



The next tourism generation: Building a skilled workforce

ANDREW CRISP, CARRINGTONCRISP

JULY 2021

The **future** of **lifelong** and **executive** education



carringtoncrisp

Linked in

A close-up photograph of a neon sign. The sign is made of white neon tubes on a dark background. The text is arranged in four lines: 'THINK', 'ABOUT', 'THINGS', and 'CURRENT'. The sign is partially obscured by a white curved line that separates it from the text on the right.

THINK
ABOUT
THINGS
CURRENT

“Rather than spending 50K sending two people to a Harvard programme, we can now try to send 50 people to Harvard content for the same cost.”

The big picture

- COVID accelerates digital adoption
- Flexibility and personalisation will be at the heart of future learning
- The death of geography
- Brand will be ever more important for learning providers
- New business models are already emerging among alternative providers
- Collaboration becomes the new normal





350,000,000

5,000,000

700,000+

The future in three numbers

What the future of work
will mean for jobs, skills
and wages

McKinsey Global
Institute, November
2017

“Workers of the future will spend more time on activities that machines are less capable of, such as managing people, applying expertise, and communicating with others. They will spend less time on predictable physical activities and on collecting and processing data, where machines already exceed human performance. The skills and capabilities required will also shift, requiring more social and emotional skills and more advanced cognitive capabilities, such as logical reasoning and creativity.”

“Too often traditional business schools are product-centred like a vinyl LP when the contemporary school needs to be more like Spotify.”

Employer, See the
Future 2020

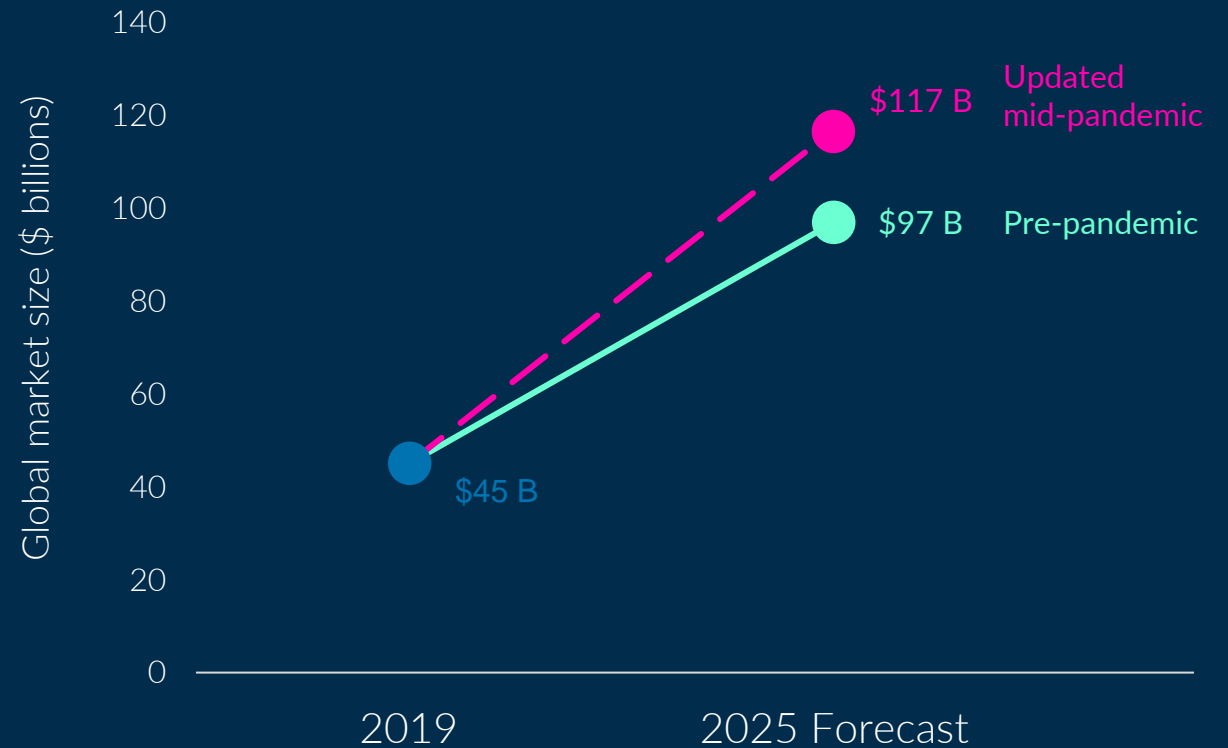
CarringtonCrisp, EFMD
& GMAC

- LinkedIn Learning has already been used by 1 in 5 learners
- While at least 20% would consider a host of others including FutureLearn, eduCBA, Coursera, ServiceSkills.com, Open Sesame, General Assembly, 2U and edX



The pandemic has rapidly accelerated the use of online learning among providers, individual learners and employers.

Pandemic led to **20% increase** in forecast market size



Source: HolonIQ



The classroom of the future?

