ELC 090: The Evolution of Learning and Development in an AI-powered World

A Conversation with Josh Cavalier

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Hello, learning people and welcome to episode 90 of The eLearning Coach podcast. You may have many feelings and thoughts about the benefits and challenges that Artificial Intelligence is bringing to your world.

I know. It's complicated. In this episode, I converse with Josh Cavalier and try to cut through the hype and shed some light on the big picture perspective of how AI is and will affect our roles and impact in the learning industry.

Josh is a pioneering leader and trusted voice in Learning & Development, with over 30 years of experience. As the founder of JoshCavalier.ai, he helps organizations leverage Generative AI to transform learning experiences through consulting, workshops, and courses. He's also the author of Applying AI in Learning and Development.

He is committed to empowering the global L&D community, and serves as an educator, mentor, and innovator in the field. You can find the show notes and a transcript at theelearningcoach.com/podcasts/90. Here's our conversation.

Connie: Hey Josh, welcome to The eLearning Coach podcast.

Josh: Good to see you, Connie.

Connie: I was enjoying your book, *Applying AI in Learning and Development*. It's packed with information. Lots of frameworks, lots of ways to think about AI. What surprised you the most as you were researching and writing the book?

Josh: When I started writing the book, I had some peers in the industry say, don't write the book because things are going to change so fast. What are you doing? And you know, I've been in the game for over 30 years and there's just some constants that are out there, about what we do regarding human performance that I thought humans aren't going to change.

We are the constant. The technology will change, the way that we may go about creating learning experiences will change, the way that we interact with machines will change. But there are these things that are in place, whether it be something on your tech stack, your learning ecosystem, or the way that we go about the work that we do as learning professionals, that'll just always be there, that always be tenants of our industry.

And that's what I leaned on. You know? Are there elements within the book that may come out of date? Yeah, I mean like a prompting technique or either some of the communications between agents or things like that. Like things down the tactical level. Yeah, those will evolve and change, but I think what we're doing as professionals is so important to organizations and it's evolving and changing, and I wanted to create a path.

I wanted to build a bridge for learning professionals so they had something to go to, a resource to go to that would give them guidance, that would add clarity in this world where there's just tons of noise around AI.

Connie: That's a really good point, and I think that some of your frameworks will be able to be used no matter how the technology changes. I'm glad you wrote it.

Josh: Oh, thank you.

Connie: I'm glad you didn't listen to the naysayers. You know, I'd like to start off because we'll be using these two terms throughout our conversation, with you defining generative AI and agentic AI or agents.

Josh: So, with generative AI, that is a neural network being able to go ahead and create some type of content based upon training data and patterns.

So, when we think about chat, GPT or Gemini or Claude or co-pilot creating text-based output, it's generating that based upon the training data and the algorithm and the neural network giving you a result. But it's more than just text. It's also audio. It's also video. It's also 3D. We could even say that it's sensor-based data that eventually could be used to train robots eventually, and actually it’s being done today.

So, generative AI is that level to where, based upon the patterns that are formed within the training data allows us to go ahead and create derivatives or output forms of media and real-world data or the way it shows up with robots. Now, agentic this is my definition. There's many, many definitions of agentic, especially if you say, oh, let's go build a copilot agent.

There's a lot of marketing around that, but the one difference is memory. And when you have a copilot agent, you have a gem. You have a GPT. What you have is essentially a model. You have a tool and that's about it, right? But then an agent has the ability to have short and long-term memory, and that totally changes the game because when we're transferring data or trying to solve a problem, if we're able to go ahead and store information in memory, then we’re able to do other bits of work that then can come back and grab that information in memory and then compound the work or do sophisticated problem solving. And we never really had that before. I

mean, yes, we've had memory, but to actually go ahead and combine it with the power of a large language model, then we get into agentic AI.

And so, for instance, if I had to bring it back into learning and development. If I had an agent that was running orchestration and it was able to store information in memory, let's say that I was trying to do a translation into multiple languages. So, we're doing a multi-lingual delivery. I have one agent that's going to go ahead and translate English to Spanish, but it's having to hold that in memory.

And then there's another agent that maybe is going to do the localization based upon terminology on a medical company. Then it will go ahead and check while things are in memory, and then it'll reject it and say, no, we need to go ahead and run through it again. It runs through it again. Oh, we're good now, and we got the green check mark, and then it continues through the cycle.

So, having the ability to go ahead and store information in memory with an agent is essential to the definition of agentic AI.

