



Embracing uncertainty: future-proofing skills, knowledge and capabilities in a paradigm shift

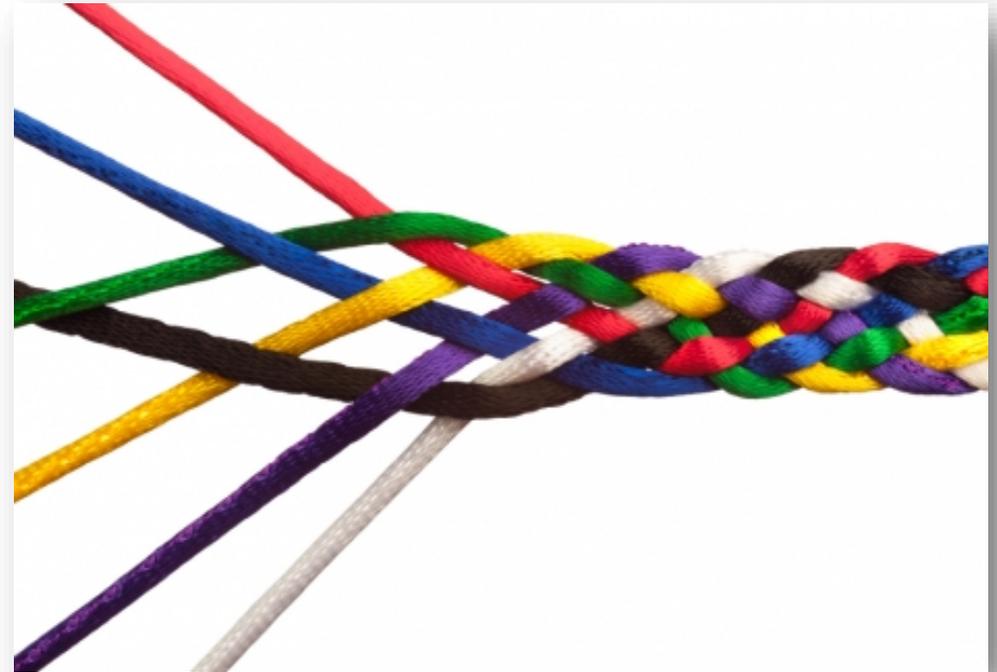
Dr Sam Grogan

Pro Vice Chancellor Student Experience, University of Salford

@SamGrogan

Higher Education...

- A 'massification' of higher education
- A marketisation of higher education
 - An increasingly consumer-focused regulatory environment
- A desire for increasingly personalised, tailored learning experiences





