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SPEAKERS

Jacob Morgan



00:00

How often does it happen? A franchise had a meaningful impact on your life and your career content, you get an opportunity to lead it.



Jacob Morgan 00:06

Is there still a place for traditional educational institutions?



00:10

I absolutely think that there is a place for traditional higher education.



Jacob Morgan 00:15

But when people think about the cost of some of these educational institutions 3040 50 \$60,000 a year, why is it so expensive



00:22

in an environment of falling public support? The only options remaining are grace, tuition prices, and their families to debt fund education. I'm not even sure I totally agree with the construct. I have a question for you, Jacob. How often are you using chat GPT in a day 10 years ago, I was the youngest in the room, I was the only person of color I was the only woman in the room. There's just more cognitive load and stuff women have to think about about the way that they project themselves in the workplace that I think men don't necessarily have to think about successful CEOs wake up and worry. Like, I don't care what everybody else does.



Jacob Morgan 01:10

Hey, everyone, welcome to another episode of great leadership. I am Jacob Morgan, your host, and my guest today is Lisa Liu. And she is the CEO of General Assembly, which is a platform that focuses on upskilling and rescaling people, specifically in areas around technical fields, such as coding, and design data, and business. And today, we actually have a very, very interesting conversation specifically focused on skills versus pedigree. In other words, where you went to school, and the type of skills that you have, we also talk about the distinction between skills and diversity. So that's another thing that we get into, in other words, diversity of thought, and why that is so important. We also look at the difference in terms of employment structure. And other words, in today's world, do we still have long term employment? And how has that shifted over the past few decades? But I think really, the main focus of the conversation is going to be around this idea of skills, and why skills are more important and valuable than jobs. You'll hear a lot more about that, and what that means in this conversation. So without any further ado, let's get right into this conversation with Lisa Lewin, the CEO of General Assembly. Why don't we start with a little bit of background information about you and General Assembly? Let's start with you. So how did you get into this role as being the CEO of General Assembly? And then for people not familiar with the company? What is it that you do?



02:40

Sure, so maybe I'll explain what General Assembly is first, because it's actually dovetails pretty closely to my own personal story. So. So General Assembly, is one of the world's largest networks of what most folks would call a coding bootcamp or a tech boot camp, we offer a range of, of courses, long form boot camps that take a few months to complete, short courses that take a couple of weeks to complete, that really give folks who were trying to, you know, change their careers and access either tech jobs or the tech industry, an opportunity to to do that. We really cater to an incredibly broad range of humanity from folks who are displaced in the pandemic, who are in hospitality to undergraduates with liberal arts degrees, who want to try to build some monetizable skills. And we've been doing that now for about a decade and, and really became we weren't the first boot camp, but we definitely became a category defining brand in the space. So how, so I'll tell you the sort of the boring kind of professional way that I ended up in the role is that I've spent most of my career in and around education, education services, education technology. As an operating executive, I've worked run the whole gamut from working for big publishing companies learning software, and really bringing data technology, new ways of thinking new strategies, new business models to ultimately improving the quality of education as well as access and affordability to that space. The more personal answer to that story is that I have actually been a I how I how I learned about general assembly was I was actually a student at General Assembly. About, I'd say about a year after its founding I had I'd already been in business I was already a junior executive, a baby executive. Time and I just wanted to do something creative. And and I had just launched, I just left my, my big corporate job and the nice, secure corporate salary that came with it and decided that I wanted to try my hand like building something new. And so I launched a company. And I was the first employee of that company and did everything, including developing my own website. And I thought, as much as I loved business school, they did not teach me the skills for how to web develop. So, so I went to General Assembly, and I took a course in human centered design, as well as just web web development. And so that was my first experience with General Assembly. Then, several years later, when I was running the product team at a company called Pearson, a

huge education company. I was I sent a number of my employees who were making that transition from kind of analog education publishing to digital. And so I sent a number of my staff to General Assembly. And so long story short, when I got a phone call when when Jake Schwartz, the founder, decided to step down when I got a phone call, I was interested, I thought, well, how often does it happen that like a franchise that really has had a meaningful impact on your life and your career? How often do you get an opportunity to lead it? So it was a pretty easy, easy? Yes. Very cool. And



Jacob Morgan 06:29

how many employees do you guys have?



