The Age of Digital Enlightenment
Executive Summary: Is your digital transformation strategy instinctive?

The digital transformation of UK plc and the public sector will empower us to live better, healthier, smarter lives. But whose insights and experiences are informing digital strategy? A pre-Internet generation that values the opportunity, but to whom digital is still widely a foreign language? Or digital natives, those who have been immersed in digital their whole lives?

The Realtime Generation survey reveals the digital footprint and behaviours of 13-17 year olds; our future workforce, customers, students and recipients of digital transformation strategies.

Instinctively digital

The 17 year olds surveyed were born when the first smartphones were launching. For the third consecutive year, their number one role model is Bill Gates. Spending on average nine hours a day online and mobile (93% own a smartphone), either collaborating, consuming, publishing content, or coding their own digital solutions, they are increasingly sophisticated in their digital literacy. For Realtimers there is an app for everything – and if one doesn’t exist, 18% potentially have the skills to build their own.

Digitally literate

A Silicon Valley addiction and a revised ICT curriculum, with its focus on ‘how’ as well as ‘what’, means the percentage learning to code (18%) is steadily increasing (16% in 2014, 7% in 2013). A respectable 41% are studying a qualification in computer science, and the number one career choice for boys is IT & Information Management.

7% have tried hacking - 1 in 14. Proportionately this equates to at least one hacker per classroom. And whilst most say they are hacking out of curiosity, it’s important we channel their skills to the benefit of society.

A digital economy

Building a knowledge economy – innovating the next big technology trend, nurturing unicorns – needs creators and coders. We also need skilled ICT engineers to help established organisations implement new digital infrastructures, to enable digital transformation, and maintain competitive advantage from the continued computerisation of operational processes.

It’s essential however that we also recognise the economic opportunity of digitally literate Realtimers. 52% are expecting to create their own applications to use on Higher Education and company networks and devices. They instinctively know how to use and exploit digital apps, devices and data.

That 42% are happy to share their data in return for cash suggests a deep understanding of the value of data for personal or societal gain. Employers will be expected to mine data insights incentivise and responsibly monetise data for the benefit of customers, employees and profit margins alike.

Reportedly 35% of jobs will be lost to computerisation, yet surely we will need a workforce able to manage increasingly digitalised functions, apps, and the Internet of Everything? Knowing how to use ICT is therefore as beneficial to future GDP as those that create and code the new technologies that keep us competitive in a global economy.

Digital enablement

From schools to business to UK Government, organisations should be mapping their digital transformation and enablement, bringing the insights of the digitally literate into the strategy process.

Realtimers have an opportunity to achieve the efficiency and productivity gains from ICT that we promise ourselves and find difficult to deliver - and enable the digitalisation of our businesses whilst establishing new careers to achieve this. Let’s create the opportunity for this generation to do so.

Gerry Carroll
Marketing Director, Logicalis UK
My Digital Footprint: Instinctively Digital

93% of those surveyed own a smartphone: this generation is online, mobile, and has an app for everything. They own an average of 4.9 digital devices, compared to six in 2013.

The availability of feature-rich devices and growth in the apps market puts powerful technologies in the hands of these Realtimers – and they’re naturals at exploiting it. They average nine hours each day using digital devices to consume content and information, collaborate with peers, make and share their own content and to code their own IT solutions.

We should celebrate our digitally immersed teenagers: in a future where digitalisation is forecast to swallow up to 35% of jobs, their online activities are an early education for future careers that don’t yet exist.
Instinctively Digital: @School

81% think teachers do a great job integrating digital learning into the classroom.

Just as digital has infiltrated their personal profiles, so too has it at school. They’re embracing the use of digital devices and applications within the classroom, and 79% think teaching is the better for it. 14% however would prefer to limit the use of digital devices and tools to IT and computer science classes, whilst 7% would prefer not to use any devices in class. Although this is a small percentage, it is not insignificant. Schools should be mindful to consider the most useful and relevant application of digital tools within the classroom; it’s easy to fall into the trap of implementing technology for technology’s sake and inhibit the usefulness of a digital strategy.

Student access to school ICT network infrastructure

- Unlimited Wi-Fi & cabled network (35%)
- Wi-Fi & cabled in ICT lab only (10%)
- Limited Wi-Fi & cabled (12%)
- Limited cabled network (9%)
- No devices or tools in school hours (8%)
- Wi-Fi & cabled network in school hours (8%)

Instinctively Digital: Customers

42% would rather earn £15 cash from giving away their personal data, than earn cash from a job.

Inevitably, this generation’s digital lifestyle is a marketers’ dream. 73% follow brands they like, 62% click on ads within social media, and 57% make in-app or in-game purchases. 75% shop online or engage with a brand online, often to seek a better deal, as part of their shopping ritual. They may not consider the impact of the data they are sharing, but the ease with which this generation engages digitally with brands (unknowingly?) is generating a lasting profile. This data is enabling organisations to better develop and market products and services. If you are not online, social, and incentivising in return for their loyalty, you will struggle to maintain brand awareness and future market share.

Which of these statements best applies for how you like to shop?