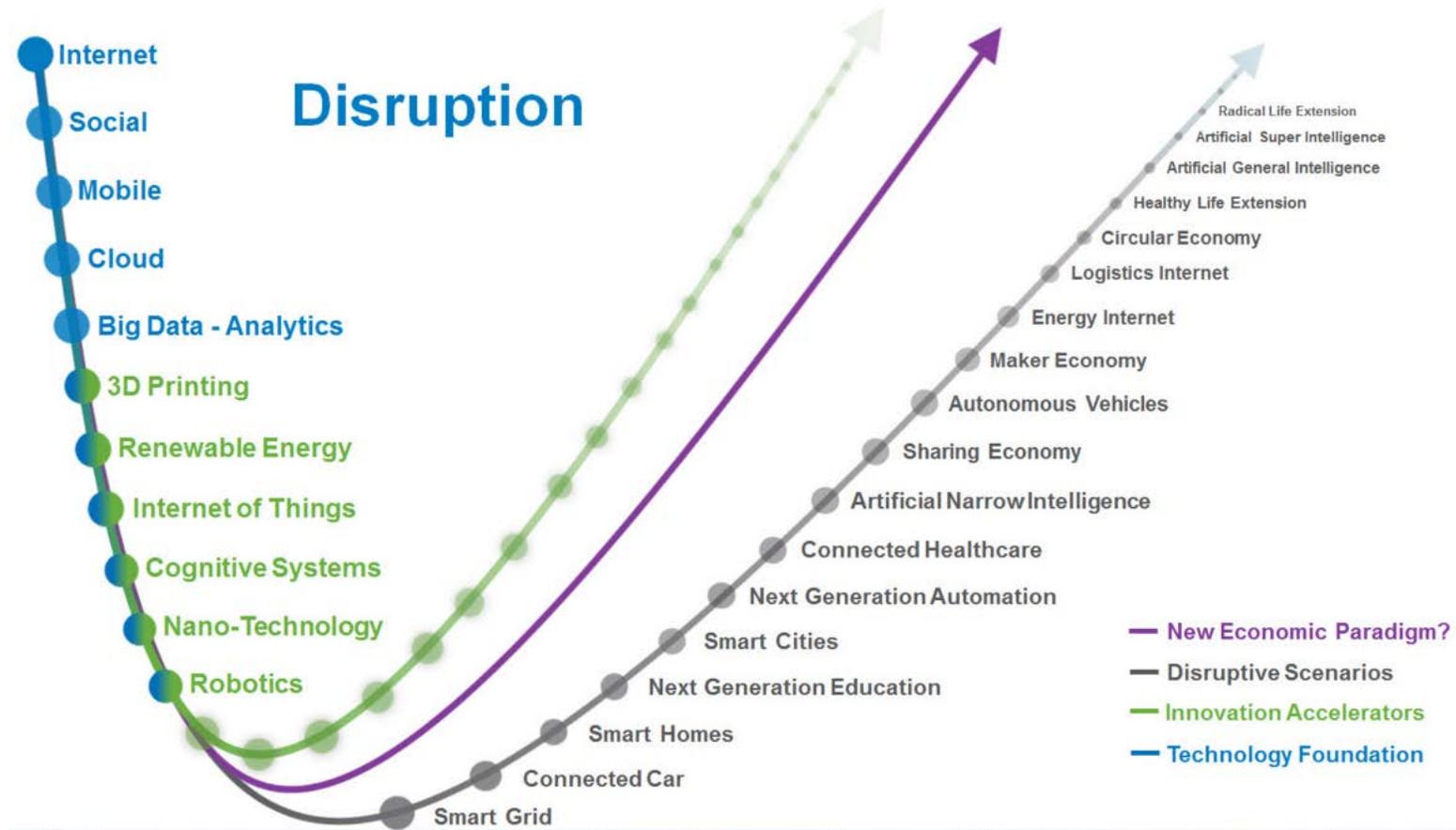


Technological Disruption

- **The Internet of Things-** A global, immersive, invisible, ambient networked computing environment –
- **Augmented reality and embedded technologies**
 - **Big data** - Tagging, databasing, and intelligent analytical mapping of the physical, behavioural and social realms –