06:32

So we have about 450 staff and over 900 faculty around the world. We have campuses in North America, in Europe and the Middle East and Asia, everywhere, everywhere. Yeah,



Jacob Morgan 06:46

I learned something absolutely insane. Today, 96% of the people who watch videos on this channel are not subscribed to it, do me a favor, hit that subscribe button, it'll take you just one second, and it helps the channel quite a bit. You'll also get access to new videos when they are released, hit that subscribe button. And now let's get back to the content. So when you think about how education in general is changing, and just the way that we upskill, you know, there used to be this just assumption that whatever you learned in school, like I went to University of California, Santa Cruz, and I double majored in Economics and Psychology. And when I graduated college, my assumption was that whatever I would learn in college would basically stay with me forever, and like, I'd be good. And then lo and behold, shortly afterwards, social media became mainstream. And I was like, wait a minute, nobody ever taught me about that. And that new technology started coming out new approaches to working. And I thought, nobody taught me any of this stuff in school, I thought I was just going to be doing the stuff that I've had that I was taught. So how is education changing? Is there still a place for traditional educational institutions? Or do you see that just completely getting disrupted over the next few years?



08:03

Sure. So I absolutely think that there is a place for traditional higher education, I think that for a lot of people, it's for most people, it ends up being a really seminal experience, not just because, you know, it became very much true. And certainly the latter half of last century that it became sort of table stakes to really getting access to a stable good wage career. But for many people in the United States, you know, education, and specifically higher education is one of the very few levers to actually changing one's economic and socio economic status. And, and also, you know, putting the skills and the degree and the and the the kind of academic credential aside, there's also the sort of socialization that happens, where, you know, it's the I call College, the kind of halfway house between childhood and adulthood, where you're really,

you know, kind of learning and growing to be an adult be a citizen, a productive citizen in the best cases. Yeah. I think the the challenge with traditional higher education has been and the reason that I think there was this opportunity for alternative pathways, a lot of folks refer to boot camps as an alternative educational pathways for, you know, a number of reasons, I think, I'm sure you've had guests on your show, talk about the kind of scourge of student debt. And, you know, if you look at the kind of trend lines of kind of public funding and traditional higher education over the decades, in the opposite direction as the cost of higher education, and so right is higher education was becoming more accessible kind of post war. Within a couple of decades, you started to see that kind of declining public subsidies, you start to see increasing tuition. And so that's how, you know, the conversation really turned in the last 20 years to this idea of, you know, there are folks out there who may have a degree but are also saddled with a tremendous amount of debt, to sometimes have degrees that are that are tougher than others to monetize in the marketplace, requiring them to get skills. And then three worse can often, you know, often end up not graduating with a degree, but they still have that debt. So, so I think for all those reasons, and not to mention the huge trend, which we could have a whole other conversation about, which is rapid technology, innovation, driving, the need for people to have tech skills, and needing to refresh those skills over and over. I think all of those things kind of conspired to create a real space for alternative pathways into these types of high demand skills and these types of high demand, you know, career pathways, like, like General Assembly.



Jacob Morgan 11:06

So if there's still a place for traditional educational institutions, it seems like though, they need to change the way that they teach, right? Maybe working closer closely with institutions like General Assembly, like how do you think education in general needs to change to adapt to just this rapidly changing world that we're all a part of, because for most people in a four year degree, by the time you get through the first or second year, a lot of what you learned is already obsolete. By the time you graduate, you know, a lot of what you learned is obsolete. So what do you what do you do? What do educational institutions do? Because they're teaching something and trying to train people to lead and work in a world that doesn't yet exist?



11:49

Yeah, yeah. I mean, look, I think, I think you you embedded one of the pathways and solutions in your very question, which is this idea of, of partnership there, things that you know, a to a long form two year, four year experience, can can do, particularly for a young person, that a three month, you know, that a three month bootcamp can't do. But when you start to, you know, blend experiences, when you use opportunities like ours, it's an opportunity to, you know, you can, you can take one of our courses, not just once, but again, and again and again. So, you know, you're not going to go back to college, if you had, if you were blessed to have the privilege and opportunity to do that once, you're not going to do it twice or three times. Whereas, you know, you know, now in almost every field, but in particular, in fields, and you know, in technology driven fields, there is an absolute mandate, to continue to refresh those skills. And so this is where programs like ours become incredibly important. But to more directly answer your question about, are there ways in which traditional higher ed should change? I do think there are some opportunities. I mean, look, I think that and by the way, there are sectors within traditional higher education, who I think have done a really excellent

