was wrong or right or whatever the case might be. And every now and then I get intrigued enough to say, but how did you find me? Like, how about how did you find this video? And one of things I always say is, I wanted to learn more about, for example, A.I. transformation. And I'm Googling around, and the money and the YouTube turns out to be I was surprised a little bit to learn this. A lot of people start with the YouTube to get new knowledge and, you know, we all do it for things like, how do I repair my toaster or whatever the case might be. Sure, they're doing it for more complex topics now. You know, Google's got a feature. Perplexity is just a phenomenal engine. All these things exist already, and I think this is just going to be another way in which we really. Let me rephrase that. We have to harness this technology to be able to get the new knowledge out there quickly. Yeah, and I think that's really important because the days when you could be done studying after, you know, when you stop studying at age 22 are long gone.

Manish Dasaur [00:23:20] Yeah, absolutely. And look at this, this kind of day. I think that sparked kind of in my mind because you were talking to that is if I think about the Center for Digital Disruption that you chair, that feels like one of the key mission statements. Mandate of that session is to really disseminate and push our collective community's education systems forward into this journey. Maybe you want to take a minute and tell our audience what that center is about and how you kind of do the mission statement of that session.

Vijay Gurbaxani [00:23:48] Sure. So, you know, so I run the Center for Digital Transformation at the Business school at UC Irvine, which I founded in 2012. And honestly, we you know, we saw sort of the for the digital transformation wave coming, but we really were not talking about that in 2012. Some of us out there somewhere and you know, we're aware of it because Netflix is. Doing its thing and so on. But I was looking at some of the you know, after general FBI agents sort of took the world by storm, I started looking back to various sort of seminars and sessions that you're at. So, when we begin talking about this as 2016 and 17, we were already talking about, of course, in 2022, everything broke loose. But the mission of our center, we defined it as advancing the competitiveness and productivity of businesses and the digital economy. You know, it's a mouthful, but the real idea was how do companies and business organizations, probably a better word, learn how to use technology to be more productive and more competitive? And a lot of this is about technology training, but a lot of this is about understanding something that what we call the productivity front, the production frontier, like what is the most you can do with the technology available today?

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And so, you know, companies and it's a few years ago, maybe a couple of decades ago, the world was reasonably stable. And so, they all got very good at leveraging technology in ways that made sense for the time. But now when you've got a world that is as dynamic as it is, the challenge is much more profound, that is. What's the most I can do today is quite different from what's the most I could do a year ago or two years ago. Testing of breast of all these changes I think is really important. That's what our mission is. And I'm just going to repeat something that I said earlier. You know, the Internet, for example, was obviously a very revolutionary and foundational technology as well. But the Internet was about reducing friction. And I don't want to overstate the case because it does a lot of other things as well. But it was really about sort of changing how we interact with organizations created more efficient forms for online shopping and all kinds of things that you could do. You know, similarly, smartphones and apps that sort of those kinds of things. But now we've got a technology that is going squarely after knowledge. And so that transformation potential is far more profound than it's ever been. And I think that's sort of the business that we're in. And from our perspective, one of the sectors that we now, because the sector I operate in, is the higher education sector now. And I think we have a lot of work ahead of us because it is universities are in the business, like I said earlier, of creating and disseminating knowledge. And here's a technology that accelerates that with risk. And so, we have to be very clear. Right. And about the possibility.

Manish Dasaur [00:26:54] Let's talk about the third thing that we want to explore, and I know it's top of your mind, just like you described it as part of the part of the chair that you have at the at the center as well, which is the feature of the job market. Right. So as a as an employer of students that graduate from the University of California and like Accenture is, you know, our expectation that was everyone has a level of proficiency with AI.

But most importantly, I think our expectation now is you have enough proficiency with A.I. to be able to dramatically increase your productivity. So, if you without me, I could achieve X amount of work and X amount of productivity you with. I should be a multiple of that. That's our view, that A.I. is going to augment human productivity, amplify human productivity, and as a result, the overall our organization is going to be able to produce more value. Right. That's clearly a hypothesis. How do you think about that same equation as an educator?

Vijay Gurbaxani [00:28:01] So it's a very interesting question. Clearly, we will be more productive. And the fundamental question becomes. If I can do the work of two people, which is quite a stretch for this point in time. But just to make my arithmetic easier for now, because I'm not an AI myself yet. You know, you can do run a company if everybody could do twice the amount of three, twice the amount back then you could do loosely speaking with half as many people. Right? That's not going to happen. Certainly not in the short run. But the real question becomes like, what do you know if you create more value with these people, with your employees and they have a lot of domain expertise, for example, sort of one of the tradeoffs you have to consider is whether you want to augment these people, to make them more productive, have them give up sort of the boring what the sort of the mundane parts of their job and create even more value with what they're doing.

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And if we simply replace workers, the challenge we run into is you've taken something, the skill that somebody has invested their lifetime to acquire, let's say, and they were mid-forties and you work for 20 plus years and you went to college and you've done all of these things and now you're really good at college, and then you say, hey, I can do this better. You're worth nothing to me. So that's one way, which is not a way that I think most companies of most responsible companies will proceed. So, the Congress did that is, how would it take the technology and make this work that's so much more valuable to the organization, to society? But that still begs the question of what is the ultimate, because I think it's easier to see the jobs disappearing. It's hard to know what jobs will be created as a result of this. But I think that's one of the choices that corporate executives do need to think about, which is how do you. And in certain fields, by the way, you know, we're so short of employees already that we should welcome A.I. because, you know, we have a huge shortage of physicians, but not particularly in certain specialties. You know, as I spoke to the surgeon general of California, who is a student of ours, and one of the things she said. But you have nonetheless been worried about doctors being replaced because we are so short of doctors. So, we need it. But the counterexample would be, I was literally reading the last few days that the demand for software professionals is drying up and particularly entry level software professionals. Right? And ten years ago, we were saying, learning how to code, you don't even need a college degree. You're guaranteed to get a job. And clearly cheap. And, all these other tools, you know, are emerging that makes developers much more productive.