Technological Disruption



<https://frankdiana.net/2014/08/12/combinations-and-disruption/>



Technological Disruption: world of work

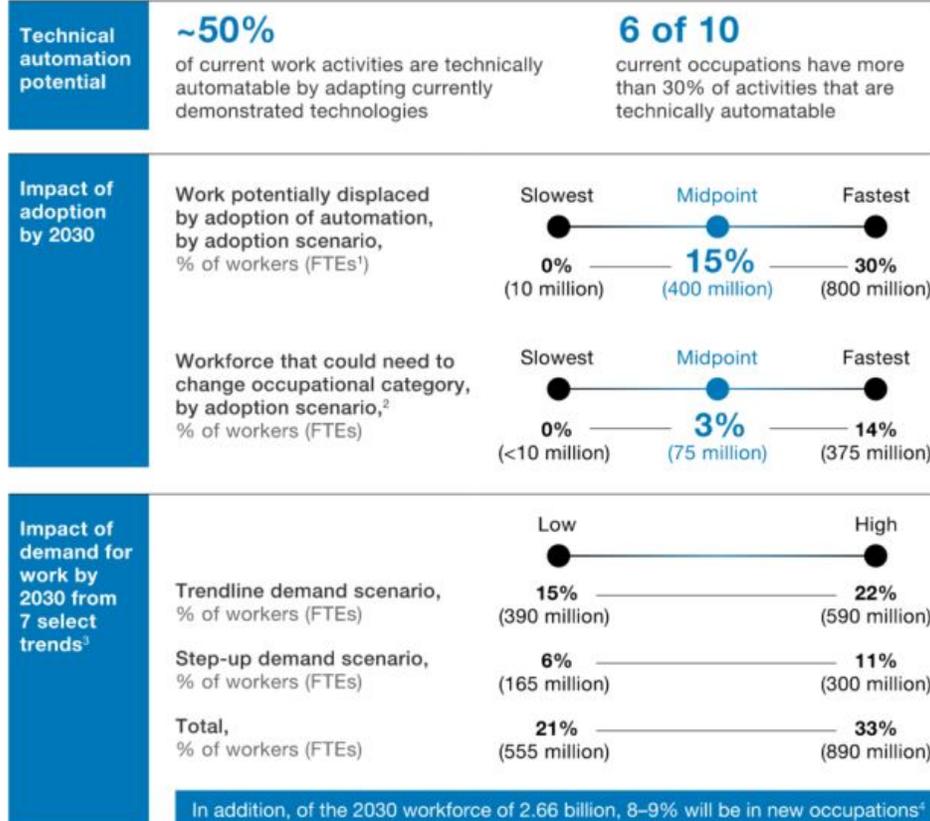
Nov 2017

Estimated that 400,000,000 –
800,000,000 jobs could be
displaced by automation across
the next 20-25 years



Technological Disruption: world of work

Automation will have a far-reaching impact on the global workforce.



Jobs Lost, Jobs Gained: Workforce Transitions in a time of Automation

James Manyika,
Susan Lund,
Michael Chui,
Jacques Bughin,
Jonathan Woetzel,
Parul Batra,
Ryan Ko,
Saurabh Sanghvi,