job of kind of arcing their curriculum and trying to be very responsive to the job market to the evolution of, you know, of demands by employers and industries, like community colleges, but I think when most of us think of higher ed, we're thinking of kind of, you know, the traditional large, like public university, or one of them are, or the kinds of schools you know, that that you and I went to, and I think for those, one of the most important changes I think they can make, that I believe that they're starting to is one, just ensuring that there is a there is a dialogue between what they are doing and what the market actually needs. Yeah, their graduates are graduating into, and for a long time, they didn't have to and a higher education was still fairly elite. The goal was really to get this broad based foundational education, but the way the graduates really got jobs was through using their own social capital. And by having networks and by, you know, leveraging their parents were, but now we our expectations of higher education is that it can't just be a wave kind of polishing the next generation of middle class, upper middle class, it's got to also be an opportunity for people to kind of change their to change their their own kind of you know, socio economic status and to give social mobility and if it's going to do that, they can't just rely on the kind of privilege and social capital that people are bringing in, it's got to really focus on being able to create or embed and that curriculum, more opportunities and pathways directly into you know, high demand work.



Jacob Morgan 14:54

I have a two year old and a six year old, so by the time they are old enough to go to college, what what do you think? Or expect or want to see in in the educational world? Like what what do you think that's going to look like, by the time they get into that? Which is terrifying to think about them being like 16 and 18 year olds, my goodness. But what do you think the world of education is going to look like by the time they're ready to go to school?



15:23

Sure. Oh, that is a really great question. What do I think it will look like? Or what do I hope it looks like? I guess. So what I hope that it will look like is I hope that in this process of, of really thinking about how to evolve the experience of a traditional college education in the curriculum, which which is critical, that the core foundational aspects aren't aren't lost. You know, it is it is such a unique sort of rite of passage. And so while it's not enough for it to just confer a degree without skills, it would also be a real pity, if all it was doing was effectively turning itself into just another vocation engine. And so, you know, my aspiration or hope is that the traditional higher education pathway actually becomes just a better balance between those two ends of the of the pendulum. And my other biggest hope, certainly in the United States is that, that we're no longer have the, by the time, you know, our kids, I've got a daughter, she's a little older than the years, she's nine and a half. That by the time that they go to college, that we're not having this conversation about young adults having to delay getting on with their lives, delay investment in real estate delay, marriage delay, those, you know, major life events, because they're saddled for, you know, years, sometimes decades under a mountain of debt. So, we've got to figure out, you know, the, just a much better balance of how, how traditional higher education should be, should be funded and underwritten than the one that we have. Now,



Jacob Morgan 17:19

why is it so expensive? Yeah, I think and I certainly don't know the answer to this question, because I'm not as involved as I'm sure you are in that space. But when people think about the cost of some of these educational institutions, 3040 50 \$60,000 a year and the costs have been going up and up. In fact, I don't even know how much it costs to go the University of California Santa Cruz. Now I think when I went there, actually, I don't even I think it was probably close to 20 or 30 a year. And now I think it's even 40, maybe even more. And I think part of it is a lot of people are confused, like why why is it so much? Why does that have to be the case? Have you thought about that? Any any ideas on what's going on with the cost of education? And like you said, I mean, a lot of people are really starting to questioning the ROI of that. Right? I mean, if you can go to a four year institution, or you can go to something like General Assembly and learn maybe a lot of the same skills that you could in a traditional four year educational institution, why bother doing it? And what's going on with the cost of some of these things?



