



AI LEADERS - DONT FEAR AI EMBRACE IT

VIDEO TRANSCRIPT

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>> Hi. I'm Kathrin Schwan and I'm working as a managing director for Accenture's Data and AI Network. I'm here today with Dr. Maryam Ramezani-Bartsch, who is a VP of Data and Analytics at Sky, and author of the book "Protectors of the Sea," and was previously Global Director of Marketing and Personalization Intelligence at Adidas.

I'm also having Ana Campos here, who is a Co-CEO at Trivadis. Thank you two for joining me today to talk about why we shouldn't fear AI but, rather, embrace it. Now, kicking it off, why do you think there is a fear around AI and, specifically, the collection of data? Maryam, to start with you.

>> Hi. Thank you so much, Kathrin. Really happy to be here. AI is actually a topic very near to my heart. Have been working with big data science and AI topics almost, I think, since a very, very young age. And I have been also looking at, kind of, like the things that make the fear in conversations that I have with others. I think that it comes to, in my perspective, to four major areas that I hear more of the fears and concerns. The first one is that there is no control over what and why exactly an AI is doing something. So making decisions, but nobody knows why this was a decision made. And I think second one is around biased results.

So sometimes making, like, for example, AI makes a classification and puts somebody in a specific category which might not be necessarily fair. And if those decisions are sometimes, I don't know, around life decisions, health insurance, finance, they --they can be scary sometimes. I think around data, it's a lot about a loss of --loss of the privacy and anonymity, so the fact that somebody is always there and somebody is always watching you. And, obviously, I think that the job market is also one of the things that some people have to fear. That's that data scientists are going to -- they're going to get my job in the future. So I think these are the main ones that come to mind.

>> Ana, great to have you with us. What is your perspective on the matter of fear and AI?

>> Thank you for having me, Kathrin. Just like what Maryam said, I --I will underline everything you said. I would add just, kind of, the fear -- the fear that we cannot control what is happening with the data or that -- or base -- maybe even the perception, the perception that it's misused because we could assume as well that we are doing good with it, but basic -- the -- we -- we always see the misuse and we only see pictures on the social media of misuse of data or robotics or whatever. So kind of we are playing with the fear, and that's the reason why people, particularly in my opinion, just have the fear around it.



>> Yeah. I can see that loss of control thing also for myself, and I'm specifically seeing that things are not aging like normal things do. They decay. Right? They vanish at some point. In the web, everything seems to be absolutely ageless like, sometimes, I think I would like to be. And still, it's a very scary thing when you say that, you know, a thought of mine has been recorded forever. So I can absolutely relate to that topic. Now, Maryam, I know that you have written this book and you're working with young children to conquer plastics in the ocean which, actually in my opinion, when you look at the pictures and also, well, the bad it does to the wildlife in the seas, is quite a scary topic. And, yet, people embrace it with much more "can do" and, you know, we work with it and let's do it. How do you think this relates to AI? Is there anything we can learn?

>> Yeah, sure. Let me first give you some context about my book. I'm originally Persian. Although we see people talk about the problem of the plastic or environment a lot in Europe, so I think it's, like, one of the hot topics that we hear a lot, that's something that you don't hear in many countries, and I think when it comes to topics like global warming or environment, we are never going to get success if we look locally. So the reason that I wrote this book was that whenever I -- I go to my country, which is actually near to my heart, I see plastic everywhere. So it's not just that the plastic is in the ocean, but it's actually everywhere and there is not so much awareness about the things that it can do for us. Of course, we know that this is a problem -- maybe in Europe and taking some -- a little bit of actions toward it. Of course, we think that -- I mean, it is also true that it's not enough, but I also think that it's very important that we do these globally. So the -- the book is actually a story of a -- of a fish that is living in the ocean and it's -- kind of, like, has a problem finding her mom because her mom has been going to actually help her -- her brother who had some problems because of plastic. And -- and the mother is going somewhere that there are some kids who are helping with the -- the animals and they are helping with the, like, taking the plastic away. And when I wrote that book, I had also, like, created this -- this -- this children's group where -- to get this education to them so that they understand -- what are