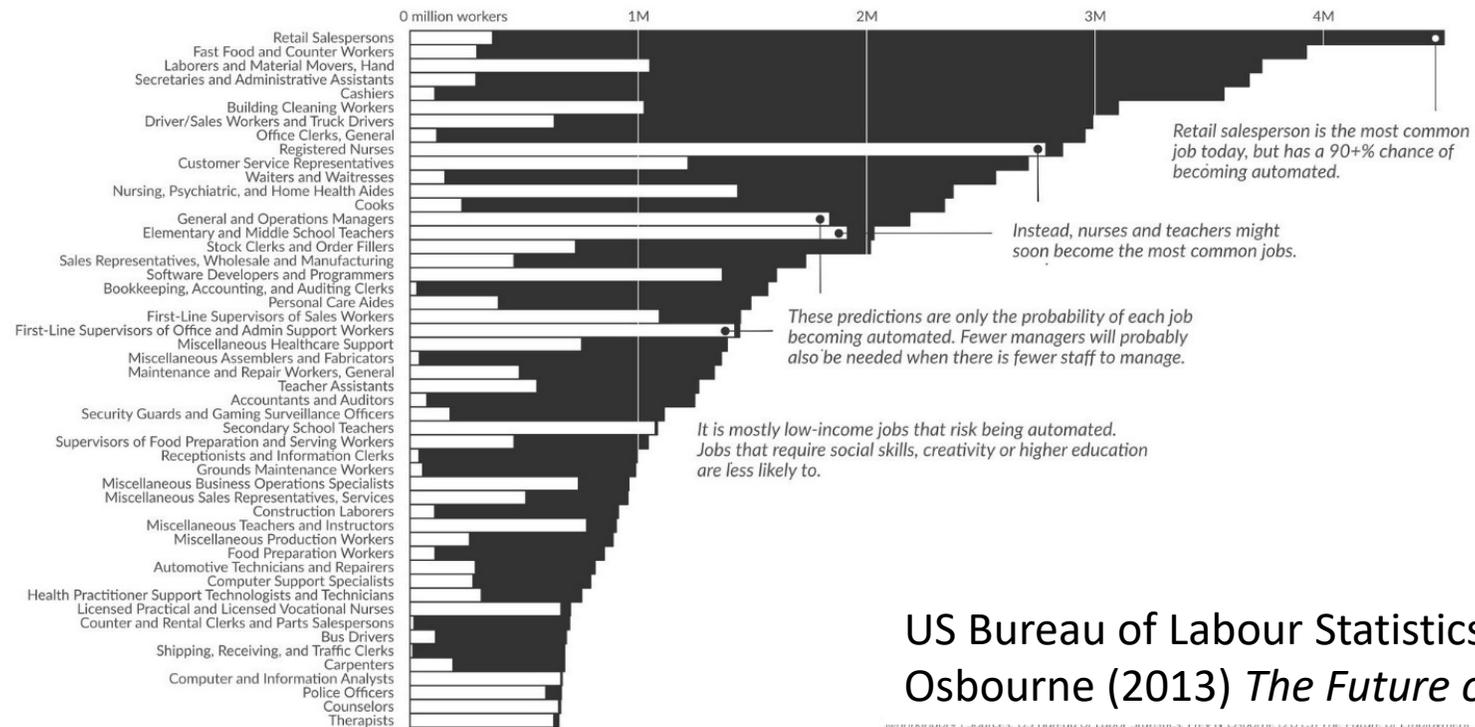
McKinsey Institute November 2017

Technological disruption: world of work

The future of employment

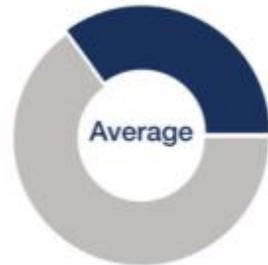
About half of today's jobs will likely be done by computers in a decade or two. Automation has so far taken over mostly well-defined routine tasks, shifting jobs from middle-income manufacturing to lower-income service jobs. As computers get better at for example perception – think self-driving cars – those services jobs are likely next up to be replaced by machines. Frey and Osborne (2013) estimate the probability of each job becoming automated. Here are how their predictions apply to 2016 US employment statistics.

Black fields are jobs likely to be automated and white fields are jobs that are likely to remain.



US Bureau of Labour Statistics, Frey and
Osbourne (2013) *The Future of Employment*