18:23

Yeah, well, I mean, there's an entire field of scholarship on the rising cost of higher education. Yeah, especially especially in the in the United States. And I certainly know, a good a decent amount about the topic, but I'm my caveat is that I'm not an expert. But I think, you know, the core of it really has to do with, you know, a few, a few factors. So first is the the number of people and the criticality of higher education. Like I said, prior to, you know, mid last century, it really was much more for the elite. And so, one of the things that I think was a, a terrific, sort of, you know, policy decision and kind of cultural wave was, was the decision ultimately to be able to subsidize and fund higher education so that all of these kind of returning, you know, all these young people, 1819 2021 year olds who had fought in the war, so we believe that they would have, you know, pathway to education, and that then became the, you know, that that then became the the norm for a while of kind of public subsidies of higher education. And that's when you started to see just all of these sort of public, you know, these kind of land grant, you know, public universities springing up and that, you know, and then you started to see the kind of democratization of access at elite private universities and all of that, I think, you know, is certainly wonderful that the challenges is that it created And then of course, you had just the, you know, industrialization technologies ation, etc that eventually the labor market made it so that a degree was almost required to get access to some of the best jobs, particularly white good paying white collar jobs. And so the the challenges is that, just as everyone was starting to aspire, regardless of socio economic class was starting to aspire to college, you started to see declines in state funding and subsidies. And, and, you know, the in high quality, high quality post secondary education, it is, you're already not able to really cover the costs with just tuition. And so in an environment of falling public support public subsidies, you have colleges needing to raise their their prices. And so we've ended up for a couple of decades, basically, in this doom loop, where the, you know, the costs, the cost to deliver are rising, the kind of, you know, funding and underwriting is falling, and so the only options remaining are to kind of raise tuition prices. And, and, and, and open up more opportunities for students to kind of, you know, and their families to debt fund education.



Jacob Morgan 21:21

Do you want to learn how to create an amazing corporate culture, while avoiding the pitfalls that make for a toxic one? If so, I created a brand new eight part training video series just for you. In total, it's around 30 minutes in length, and you can get it right now by going to help my

culture.com Go there right now, before this training series disappears forever, again, that is help my culture.com and get access to this free eight part training series on how to create an amazing corporate culture. There also used to be in the very recent past, where a lot of organizations would have very strict requirements as far as the educational institutions they hired from, right I mean, if you looked at, I don't know, like a, just as an example, I don't quote me on this, but like a, I don't know, McKinsey, or a Pepsi, you know, those firms used to only recruit from certain top tier educational institutions, whether they were Ivy League or one right below Ivy League. And over the past few years, there's been this interesting trend where a lot of companies have said, well, we're not we don't see a difference in terms of if we hire from a Princeton or a University of California, Santa Cruz. And so a lot of educational institutions have opened up the types of universities they're looking at when it comes to hiring. Does that play a role at all? In any of the work that you're doing? Or have you been in any conversations and discussions around that with organizations who are trying to figure out where should we be recruiting from does where you go to school make a difference?



22:57

Sure, so general assembly has actually been a huge part of this conversation of what we hope continues to be a shift to, you know, skill over pedigree. And, and I would, I would love the world that you just described to be true, where, you know, every institution is willing to kind of, you know, relax the the pedigree, which is only a crude marker of what somebody knows, and what they can do. And for, you know, more employers to, to move toward a skill based means of hiring because, you know, that really opens up, you know, more potential greater potential for for everybody. And that's really been at the core, certainly of what what, what we do, which is, even though there are quite a few, as I said earlier, there are quite a few of our students who actually do have a college degree already, and they come to us to get kind of to top up their, their marketable skills, we have a very significant number of students who don't have a degree at all, either because it was too expensive, or because they had life circumstances when they were college age that, that rendered it impossible, or they couldn't afford it. Or they made the decision that you just said, which is they've just decided it's not worth it. It's just not it's not the ROI for them is not there and they have other ambitions and goals. So we certainly have 1000s of students that we're educating that, that that are in that category. And, and and because they're getting skills that the the market demands, they they're having success, you know, they're having success getting hired, but it does take and has taken a little more openness on the part of traditional recruiters to really, you know, be willing to lean into a more skill based approach to hiring as opposed to the shorthand of how fancy a degree to have.