“Rather than spending 50K sending two people to a Harvard program, we can now try to send 50 people to Harvard content for the same cost.”

Former COO international business school and now senior adviser, leading OPM



62% of learners agree it is important that any future learning they undertake is with a provider with an international brand reputation



65% of learners agree that location of their provider will become less important as online provision becomes more sophisticated



81% of businesses agree that their organization will seek to build long-term relationships with learning providers to build understanding of our business and maximize impact from learning

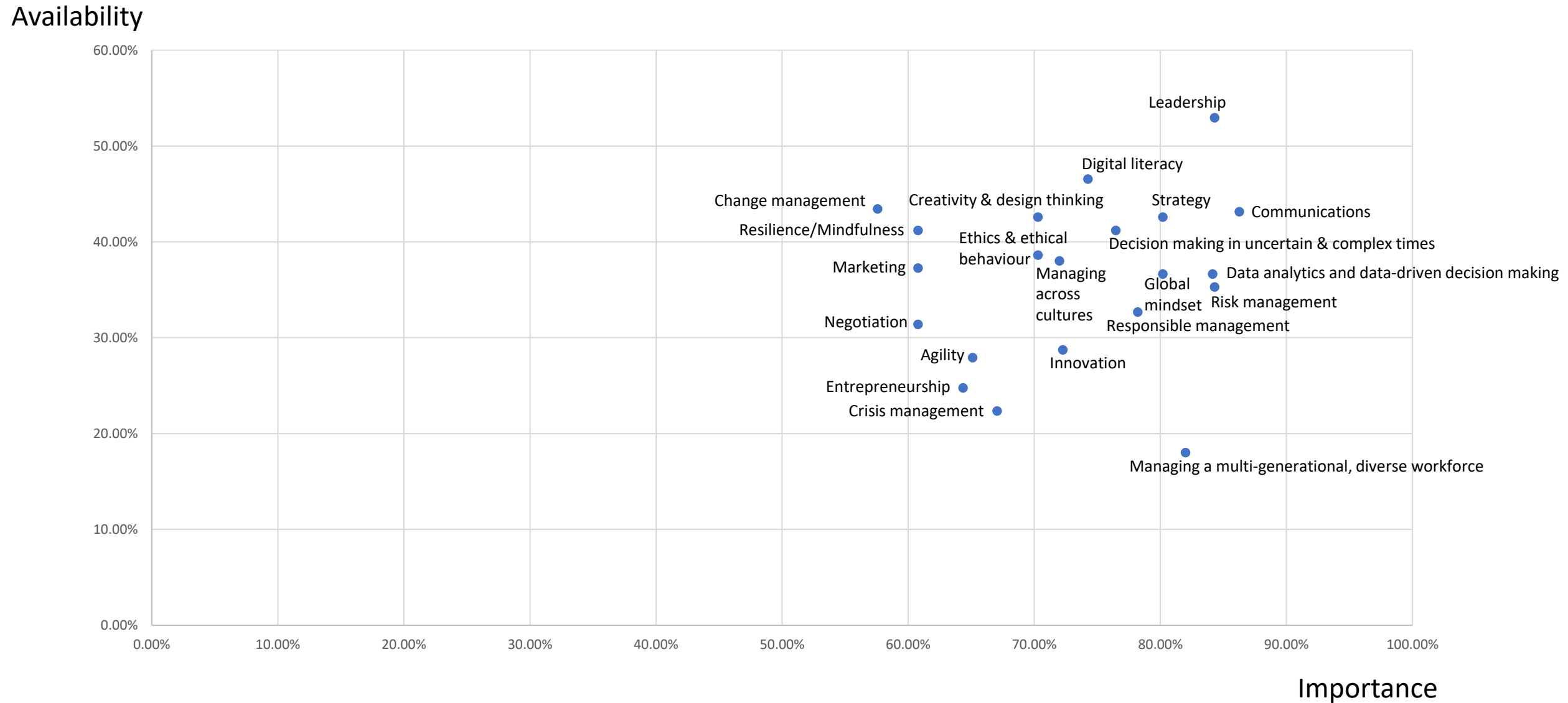


67% of employers agree that location of a learning provider will become less important as online provision becomes more sophisticated