Skills Disruption

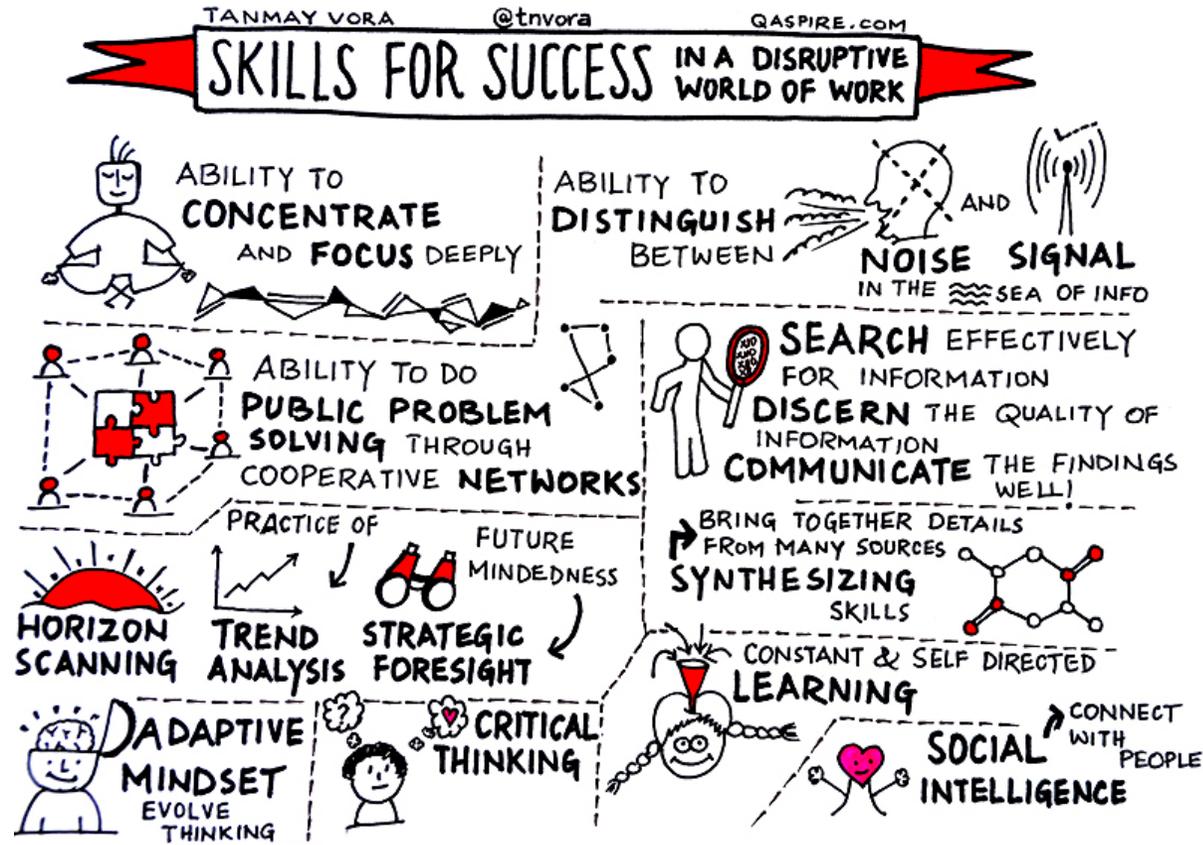


35% of core skills will change between 2015 and 2020

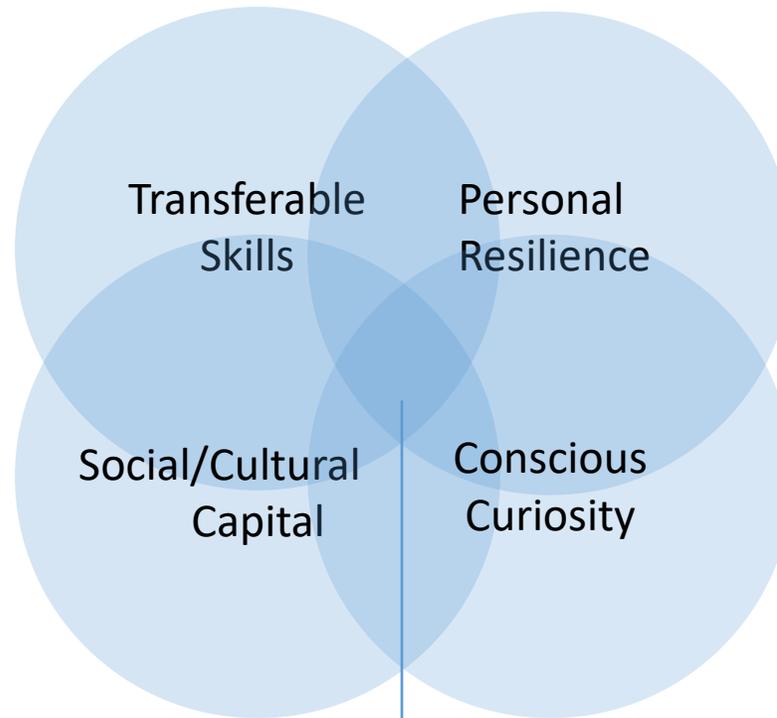
Disruption across countries and industries

43%	Financial Services & Investors	48%	Italy
42%	Basic & Infrastructure	42%	India
39%	Mobility	41%	China
		41%	Turkey
		39%	South Africa
		39%	Germany
		38%	France
		37%	Mexico
			average disruption
35%	Information & Communication Technology	31%	Brazil
33%	Professional Services	29%	United States
30%	Energy	28%	United Kingdom
30%	Consumer	27%	Australia
29%	Health	25%	Japan
27%	Media, Entertainment & Information	21%	Gulf Cooperation Council
		19%	ASEAN