Jacob Morgan 25:10

I mean, I think it's been making a difference. I haven't seen a lot of conversations very recently. But I remember before the pandemic, before that took over Senator news, there were several educator or several firms. You know, they were obviously using data and analytics internally to see did the school that you graduated from, did that have a predictor of your long term success in the company? And from what I remember reading? A lot of these firms were saying, yeah, it doesn't, it doesn't matter. So why are we only recruiting from Stanford or Harvard? So I hope we'll see that open up a little bit more, because I totally agree with you. What you can do, as far as your skills is far more important than your, your, your pedigree. And I think we're starting to see more towards, you know, moving more towards that direction, which also brings up kind

of a tangentially related area, which is around skill in diversity or competence in diversity. Because I think this is another area where a lot of organizations are trying to figure out what that means and what that looks like, how do you balance diversity with skill? What does it mean, if you have somebody who might be more competent versus another candidate who maybe is more diverse? Which one do you pick? I think even recently, we saw as a result of a lot of the layoffs, what was it 19% Or DNI teams, a lot of those were getting cut, like 19% of them were getting cut as a result of a lot of layoffs. So there's a lot going on in the DNI space, there's a lot going on in the diversity space that I myself, I'm trying to make sense of from a lot of the conversations that I'm having. But let's start off with kind of the big picture. How do you balance? Diversity with competence? And so one of the one of the questions that actually came up in in an interview that I was doing with a CEO fairly recently, is if you have two candidates, one who is more competent, or one who would be considered diverse, which one? Which one do you hire, if you only have one position to fill? And how do you make that decision? What do you say to people who are just trying to figure out how this kind of plays together?



27:22

Yeah, I mean, I'm not I'm not even sure I totally agree with the construct. I mean, you know, I spend a lot of time with recruiters and I've never heard a recruiter say, I have assessed with precision that this this, this individual is competent, and this person is not. But I need a diversity hire. Like, that's just not a dialogue and never heard. And I've been Yeah, I mean, I've looked at you know, and I've been in industry for over a quarter of a century, you would think after 27 years, I would have heard this dialogue, if it was happening. And I haven't, I will say that, to tie together the last minute conversation with with this one. I think that this whole notion of moving to more of a skills based framework and hiring, how it ties to diversity in our world is it's actually a has an has been a great pathway for increasing diversity in teams and in companies. And the reason is, because for you know, any number of historical reasons that I'm sure we both know, well, and given how expensive higher education can be, they're just, you know, if you are black or Latinx, you may not have the same degree of, of intergenerational wealth, for example, to be able to afford a traditional hair education degree. And so having an alternative pathway, like a like tech education, like what we do, that gives you the skills that you need, if anything, the employers that are hiring our grads, on the other side, the ones that are using a rigorous skills based framework, as opposed to more, you know, a less rigorous framework where it's based on social cues and familiarity and social networks and other Deemer caters of social capital that often get misinterpreted as competence when that right so, so that that I think, you know, so so, you know, I think I think we're thinking about the same thing, but but I've landed on the kind of opposite side of the tennis court that you have, which is I think, more rigorous skills based frameworks. And you know, that help cut through some of you know, maybe those other less rigorous ways of hiring can often help diversify a pipeline.



Jacob Morgan 29:55

So the number one thing then for, for what people should be looking for comes down to skills comes down to how, what do you know how to do? How good are you at your job? Is that Is that still the number one thing that leaders should be looking at is just skills and competence?





30:15

Yeah, I mean, if I play that out, should you try to identify as closely as possible the folks who are going to both have the technical skill and the soft skills to do the job? Absolutely. As we know, it, depending on the role on the job, the issues, sometimes that can be hard to do. And other times people don't do it, because it's easier to use other patterns, like, we went to the same school, or we were in the same sorority or fraternity, like, oh, you know, just all of these others. Yeah, he's a mid he's a Midwesterner too. He's like, you know, all of these things that we're not even necessarily conscious about, but that we end up using as these like proxies for assessing somebody's capabilities. And so and so yes, I'm, I'm definitely in the camp, that if there are ways to, you know, if there are just, you know, easier ways to kind of assess folks, actual, you know, technical competencies and soft skills, which which is admitted, which admittedly can be hard to do, I think, yes, that tends to lead to better, that are hiring better matching.