Connie: Okay, great. One way I've been able to hold those definitions in mind is to think of ag agentic as being able to make decisions. Would you agree with that?

Josh: Completely. And it goes beyond just from a reasoning model, making a decision and from a source of truth, but being able to go ahead and keep that decision in memory and then orchestrate other agents down the line on a work process **t**hat take actions.

Connie: Yes. That's really amazing.

Josh: Yeah, exactly.

Connie: So, you know, you've been around talking to lots of people helping organizations. Do you have a sense of the percentage of organizations, and I know it might be difficult to answer this, that have fundamentally transformed. I mean, really transformed how they do Learning and Development work using AI?

Josh: Yes. It showed up really strong at the end of 2025. And I think now, matter of fact, I was just, you know, in a workshop and one of the attendees, we were going around the horn talking about what problems they're trying to solve. And she said, I need to go back and put together an agent strategy for this particular performance issue in our company.

And it just wasn't “Oh, I need to go ahead and use co-pilot or an automation.” I need an agentic strategy. And so, these things are bubbling up as we move forward. Now why is that? Like how, how and why is that showing up? It's really about the

maturation of AI operations in organizations. It's the access to these capabilities that then begin to percolate within learning and development functions.

It's one thing to actually go in and say, well, we have AI, but it shows up through a vendor's tool or platform. It's another, when it's actually built within your tech stack and it's part of your ecosystem, the amount or the level of solves that you're able to perform are so much more sophisticated, especially when you're trying to go in and do performance support at scale, hyper-personalization and things like that.

It becomes somewhat limited when you have just a tool or a single platform that has that type of capability.

Connie: So, do you think that most organizations are just at the beginning stages in terms of learning and development of using AI? Or do you feel like people are moving along on the continuum?

Josh: I think they're moving along. It's really a cultural, um, issue as much as a technology one. And you have also some really unique things happening in the marketplace as far as leaders pulling back from AI because they can't get a read on the spend. And if it is justified, right, because it's not free. Copilot is X amount of dollars per seat per month, and are we getting productivity gains? And if not, we're pulling it back.

Also, we have the increase due diligence from IT on platforms and tools that are using AI and they're shutting some of them down because of where the tool is originating from or where the platform is originating from. So, we're, we're seeing a lot of really dynamic environments when AI does show up well, like where associates do have access to multiple models and they can go in and they can, have room to experiment, have access to data that's really critical, is access to important forms of business data to where they can go in and make decisions.

We're seeing acceleration and you have to have certain things in place to gain velocity with AI. And yes, there are L and D departments that have all these things lined up and they are taking off like a rocket.

Connie: It must be amazing to see that.

Josh: It is. Now, you know, what percentage is that? Five? Ten %? But again, it is a continuum and I don't want to like, you know, put somebody in a box. And you know, it's not a well-defined box, but there are definitely unicorns out there that have all of these things lined up that allow them to go ahead and just have the L and D function show up different to where it truly is visible that they're impacting the business.

Connie: So, in an organization like that, how do you see the role of L and D evolved?

Josh: Right. So, because this technology moves so fast, there is becoming a realization that a federated model must be in place within orgs to handle the changes that happen in the stack in real time.

Connie: I think you might have some terms that people may not understand.

Josh: Sure. Yep. So,

Connie: Federated model is one.

Josh: Let's, let's go back. First got into L and D, many of the L and D departments were centralized so that you would actually have a corporate university. It was very centralized, and then you would have lines of business that would go rogue or they would have their own LMS, and then it was decentralized to where you'd actually have the learning happening down into the function or down in the line of business.

Right. A federated model is if you were to take the whole entire L and D department. You have both a centralized function that handles tech and operations, meaning that they're going to go ahead and work lockstep with the IT department on how does AI show up? How does AI show up for all of our learning professionals?

And it's evolving and changing all the time, and that new reality then gets disseminated down to other L and D team members that are working down in the business. So, they're down working with business leaders in real time on performance issues, but everybody's working together. To advance the ball forward when the technology changes, and then when the performance issues change. And so that's the federated model. I'm seeing more of that happen.

And there's also another collision that's happening with L and D and HR because we have this redefinition of work, right? So, when humans are working with machines, what happens when the machine takes away a portion of the work?

And I'm not talking about mundane. I'm talking about the tasks that people love to do. That is a huge issue, and because now learning development from a performance standpoint needs to coordinate with HR about upskilling and reskilling associates, so they have a line of sight as to what their future is.

I had conversations with attendees at Dev Learn and there was one gentleman that relayed this story. It's a great story about how he was a training manager call center. He's got six training leads or people that are doing the training for the call center.