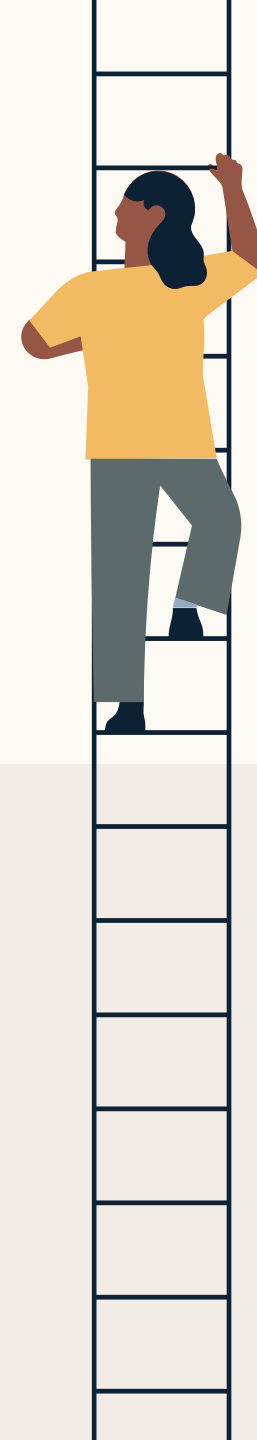
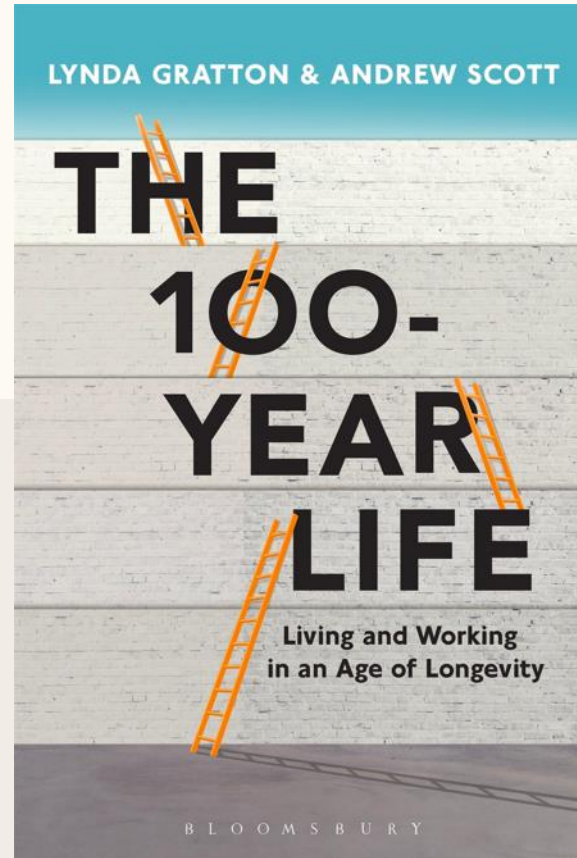
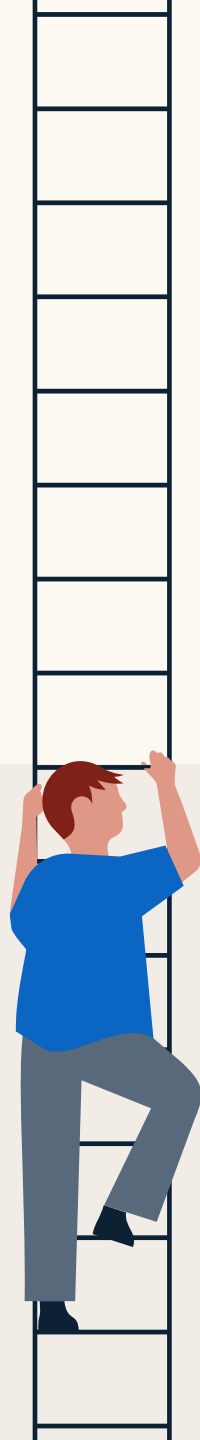
“Corporate needs are evolving very quickly in turbulence, needs are not clear yet, but just like a tango, they are moving forward.”


Importance and availability of skills



- Leadership and Communication Skills are the top choices
 - More than 1 in 10 choose skills that reflect changing needs at work:
 - Digital Transformation
 - Strategy
 - Marketing
 - Innovation
 - Entrepreneurship
 - Business
- Development
 - Creativity and Design Thinking
 - Data Analytics
 - Productivity
 - Risk Management
 - Social Impact
 - Decision Making in Complex and Uncertain Times, and
 - Responsible Management







“The idea that we’re preparing kids to work as cogs inside of an organization might not be as realistic as it was in the past. If you look at Generation Z, 42% of them want to start their own business.... Today, five kids with laptops and some server space on Google or Amazon can start whatever they want.”

Jaime Casap, chief education evangelist, Google

Wharton Reimagine Education conference, February 2016



“You're getting to a place where you have the monolithic degree, but you also have these other elements that you can swap in and out from different providers, which perhaps are more closely tailored to what you might call more vocational skills.”

Already students say they want ...

23% prefer diplomas/certificates

21% choose a traditional Masters

19% seek digital badges

14% both selected an MBA or Executive MBA

13% are interested in a stackable degree

10% are interested in microcredentials

Consider new ways to deliver new learning:

- 34% are very interested in a degree they can earn in a series of modules over an extended time period as and when it suits them
- 28% are very interested in a degree that can be topped up at a low cost over the next ten years with updated or new skills
- 30% of learners are very interested in the idea of a Netflix-style learning platform allowing an individual to choose from a variety of providers to build their own course
- 25% are very interested in communities of learners that enable continued peer learning beyond formal studies





www.carringtoncrisp.com