I think, and I had a student who graduate a few years ago, went to a bank for a consulting firm for several years before she moved on. And what they she said to me was the most of what I did can be done by GPT because, she was the junior person in the ranks and doing stuff that is, transcribing, creating presentation, summarizing, meeting notes, some analysis. But and so I think that's one of the things we have to think to talk about from a university perspective. This is a big challenge for us because if these entry level jobs, at least in some fields, are going to be quite different, ultimately you have to enter somewhere, right? So, it won't be what you did today. It would be something else. But we're still trying to figure out what exactly we're training people for. This is probably a little truer of business schools or engineering schools that it is or could be design schools than it is or some of the other, let's say, humanities where you. So, because we're in a way more focused on the skills that are that the employers want but that, you know, there's a lot to be said for just teaching people some of the more foundational skills, like understanding the classics, critical thinking, you know, judgment. All those things I think are really, really important. But the other dimension I want to quickly allude to, and I'm sure you have a perspective on this as well in the nation, which is what happens to the ladder, you know, because as people progress, you know, we all know the path probably more player and consulting firms because it's a very prescribed path that you follow.

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But, you know, as we sort of change the entry level jobs, like how do people get up to it and how did they sort of get mentor to go to the next level? You know, we notice a difference already between people who got are being hired recently and during the pandemic, for example. Right. Where they don't sort of understand or sort of internalize the culture of an organization that easily because they were remote or hybrid and is sort of the same analogy that I would like to use with, you know, I had to a big manufacturer tells me that their entire model. Whereas you learn, you know, even though you may be a talented engineer, you learn about sort of the culture, about product safety, about all these things from people who've been there for a long time. And to the extent that you replace some of this with A.I., then you come to the question of who is responsible for teaching them about all these things that are not necessarily in textbooks but reflect sort of the collective knowledge of the firm. And I think that's a real important set of challenges that we have to make, an important set of considerations that we have to address, because you can't just leave everything to the system, like who's going to make the decision of what people need to know? Yeah.

Manish Dasaur [00:33:51] Yeah. Spot on. Look, our view of the market absolutely is that certainly in the next few years we will see AI augment, assist, help improve the productivity of humans. We think that's where most companies are going. That's where most employers are going. We think that's where the most return on investment. So, it totally makes sense that organizations are going to prioritize that. And overall, this I think that's going to be good news for the job market in the short to mid-term. I think that's going to be good news for the organized company as well and good for everyone. Right. But I also think about it from a young person. I'm finishing up by finishing up my education, getting ready to enter the job market.

What are the skills that I really look? I think the way to differentiate yourself from the pack is changing, right? I think you want to now be able to demonstrate how you are an innovator using A.I., how you are a change agent, and can drive some level of transformation improvement in my business using A.I. You don't have to be a developer. You don't have to be the app programmer, but you need to be a savvy consumer of A.I. that can make an improvement to my business by using A.I. That I think, is one terrific way to separate yourself. And I also think the other thing that I think you've touched on is I actually think more and more when we have tools like chat deputy writing code, the more emphasis we have on softer skills, we still very much need people to understand the culture, need people to understand how people react, how they adopt, how we responsibly and morally build AI. So, the softer skills, I think, become even more paramount in a way where in a world where most of the harder, quantifiable stuff can be done through A.I.

Vijay Gurbaxani [00:35:36] Yeah, I don't know if you would call judgment a softer skill or not, but I think sort of the same point. Well, what do you do with the software in it? Your comment about training people, I 100% agree with you that everybody now needs to have some level of A.I. competence. I like to use the word the phrases, literacy, fluency and mastery. And depending on the kind of job you have; you need to be at least at one of those levels. And not everybody needs to be a master for sure.

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But in our executive MBA program and we're in a school that has emphasized technology for digital technology for a long time, in fact, our tagline is leadership for a digitally driven World. And we've done a fair amount of technology in the MBA executive MBA program literally this year. And I start teaching this next week literally for the first time. We have now introduced an AI residential two-day, 16 hours. Some lectures, some hands on, really saying, just like you need to know accounting, just like you need to know. Intro to marketing, you need to understand. And then we're going to follow that up with two more courses what is really about. So that's a technology course then. Then there will be one on the applications where we will invite people to come talk about how they are using AI in their businesses. And then that will all be in the present. And then the third residential is going to be on like what is the state of the art. What are some of the world leading companies like in Silicon Valley or even in L.A.? There's a lot of Southern California's, a lot of companies these days. What is the world leading companies doing? So, we give them a sense of what's ahead. And then we wrap it all up with a course that I teach again in the second year called Competing with Digital. So how do you understand how to succeed and lead your companies to success in a world that's going to be increasingly AI powered?

Manish Dasaur [00:37:29] Yep. Yeah, Love it. I want to thank you for joining me today. This is such a fascinating topic for me. I think A.I. and education are so closely paired in the market, both for people and both for employers as well. Right. So, I would be excited to see how this is going to continuously evolve. I want to thank you for joining us today and having a just a terrific discussion. Thank you so much.

Vijay Gurbaxani [00:37:55] And thank you, great fun chatting about these issues. And let's see what comes next.