AAS Leapfrog Path

AI has accelerated talent identification significantly and what it has not solved is the question underneath the question, which is not whether someone has the right credentials to apply AI agents or understand its mechanics, but whether they have the judgment, relational intelligence, and character to function when no credential has prepared them for a real business situation. More urgently, humans can get addicted to AI, release their desire to unlearn and learn, and end up working harder while quietly harming their brain health through brain fog and cognitive decline [1, 2]. That decline is not a future risk. It is already moving, and the irony is that it accelerates precisely as AI absorbs more of the analytically legible work, leaving behind the skills that resist algorithmic measurement: building trust across ambiguous cultural terrain, generating insight from tacit knowledge that was never written down, holding effectiveness under pressure without a script [3]. These are not soft skills. They are the hardest skills to develop and the most consequential ones to identify. A human who outsources thinking to AI in order to keep up with AI has, without noticing, stopped being the thing AI cannot replace. Descartes had it right for the wrong century: I think, therefore I am still relevant.

That is the problem we are building against. One of our US-IBDC business members is currently advancing a platform that identifies financial talent through institutional systems and free investment tools, and within two weeks of using both AI and our human resources to initiate, brainstorm, and identify a sweet spot across fast failing and seemingly opaque opportunity, we are now seriously considering an 8-week interactive training course for up to 20 non-linear student candidates.

What we are envisaging is not a course taught by practitioners. It is a practitioner ecosystem that teaches by breathing together in the same room, physical or virtual, with students selected precisely because they are ready to breathe at that level. The distinction matters enormously. A course taught by practitioners is still a course. Students receive content from experts and then go practice somewhere else. What we are describing is fundamentally different: students placed inside an operating ecosystem where every instructor is currently executing the work the student is learning. A glove factory acquisition project is not a case study. It is an active deal. The Florida physician

partnership group is not a simulation. It is a live acquisition target. The Vietnam dark knowledge pipeline is not a lecture topic. It is a real-time intelligence operation.

We are not there yet. We are collecting. The collection is the work right now, and the trust built during the collection is what makes the eventual platform irreplaceable rather than just another competition with better branding. Stay tuned for a next live business knowledge sharing on this Upskill Invest subject matter.

SOURCES CITED

[1] Carr, N. (2010). The Shallows: What the Internet Is Doing to Our Brains. W. W. Norton & Company. ISBN: 9780393072228. [Pulitzer Prize finalist; documents cognitive offloading and declining deep-thinking capacity from technology dependency.]

[2] Firth, J., Torous, J., Stubbs, B., Firth, J.A., Steiner, G.Z., Smith, L., et al. (2019). The "online brain": how the Internet may be changing our cognition. World Psychiatry, 18(2), 119-129. doi:10.1002/wps.20617. [Peer-reviewed; PubMed PMID: 31059635.]

[3] World Economic Forum. (2023). The Future of Jobs Report 2023. Retrieved from weforum.org/publications/the-future-of-jobs-report-2023. The report identifies leadership, social influence, and creative thinking among the fastest-growing skills as AI automates analytical tasks, with 44% of worker skills expected to be disrupted by 2027.