Jacob Morgan 31:27

No, and I agree with you, I don't think there's any shortage for, for skills or for your your competence. And that should be I think, their primary driver for why you know why you hire somebody, I asked a very similar question to Kim Scott. And by the time people are listening to this episode, maybe that one would have aired. But Kim Scott wrote a book called Radical candor. And then she wrote a new book called just work, I believe, and this conversation of competence came up and skills and of diversity and stuff like that. And I believe what she said, and hopefully, I'm stating this correctly, but I believe what she said is that you shouldn't be hiring based on skills. But if you take a step back, and you realize that you're hiring based on skills, but everybody looks the same comes from the same culture has the same values came from the same place, then maybe you should take a step back and question, if you are truly hiring, you know, the right people, if maybe there's some sort of an unconscious bias bias that's being implemented, if there's something going on, that is skewing the types of people that you're hiring. So she had kind of a, I believe, and I'm, I hope I'm not miss, representing what she said. But I believe she had it in kind of like that to two stage right? Look at skills, but also pay attention to if there are some patterns on the types of teams that you're creating, and building. Would you agree, does that kind of an approach makes sense to look at skills, but also kind of take a step back and see if there are any patterns and trends in who you're hiring?



33:10

Yeah, I mean, we're using kind of skills as a shorthand that when when I say that I'm really talking, I'm really talking about what is the what is the sort of, you know, battery of characteristics, technical skills, soft skills, etc, that are going to drive your business's performance? And, you know, and again, we, you know, we're paraphrasing the, you know, the great Ken Scott, radical candor is awesome, by the way, because, you know, Kim, and does certainly the book, and certainly the framework. And so, you know, what are those characteristics that really are going to drive, you know, business performance in a role. And one of the things that, you know, we've established that does drive where there's a tremendous amount of kind of scholarship around is that teams that are diverse in multiple ways, actually do outperform teams that tend to be monolithic and homogeneous. Now, Francis Frey has done a tremendous amount of work that kind of really, you know, yeah, that like really breaks down how to make that true because, you know, you can, you can put diverse teams together and

sort of, you know, create the wrong kind of ingredients so that you're not fully mining the value out of diversity on a team and that is diversity and you know, in every way that is racial diversity, that is gender diversity, that is cognitive diversity, experiential diversity, generational diversity. So it doesn't mean that if you just put a diverse team in a room and do nothing that you're going to yield, you know, outsized results, but it does mean that if you're intentional about mining, diversity On a team for its value, you will outperform homogeneous team all the time, every time.



Jacob Morgan 35:07

Okay, so basically, if you had two teams with equal equal skill sets, the team that was comprised of more diverse people would outperform the team, the homogenous team, assuming that the skill sets were equal.



35:25

I would not paraphrase France for his work that quite that way. So it is that when you have teams that are diverse, that what you, what you effectively are doing is you are eliminating the kinds of blind spots, you are eliminating the kinds of, you know, absence of holistic experiences, that often run homogeneous teams to ground, you can break things that can really, you know, minimize, and slow down business performance, like, you know, group think, et cetera. And this, and this is the, you know, in this, this is a big case, this tends to be the case, you know, across the board, not just in teams and operating companies, but you know, boards that are diverse, tend to outperform, you know, higher performance, you know, lower risk. This tends to be the case for, you know, diverse investing teams. So, there's definitely something to this idea that when you can get creative friction happening, you're gonna get, you know, better ideas, more ideas, and in general, better, better performance. So, you know, I am I am not even though, you know, I get asked about it a lot there are, you know, they're, you know, I'm not a DNI, expert, the ones that exist in the field are marvelous, and, and have done, and there's just a tremendous amount of scholarship right now, in research on this topic, thank goodness, because it serves us all. So I'm really paraphrasing, you know, the work of people far smarter than I on the topic. But, but but that, but we have reached, I think, a pretty good critical mass of understanding that, that yes, you know, be your, your, your all things consider going to get more out of out of a team that, you know, brings where people are bringing a lot of stuff to the party.



Jacob Morgan 37:32

Yeah, no, I agree. And Francis is great. I think she's, she's, I think she was on the show years ago. And she did some work, I think at Harvard, right? She was the chief leadership officer at Uber. And she wrote a book that the name of it escapes me, but yeah, she did some really interesting work. So I guess the lesson learned from all of this is higher based on skill and competence, and make the teams diverse, like those two things should be blended together. And if you can blend that diversity of thought that diversity of background of culture with skills and competence, you will be able to put together a very effective and high performing team.