the problems of the plastic, what does it mean, and what are the things that they can do? I think children are -- are -- are so open. They are not so biased and it is important that, from the beginning, if they get awareness and the education and to feel that they are -- they have the power to make a change, is -- actually, that's what it's -- it's about. To giving them that understanding or what is it that they can do to shape their future. It is their future, and education is so essential on this one. And I think it's the same with AI and technology. So if kids from the beginning of their -- when they're -- they're in early education, if they -- they learn about what does AI mean, what are the things that they can do, and they learn about coding. And if they learn about all of those ethical topics that we are actually talking, which creates the fear from the beginning, I think they can already feel that power, that it is not something that is going to take them over, but they are the people who can have the power to make something change. Because I think fear is usually coming from not knowing -- not having the full knowledge and feeling powerless about doing something. And education and creating awareness of what is my role, what we can do -- like the example of the -- the book was that we had a clearing day where, of course children are -- did, like, a small cleaning activity, but it was also, like, showing them that they -- they can actually do something. They can also educate others and -- and tell their parents this is important. Starting early and giving that education is something that can help us also in -- in any other areas that might bring fear to.

>> Yeah. I particularly like this -- Hey, see, you can do something about it, and it actually does have an effect. I think that's something, you know, when you see -- you do something and something positive comes out of it, there is a benefit to you, that that might also be an argument to at least busy oneself more and overcome the fear, too. Ana, what about

>> I can relate to it and, in particular, you know, if you see the children, they are genuine, they are curious. They just want to understand, and,



basically, if they get the experience with what you just described, Maryam, or even the experience that data or, particularly, the AI can do something, it's very helpful to them. And, kind of, they just grow up with it -- using it. I mean, I can see this with my little boys using the robots, putting them together, having always new ideas, new ideas of -- in particular, new ideas of how it helps them. How will my robot go to the -- to the fridge and take the chocolate out of it? So it's kind of, you know, it's a simple thing, but they really immediately relate to it. They're not asking all the if -- all the fear questions. It just becomes very natural to them. So as it becomes natural to them to take the -- the garbage from the street and throw it away, it's natural for them to swear to use technology which helps them to do something -- something like, yeah,* having the chocolates they want. And for me, personally, I have to say, you know, growing up as a big sister of a disabled brother, I was always wondering why doctors just couldn't help him. I mean, he was attached to so many machines. They were getting so much data from him and still not knowing what to do to -- and -- and this is kind of why I personally can relate what you just said, Maryam, and I personally have a big stake on it. And how can we, human beings, embrace technology? Yes. Give the frames to the technology, but just start using it in the way as my -- as I see my sons with technology saying -- for them it's the chocolate and for me, as I was a little girl, it was how can it help technology -- how can technology help my brother? So wishes -- every kid has somehow. And if they're fulfilled, for me it was more difficult. Technology was not so far as it is today. For my sons, it's just -- it's just not --

>> So I'm hearing education, and also basically always on learning and discovery with curiosity and a very open mind. And step by step also learning with that the boundaries, where you have to put technology on the leash, which I think is the -- kind of the scary part about it, as in, you know, does it own me or do I still own it? What are we doing about all the grownups? Because the educational piece, I think, is a little bit more difficult simply because older people do not learn that fast. They have already kind of set their picture. How do you think we can tackle that?