Well, they went ahead and implemented an AI coach for all the tier one call center people.

Implement the coach. Coach is wildly successful. As far as like upgrading the skills and doing performance support, these trainers then realize that the coach took away about 25% of the things that they love to do. Oh my gosh. We are building ourselves out of a job, right? And that is happening in more situations now and we don't have a solve.

And that is the reason why I believe there's going to be massive collisions with L and D and talent and HR because of this new reality of constant upskilling and reskilling that's going to happen on the human side when somebody's tasks that they love to do, or a large portions of the tasks, are now claimed by a machine.

Or they have to collaborate with the machine, and the evolution is going to take a long time to happen, but we're starting to see indicators of it happening. And nobody has a solution yet. Nobody knows what that looks like. And so even HR is trying to scramble with this new reality and come up with some type of solution.

And that's another reason why you see, like at Moderna and now other places, IT and HR merging or IT reporting to HR.

Connie: Hmm. So, does that story have an ending? Like what did those trainers do?

Josh: No, it didn't have an ending.

Connie: Okay.

Josh: Right. And I don't know. And actually, it was in AI ethics Morning Buzz. And so, there were some ethical issues that were brought up.

And what I can tell you is that these problems or these pain points have been identified. And I believe as we get into 26, you're going to start seeing platforms and systems to address these pain points.

Connie: Okay. Well, that's optimistic. Thank you.

Josh: Mm-hmm.

Connie: That's the thing that a lot of people worry about. How do you see the L and D role evolving?

Josh: I can tell you what's not going to change.

Connie: Okay.

Josh: Adult learning principles and learning science, that's not going to change. What is going to change though is, you know, when I, I started my career, I was so enamored with human computer interaction. I was so enamored with the ability to go ahead and put a video on the screen and create interactive training and try all kinds of new interactive techniques and ways of creating learning interactions and.

It was such a glorious time. It was such a fun time to go ahead and get on a timeline and build and have people interact with things that they've never interacted with before. But you know, there comes a time when tools and technology shifts and change, and you may not have to build it anymore. Like the machine may build that for you.

It may build a learning experience for you. And so, we're starting to see indicators of that. We're starting to see little glimpses of. Very, even very sophisticated training, being able to be created by a machine. So, what does that mean as far as like people that have spent their whole careers, you know, in storyline or, you know, other tools.

It's more about orchestration. The bottom line is like we are trying to excel or move the business forward because of human performance. Now it's humans working with machines, so. Not only do we have to address what's happening within our profession in regard to machines being able to do more in regard to the creation of learning experiences, but then also how do we support the individuals in our business where that is also happening, where machines are also impacting their role.

Yeah, it's a double-edged sword, like we have to go ahead and do both. And so, with the learning professional, I believe we're going to be living out on the edges. And what I mean by that is when you take a look at the whole entire learning journey and the way that it's formed at the beginning, we have performance consulting where we need to have sources of truth from the business that then can identify is it a performance issue or is it an environmental, or is there something else that's happening and it's not a training issue.

And then if it's a training issue, we run it through and we do learning needs analysis. We do action mapping. We go ahead and we market, we prime, we do the training, we do post, we do the performance, support. And then we even do social that people share information, right? So, we have this whole continuum, and I believe that we're going to be living out on the edges to where we're going to coordinate with the business.

There's going to be an identified issue. Do we have access to that data? And can the machine correctly identify those performance gaps? And if so, then we take it through the system and it goes ahead and creates custom learning paths, or it'll go in and, um, you know, create hyper-personalized experiences. And it can happen really fast.

You can have a situation where, I don't know, like a tariff. You can't sell product A and you must sell product B on a Monday. Frontline sales must show up differently and it runs them through a whole entire learning experience on a Monday morning from a podcast listening to about the new product to a quiz or maybe even some type of test that they're going to go through.

Which could be through a coach, an AI coach, scenario-based training that they go through potentially with specific information about the customer, about to walk into the door with. And then at the end of the week, what are the sales numbers? Those experiences actually impact the numbers at the end of the week, and we'll be able to, if we have connected data, we'll be able to do all of that in real time, and that's never happened before.

So, the learning professional then has to look at the analytics at the end of this effort and determine, okay, it wasn't successful. We need to go ahead and turn the knobs. We need to go ahead and adjust as far as our strategy or the way that we're going to train the agents or anything like that.