38:13

Yeah, I mean, I think, I think to some extent, at this, it's fairly, I mean, it should be sort of fairly obvious, you know, I spend a lot of time, you know, obviously in and around tech, and, you know, given that technology is used by everyone, doesn't it make sense that, you know, tech bit that that technology is going to be better that products will be better if the folks making it are a reflection of the people who are going to use it. So, you know, that's just kind of one one way in which, you know, that feels like this, it feels like a kind of a fundamental truth of this future.



Jacob Morgan 38:55

So obviously, you you have a lot of people that are coming to General Assembly to take courses, you have a lot of partnerships that you guys are fostering, when you're looking at over the next few years, what are you seeing as far as the most in demand skills? Because a lot of people out there thinking about, what should I be focusing on? What should my kids be focusing on? What advice do you have as far as thinking about the future? And if there were some skills or things that you could focus on now that would, I don't want to say guarantee, but can help ensure your career success in the future? What would those skills be?



39:30

Sure. So if we're talking about, you know, really concrete technical skills, the things that I would be studying to ensure, you know, my kind of career security, it would be quite easily web development, software development, software engineering, and in data analytics, there for a couple of reasons. One, just the sheer there is such a tremendous imbalance between To the number of jobs that require those skills, and that number of jobs just grows every day, and the supply of talent able to do that, and that, and that extends beyond just, you know, kind of software developer jobs, although I do think that it remains and will be for them for at least the foreseeable future, one of the, you know, number one, highest demand roles. But even in something like Data Analytics, you can get having those skills, even if you don't, you know, even if you don't become a business analyst, data analysts having those analytic skills in a world of, you know, a big data, massive data, AI, etc, having those, having those core skills is going to, you know, enable enable someone to, to really have a good amount of, of job security. Now, that doesn't mean that, you know, every job at every company is, is is always secure. I mean, as you can see, you know, industries go up and down, you know, tech, the tech industry had massive hiring, over hiring probably over the last couple of years. And now they're having to, like, thin out their ranks. But the folks but even folks who, you know, find themselves on the wrong end of kind of a layoff, if you know, the ones that have those kinds of in demand skills, you know, they may change companies, or they may change industries, but but those skills are still highly, highly coveted. So, you know, and that's really what it's, you know, that's really what it's about, there's no guarantee, you know, you'll have any job at any specific company forever, but you want to have a set of skills that can be, you know, monetized in a pretty agile way.



Jacob Morgan 41:40

Yeah, I mean, just like it what's going on with chat GPT. And that's the, you know, taking over the world. I think Microsoft said they want to invest over \$10 billion into that, and this is a

the world. I think Microsoft said they want to invest was it \$10 billion into that, and this is, I mean, it's seemingly came out of nowhere, one day just appeared, and like, the whole world is obsessed with it, which is, which is crazy.



41:58

I have a question for you, Jacob. How often are you using chat GPT in a day,



Jacob Morgan 42:03

recently, like more and more, in fact, for fun, I actually went into chat GPT and I said, come up with some podcast questions for Elisa is the right way to say your last name. Luhan or perfect, Lou. Okay. So that's what I said. I said, come get it right on. The first try was some podcast questions for Lisa Liu and the CEO of General Assembly, and he came up with some podcasts. I haven't asked them to yet. I was going to ask them now for the last part of our show, where he focused on like action items and advice for leaders. So if that's okay with you, I'll jump into an actual chat GPT question that was generated by my



42:40

wild. Wild. I'm ready.



Jacob Morgan 42:43

Okay, so the chat. And again, I said, come up with some podcast questions for Lisa Luhan, the CEO of General Assembly, it came up with some general questions around General Assembly, and then I did a follow up chat. And I said make these personal to Lisa. And so this is one of the questions that came up. My conversation with Lisa continues and you won't want to miss it as we talk about actually two themes generated by chat GPT. One is on her experience being a female leader in tech and actually just a female leader in general. We also touch on how vulnerability kills corporate theater, and Lisa shares three things that she looks at when determining her next steps in her career, how she thinks about her career path and how you should be thinking about determining your career path and your corporate trajectory as well. Again, that's only available for subscribers of the show on Apple or on Spotify. If you subscribe, you will get access to a bonus episode every week from one of my amazing guests. So I hope you decide to subscribe and to support the show. My goodness, I can't even speak today. Thanks for tuning into today's episode. I'll see all of you next week.