>> I personally would say that, I mean, a good start is with our children because they are the future of tomorrow. And then embrace that each -- that each age has his goods. So basically, I don't need to teach the older people today. I don't need to convince them that technology will help them. It's about --how can I create the new future, the new -- with the children which are coming behind us? And -- and taking their -- taking the example I just mentioned with my sons and the robotics and the chocolate. You know, it -- it's still "how much chocolate can you eat?" You know, these rules of the chocolate are still there. They need to know it. So it's about having the curiosity to use technology, but still have rules which go with it. So it's not about just because I have technology, I can do whatever I want. And basically it's this curiosity, this learning, this asking so many questions. And it's something which I always tell to my staff. I always tell my staff, the one thing that we can all learn from our kids is that -- their curiosity and their -- they're asking everything. And, Maryam, I'm pretty sure --and Kathrin, you both have kids. I mean, my sons are --every time I answer a question, the next question is ready. And sometimes I answer the conversation, "Good question. I don't know the answer. Let's see where we can find an answer for this."But I remember when I grew up, my parents, at one point, because -- I mean, they had to work for a living, so at one point they didn't have the patience to answer my questions. So at one point, they were saying, you know what? Stop asking questions. And I would say that we find employees in the work environment which --they have forgotten how to ask questions. And this is the one thing which we should learn from our kids besides this curiosity --this willingness, this fearless, of asking all the questions.

>> What do you think, Maryam?

>> Yes, I -- I think, I don't want to underestimate the potential -- potential rights of having some fear about AI. I think some of the fears are, of course, coming from sci-fi and that the -- the --the robots will take over or whatever.



But I also think that some of the things are --are the things that we need to --we need to talk about. We need to educate and --and how fast this AI is going and how it's growing and how it's impacting our lives are the things that -- we can't just tell people, hey, come in, embrace it, and then -- it's really cool. And -- and --and I think it's really --again, I think it's about that education of what is really important and what is not. Whether it's things like who do we need to educate and where. And also when it comes to AI, what is the scope that we -- that it will take over. How do we still have humans in some of the decisions inolved. And what are the things that will actually really take us to that picture that we might not want to have. And especially when it comes to --to, like, this data collection and this anonymity is something that I -- I've been in -- in marketing industry for -- for a long time, so -- and one of the things that, for me, is like people are feared of third party cookies. This is, like, becoming, like, such a big industry and everybody now is talking, oh yeah, third party. If I see that and I go to a website and it says that I collect cookies, then I don't go to that website. And these type of things which I think is actually --it's about how we have -- how we have talked about cookies and what would it be if there is not cookies. I don't think that there is that -- that education. And between the people having a fear that I will be tracked if I have a cookie, and everybody will see that -- everything I see and all of these things. The truth is that the third party cookie, for me it was like the simplest thing that you could just remove and not have. And the new things that will be -- might be more, even worse. So if we actually -- we know what is more, I think it, again, going back to education and understanding what is it that we really don't want to have and also educate our policy makers and also, I think, our practitioners. So I think each data scientist and each person who is developing AI should also see themselves responsible for -- what will this thing do. How is it going to be used. And -- and create this -- yeah, this -- this -- this -- positive picture that we want to have about AI because it has so much benefit, so much things that can make our life so much simpler. It can simplify many of the

>> And it is important that we look at it and that we don't look away from it, but that we redefine together what are the rules.

>> Ruling. Education. To apply these rules expertly, not limited too much, but really make it the tool that will help us, as you say, Maryam, manage our day. Or as you brought up, Ana, helping us when we are sick and weak, treating people better, and taking work off of our shoulders. That would be the goal. And when we bring that to shine, I think the fear will at least be weighed against the benefits that we get. And the education will help to make this a little bit more of a content-based discussion, and take away the emotions so that we can make a better choice. So thank you, listeners, for spending time with us, being with us on the podcast. And thank you, Ana and Maryam, for joining me as our guests today.



Recapping what we found out is that education plays a role, experience plays a role, and really fruitful benefits out of the use of AI so that this outweighs the fears. These are the three main ingredients to conquer the fear and learn from it, rather than be scared of what AI is to everyone in this society. Please subscribe to this podcast, or share it with your friends and colleagues. And I hope to see you again next time.

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