Now, this is way, way out and along the way, it's going to be bumpy. It's going to be uneven, it's not going to be clear, it's not going to be evident as we continue marching forward, and we're going to have glimpses of that as we move forward. But I can tell you that based upon other patterns I'm seeing in the marketplace, like Claude Code for years, programmers were like, well.

Ah, there's just so many issues with this technology. It, it's, it's making things up and, well, that's an engineering issue, and those engineering issues are getting solved and so they're getting solved at the text level to where AI can now program eight, nine hours at a clip and come out with an a completed program and it's making all of the, updates and it's creating all the documentation and it's doing everything for this application.

And it's blowing people's minds that are in the programming arena right now. Because it's redefining what they do as a profession, and it's very difficult for everyone to draw a line on what's happening at the text level to what's happening in what we do with compound media as learning professionals.

We have been all the work from Mayor and Clark and all the things that we have learned about creating learning experiences. The amount of compute required to do

advanced forms of media that's starting to come online, the engineering that these labs are incorporating into the models to where you don't need a as big of a model or as much energy to have higher value outputs that's happening.

And so, we're on an exponential curve right now, but it's extremely difficult to see because of the dichotomy of what's happens in the labs. That's one thing versus what's happening behind a corporate firewall. There's this massive gap that's forming between what, what it's capable versus what's accessible to a professional.

Connie: Right. And in all those examples, human oversight would be such a big part of it to make sure that the learning experience really is appropriate.

Josh: Yeah. You know, I spent a boatload of time. About educational video, and I go back to it because, you know, I know it inside and out and it's, it's an easy topic for me to, to think about at that level.

Connie: Mm-hmm.

Josh: So, I, I was thinking about like, okay, if I had a video script and I was going in, I was seriously trying to evaluate the quality of the script. And if an agent or AI was like, knew everything about mayor, now I didn't know everything about mayor, but we also fed it tons of examples. About, you know, the principles of multimedia, but it also knows everything about the best hook that you can write based upon YouTube and gaining attention like guy these nine events and gain attention, number one.

And as I started creating all of these different criteria, I'm like, oh my gosh, like we're going to need like 20 or 25 different agents that could just validate a, a video script at that level. Because when you're taking the empirical evidence. And you're using it as a rubric to judge the quality of the output.

When, when we get to a machine doing that, which now they're calling it skills, so machines can have skills, what would it take to build that? It's a heavy lift. It would be a heavy lift to do it properly, and so. How long will that take to do something like that? Well, based upon this new reality of code being generated at eight or nine hours a clip, which may happen very fast.

And so, I still think no matter how advanced these systems get that as professionals, we still have to go in and be the source of truth for the rigor and for the quality that needs to be out there because. It'll be able to create all kinds of stuff, but does it truly meet the need of the business, or are you creating noise and creating friction?

Connie: I agree. I totally agree. You know, one of the roles that you spend some good time on in your book is the Human Machine Performance Analyst.

Josh: Yeah.

Connie: In an organization that is pretty AI-powered.

Josh: Right.

Connie: Can you talk a little bit about what that role would entail?

Josh: So, the Human Machine Performance Analyst is the evolution of an L and D professional.

I wasn't trying like, oh, let me go ahead and see how I can rename L and D. I wasn't shooting for that. I was shooting for this new reality of first, the human machine performance analyst has to go in and determine, based upon the associate that they're supporting, the line of business that they're supporting.

What is the relationship between the human and the machine in that role? What does that look like? And so, in the book I have what's called the Human AI Task Scale and goes from one to seven at least. The basic part of it does, and along that scale, the human is working with AI as a prompt, as an automation.

And then it's working with it as a light agent or an assistant, and then it's working with it as an agent doing things. But then what happens if technology fails? We know it does, and so when it fails, you go back down and you get more into human. This role is working with the business and determining these performance gaps that are forming with a human, working with AI, and then how do we upskill or reskill the human to address the needs of the business?

What does that look like? That's one aspect of it.

Josh: The other part of it is. The whole creating the learning journeys or orchestrating, which I've already talked about, right? So, you orchestrate, you don't create, you orchestrate learning journeys, and then on the backend you have the skills of understanding what great data is as far as clean data, and then how to make sure that the analytics that are being created are truly showing like the truth of what happened to a learning journey.

So, it's more orchestration than creation. It is. Working tighter with the business. It's also being the stewards of ethics in AI. Because here's the thing, I can go in and determine, oh, great data is tracking keyboard strokes. When does it get into surveillance? Right? And so being the stewards of the technology, I think is also part of that requirement and.