Disruption of a skillset for success

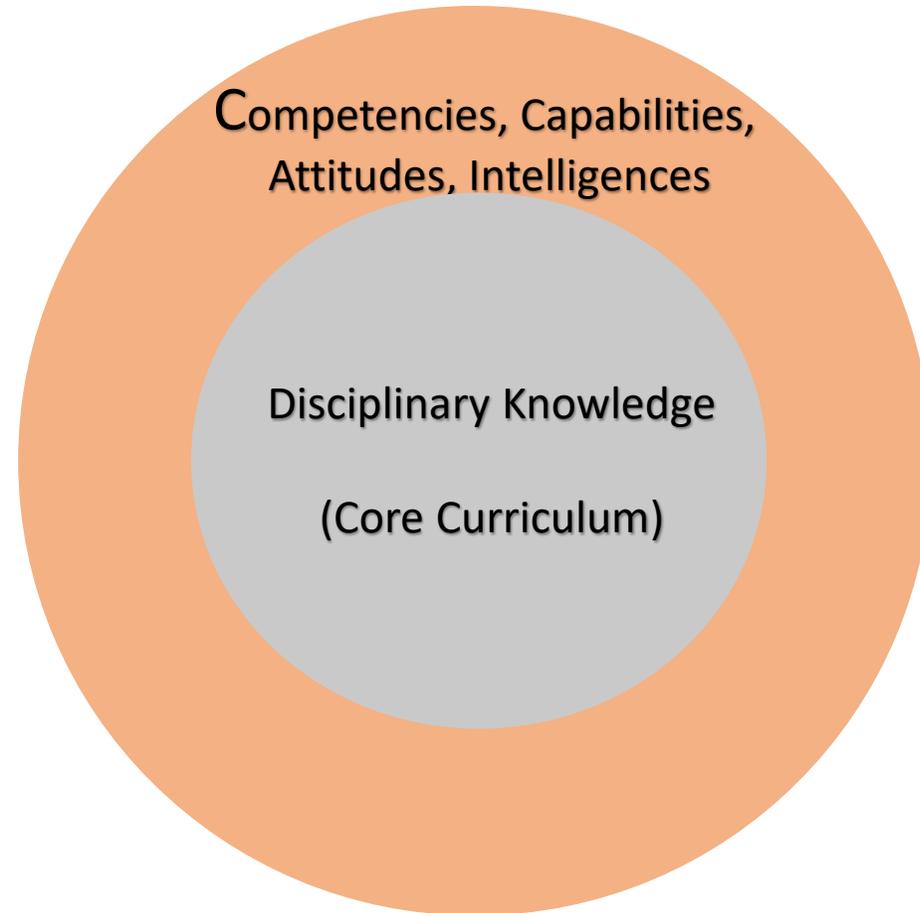


A new 'technical and professional'