Understanding the ethics around AI is going to be essential because we are going to be helping redefine work, which sounds really kind of odd, but I can tell you that throughout my career I know that I've been part of that, of redefining work, even in the nineties. Like, how can you redefine work when you were doing training?

I can't tell you how many system implementations. We're going in. You go in and you do the spec on the system, and you're like, whoever built this system doesn't know what they're doing because you're like, I can't even train anybody on this thing.

Connie: Yes.

Josh: So, we're redefining work. We go back to the engineers and say, “Hey, we're doing the training and you're going to have to move these buttons or something.”

Connie: Absolutely.

Josh: So, I believe that the human machine performance analyst is going to be working with the business on the definition of work based upon. The net performance of a human working with a machine, no matter what role, it's,

Connie: I bet you're going to start seeing that on people's resumes

Josh: and that whole analyst part was very true because I, I mentioned we're working on the edges.

It also allows us to retell the story about what we do with a different lens so that we can get a, a seat at the table so we we're not looked at as a cost center and that we can truly show our worth at scale because now we are an integral part of the conversation.

Connie: Why wouldn't that be nice? You also mentioned using AI for a skills gap analysis.

Josh: Yeah.

Connie: Do you want to explain how that works and what the sources of data could possibly be using AI to integrate everything?

Josh: So, the first thing is you have to have a way to validate those skills, which is critical. There are all kinds of different ways that you can do that. There's a couple different things that are at play in the age of AI when it comes to skills.

First, accepting that tasks are changing. Task intelligence at some level is going to be essential. How that shows up shows is in various ways, whether it be integrated in with your tech stack like Microsoft and doing process mining. So, where you can determine how people are actually physically doing their tasks or how they're doing their, doing their tasks on the computer.

And then the other is. Having a good sense of what's happening out in the marketplace. So, it's not necessarily what you have internal to your, your ecosystem, but then also having intelligence what's going on outside the marketplace with similar roles. So, you need external data like o net, and then based upon that, you can build a composite about what is the potential of this specific task being impacted by AI.

So, you can have predictive analytics. So, if I have a system like salesforce.com and it's used by my frontline salespeople, and then Salesforce implements Agent Force, and now they have a series of agents that's going to take care of all of our cold calls, frontline agents do not have to do cold calls anymore.

Oh my gosh, that was 40% of what they did on a Monday. What are they doing now? And then now we have upskilling reskilling opportunities for maybe a different focus, whatever the case may be. We definitely have a redefinition of the role. And so, I just mentioned a ton of different data points for you to then come in and say, okay, now these are the skills that this individual needs to have moving forward.

It could be additional leadership responsibilities, it could be new coaching and mentoring skills because now that they're spending more time on a human to human with people, internal versus on the phone trying to dial for dollars. So, the skills area is extremely dynamic right now. And what I can tell you though is I'm not a big proponent of skills information being parked inside of an LMS or a system that's closed.

And it has to live has to breathe because it just evolves and changes now dynamically with every week and every advancement out there in the marketplace.

Connie: It's hard to wrap your head around that concept of things changing so quickly. It's pretty amazing.

Josh: It's exhausting honestly. It's exhausting.

Connie: In terms of AI agents, where can they add real value? In learning and Development, can you give a one or two concrete examples?

Josh: Well, we first have to go in and define what is the capability of an agent, and so finding agents in L and D is really hard to find. They're very difficult to find.

The reason for that is access to AI. But where agents do exist is the ability to actually go in and based upon, again, clean sources of data, and let's say that data is a recognized knowledge or skill gap.

Connie: Mm-hmm.

Josh: They're then able to actually go ahead and orchestrate new learning experiences at scale, and they're not sophisticated yet. Okay, so what we're seeing is more text-based capabilities or text-based interactions that are happening where everybody is working. Slack teams, WhatsApp, SMS messages and things like that. And that's where we're going to see it first. Then I think 2026 is going to be the year of agentic audio to where we can have bidirectional audio. We can have audio that is automatically generated, that's a podcast, or that is some other type of audio experience that is going to be spun up automatically by an agent. And I think that's where we're going to land. I don't want to go beyond that, be I, I don't think there's any other activity happening beyond that.

From what I'm experiencing, from what I'm seeing out in the marketplace, everything is extremely text-based right now. Which has its role. I mean, there's definitely things that you can do from a performance standpoint with straight text, but I think as we move into 26, we're going to see more age agentic audio solutions come online.

Connie: Can I just do a quick lightning round with you? Yep. What are a few advanced ways to use Gen AI for content development that most learning professionals probably haven't tried yet?

Josh: The vibe programming is so much fun. I think people need to dip their toes in that water. Give it a go because it breaks the boundaries of what's possible.

And so many people have in their mind, I can only do X. But now that that gets lifted, and yes, if you don't know what we're talking about, search on it. Get a tool and try to create a little program and get an idea of what's happening,

Connie: vibe, coding. And what tool do you recommend?

Josh: I mean, just use chat, GPT or Claude or Gemini.

Well, here's the thing. You want to go and create a self-contained H-T-M-L-C-S-S JavaScript file and give it a go. And you could even try to put that into storyline or rise as a web object if you wanted to and take a look at that workflow. Give yourself room to experiment and have fun because you have to understand the limitations and whatnot.

So, anyways, vibe programming.

Connie: Okay, I've tried it a little bit and Chachi PT will even walk you through it, so you can't go wrong. Really. What are the best learner facing products or experiences that Gen AI can create to personalize learning?

Josh: Go to Notebook LM. I think Notebook LM is an amazing indicator what the future of performance support is going to be.

And not only that but also go check out Google Portraits. If you haven't seen Google Portraits and Google Labs, you must go there and check it out because Google has figured out a way. To take somebody who is an expert in their domain of knowledge and layer on top of that expert coaching skills, and they mash it together and it is amazing.

Connie: Okay, Google Portraits got that one. How about developing a prompt library?

Josh: A prompt is actually the nucleus of an agent. And in addition to a model. And so, it's my belief that you have to go ahead and have skills around it, at least understand how it functions, right? So, let's say that you spend some time working on a multi-page prompt to do deep work, maybe a full learning needs analysis report.

You're not going to go and scrap it. You're going to save it. Not only you're going to save it, but you're going to go and share it with your team members or your peers. And so, you're going to go ahead and look to tools like monday.com notion, Microsoft Loop. You know, these are light databases that will allow you to go ahead and share these assets out.

And they also contain fields that are computer fields that can do very, very long text entries. So, if you have a multi-page prompt, it can handle it. So, prompt libraries are viable. I do have many of my clients that have them and they just like, this is amazing. And the thing is though, is that when you create them.

They're living and breathing. Like you have to keep revisiting and coming together as a group and understanding when do we deprecate, when do we add, when does somebody have a real winner that they need to surface up that everyone can start using?

Connie: Okay, that's great. The last one, what are some immediate steps learning professionals can take to become AI leaders in their organization?

Josh: Invest in themselves. And what I mean by that is. What is your workout plan for AI in like 26? And, and so what is your cadence? And here's the thing, it's such a visceral technology. Like you have to find your community, right? Mm-hmm. So, you find your community, you find your people, you go on this journey together, you find

out what are the core business problems in your organization, and then where, where do I draw that vector?

Where do I draw that line in? Maybe skills that AI skills that you need. It could be data and analytics centric. It could be more media centric but then take the time and figure out that cadence. Is it an hour on a Sunday? Is it an hour while I'm, you know, listen to a YouTuber talking about AI while I'm working out?

Whatever the case may be. But I think people need to really invest in themselves and give themselves grace, as they move forward. It is. A progression and it's a nonstop progression. So, don't think like, oh, I'm going to go take the certificate. I'm going to go take the course and I'm done not, there's now this constant that is out there, and if you don't have it and you're going to work on it, is a growth mindset, like you really need to embrace that.

I know for some people it's extremely difficult because they get in their lane, they like their lane and they like where they're at, and they just want it to be right there. If you want to be an AI leader, you have to have growth mindset.

Connie: And honestly, in our field you've always needed that.

Josh: Right? Yes.

Connie: That passed so quickly! That was really fun. Thank you so much for everything and good luck with all the wonderful work you're doing.

Josh: Thank you so much. I really appreciate it.

Connie: You can see that integrating AI into an organization is more than a technical upgrade. It reshapes an organization’s infrastructure, operations, and culture, whether that’s in a business, a university, nonprofit, or government.

This may have a big impact on learning and development, where it may no longer be just a support department. If leaders understand what we can do, we may be relied on for insights into shifting roles and the emerging skill gaps in a constantly changing environment. We may move away from traditional course creation and toward the **orchestration of human-AI collaboration**. We may need to ensure that technology doesn't just automate our work, but we may need to help people understand the importance of human judgment and creativity to elevate the work.

You can find the show notes and a transcript at theelearningcoach.com/podcasts/90. Take care and I’ll talk to you next time.