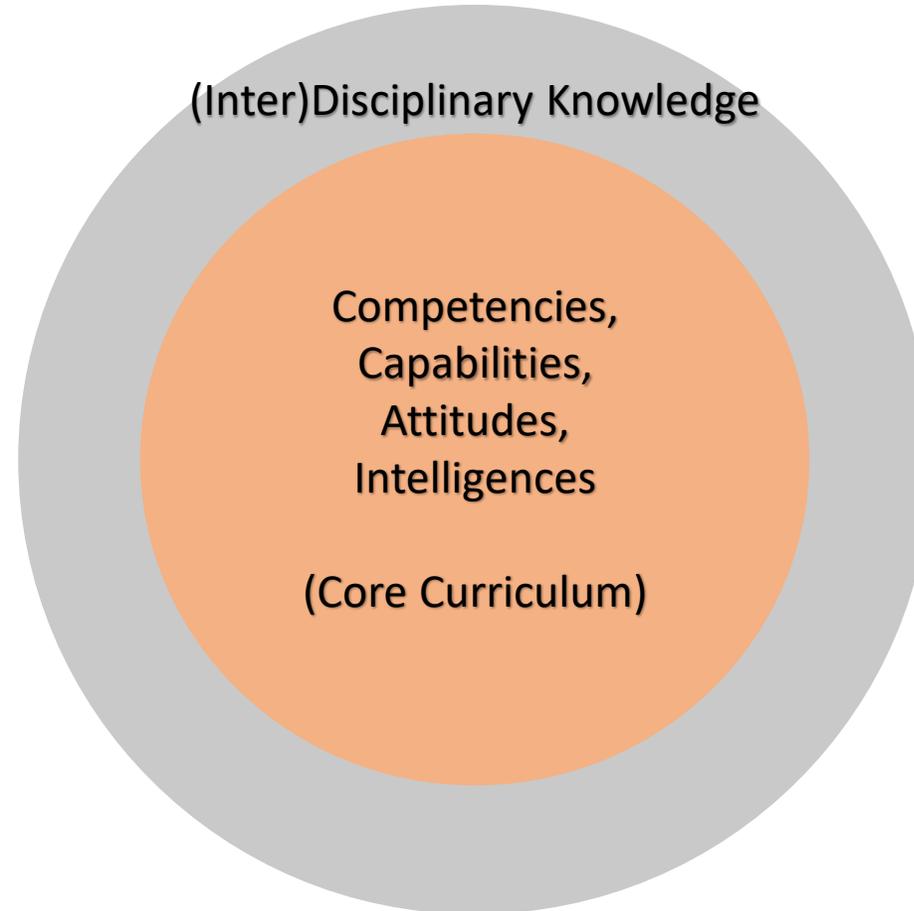


5. Sustainable success in which key capitals are **adaptability** and **connectivity/network**

Curriculum 2018



Curriculum 2025



In summary...



Like our students, universities face an increasingly disruptive volatile external landscape. Plurality of 'truth', fragmentation and ambiguity are operating norms.

Disruptive technologies are playing/ will play a large part in the accelerating changes to our societal fabric and the way we behave and function personally and professionally.

In summary...



Within this landscape, disciplinary silos where knowledge is the goal/ endpoint are outmoded: knowledge does not equal power.

Interdisciplinarity/ multidisciplinary and real world application of converging disciplines to an external issue or problem, configured as outward facing, demand-led problem-based curricula; connectivity, adaptability, agility and resilience are future capitals.

In Summary...

This paradigm shift represents a threshold concept and troublesome knowledge for universities – we are now in the liminal, messy, uncomfortable phase of transforming ourselves and our relationships with the accelerating change landscape in which we all sit.

As individual educationalists and as educational institutions, this disruptive paradigm shift requires us to respond to the external world and the emergent support needs of our graduates in a fundamentally different manner in order to continue to give value and remain relevant.

We are not entirely set up and ready to do this: university operating structures, support cultures, thinking and practices are predominantly resident in a paradigm wrapped around a teaching model founded on traditional practices established in a fading world.



So what next for Personal Advising? Critical questions for the next 5 years (and beyond..)

What is the fundamental future place of Personal Advising in a holistic higher education experience?

How do you increase personalisation?

How are you going to help your students navigate the unknown?

What role does disruptive/ emergent tech play in your ideas?

How are you going to evolve your role and the way you enact it to keep adding value?



Factors for resiliently developing (a) difference...

- Fail differently, fail fast, try again
- Learn to un-learn and learn again
- It's complicated, not unsolvable
 - Just do it, and then improve it



At a recent Salford Leadership event...

Enabling and empowering action
and decision making towards
innovation and productivity/ value
add;

1. Is it right to do it?
2. What are we really going to break?
3. When is it the right time to safely tell someone its going wrong?



Embracing uncertainty: co-creation and co-production

- Co-creating the landscape with our students **and** internal/ external partners
- Co-operation/ collaboration across departments
- Self managing, autonomous units of action
 - Clear, time-defined purpose, *not* outcome
- Participants bring themselves, not (just) their role



Some factors for success and traction...

- One size does not fit all – work with local cultures
 - Co-create/ co-produce
 - Work intelligently in-year
- Prioritise communication and engagement to avoid noise
 - Manage up/down/ across
 - Be visible



I don't think we've even seen the tip of the iceberg. I think the potential of what **disruptive technologies** are going to do to society, both good and bad, is unimaginable. I think we're actually on the cusp of something exhilarating and terrifying... The state of **learning and personal development** is going to be so different to the moment, where the interplay between the **student**, the **education provider** and **the external environment**, will be so insympatico its going to crush our ideas of what **disciplines** are all about...

The difficulty lies, not in the new ideas, but in escaping from the old ones, which ramify... into every corner of our minds.'

John Maynard Keynes (1936)



Thank you and questions...

@samgrogan

s.grogan@salford.ac.uk