- In-store
- Online via desktop PC, laptop or tablet
- Online via my smartphone/mobile
- I browse in-store and then buy the product online - from the same retailer
- I browse in-store and then buy a cheaper version of the product online - often from a different retailer
- Online via my smartphone/mobile
- I browse online to identify what I want to buy, and then purchase in-store
- Online via desktop PC, laptop or tablet

- 26% In-store
- 31% Online via desktop PC, laptop or tablet
- 14% Online via my smartphone/mobile
- 9% I browse in-store and then buy the product online - from the same retailer
- 5% I browse in-store and then buy a cheaper version of the product online - often from a different retailer
- 3% I browse in-store and then buy the product online - from the same retailer
- 1% I browse online to identify what I want to buy, and then purchase in-store

- 28% have given their personal information in return for discount or promotion
- 90% watch video tutorials
- 42% would rather earn £15 cash from giving away their personal data, than earn cash from a job
- 75% watch video tutorials
- 90% watch video tutorials
- 28% have given their personal information in return for discount or promotion
- 90% watch video tutorials
- 75% shop online
- % of girls follow more than 10 brands on social sites
Instinctively Digital: Creators of IT

43% are coding or would like to learn how; 52% would make ICT & computer sciences a mandatory qualification in the curriculum.

Though few are coding, at 18% this is greater than last year’s 16% and more than double the 7% in 2013. A further 25% this year indicated they would like to learn how to code.

Even the familiar gender divide has reached a tipping point – of those coding, 48% are girls. Though 74% of these girls are coding for school projects it is important to recognise the economic potential of these figures.

Realtimers also recognise the benefit from ICT to their future careers – 52% would make ICT and computer sciences a mandatory qualification in the curriculum. Of which, 45% were girls.

On the face of it, Realtimers appear to be voracious consumers of everything digital rather than creators of IT. With the recent change in UK curriculum and its emphasis on the building blocks of ICT – upon which we create apps, integrate processes, enable better synchronisation of data – within 10 years however a large proportion of your future workforce will probably know how to create or have the know-how to commission the IT they want.

In 15 years, the 5 year olds starting school now will graduate fully skilled in using, managing and even coding their own digital solutions. Regardless of whether they work as an ICT engineer, on a shop floor, or product designer, this generation’s digital instincts will be light years ahead from our existing expectations of ‘ICT skills’. Just as personal PCs and virtual assistants replaced typing pools and tablets transformed warehouse efficiency, how will your business adjust to embrace this digitally literate population?
Just over half of all girls surveyed are regularly reporting inappropriate online behaviour, compared to 33% of boys. The fact that girls spend on average 45 minutes more per day on social networks is perhaps indicative of their increased exposure to suspicious behaviour. And whilst it’s dismaying to see such a high number reporting suspicious behaviour, it’s reassuring that Realtimers recognise threats and know how to report them.

As might be expected, 44% are not surprised to hear that teenagers are responsible for hacking large corporations. 19% have themselves been hacked – of which 72% said their email account was hacked, and 53% said their social network had been hacked.

As digital natives, it’s inevitable that a proportion (7%) of Realtimers are trying out hacking for themselves. Most say they’re doing it for fun or out of curiosity, but it’s a fine line between ‘fraping’ (publishing offensive posts on your friend’s Facebook feed) and a criminal record.

Has being hacked affected your online behaviour?

- Yes, it hasn’t made any difference to how I behave online: 33%
- Yes, I have deleted all online accounts or subscriptions: 5%
- Yes, I change my online account or subscription passwords more frequently: 42%
- Yes, I now have fewer online accounts (e.g. social media profiles, email, bank accounts): 10%
- Yes, it affected my behaviour in some other way: 22%
Top 3 career sectors: Science & Research, IT & Information Management, Manufacturing & Engineering; #1 role model is Bill Gates.

Securing 28% of their vote (compared to just 6% of girls), the top career choice for boys is IT & Information Management. Boys’ #1 role model is Bill Gates.

Topping the girls’ list is Education & Training and Medicine & Nursing. Their #1 role model is Emma Watson. Yet, in spite of this, 57% of girls believe that coding is a lucrative career option, and 48% of those actively coding are girls.

Though the gender ratio of those pursuing an ICT education appears to be closing, there is still considerable effort required to convince girls that a career in ICT is a rewarding one.

Whilst developing a knowledge economy - rebalancing the ICT curriculum in favour of how IT works as well as what it does, nurturing innovative entrepreneurs, encouraging inward investment, and job creation – is a key objective for the UK Government. It’s critical to also recognise the economic opportunity of digitally literate Realtimers.

71% believe it will be more important to know how to use IT, rather than create it, and 56% would like to create their own apps to use on a company’s IT infrastructure.

This generation instinctively understands how to use and manage digital devices and applications. Daily, they spend an average nine hours digitally engaged – collaborating, consuming information, publishing their own content and, for a growing percentage, coding their own ICT solutions.

Realtimers are a future workforce that instinctively understands how to use and integrate applications and digital processes. They will be better equipped to manage the data generated by IoT-based products and services, and will expect data to be mined as-standard for revenue-generating insights and to deliver an improved consumer experience.

According to a 2015 study by Oxford University and Deloitte, within the next 20 years around 35% of jobs will be lost to computerisation. In response to these ‘digitally automated jobs’, we’ll likely see the creation of new careers – at the very least to build, maintain, manage and analyse the applications and subsequent data generation - and, therefore, will need a workforce with the digital skills to fulfil them.

In the future, will the worker that understands how to use ICT be equally important as the one that creates ICT? The threat (and opportunity!) of digitalisation will demand it, and the Realtime Generation agrees. If this is the case, their digital habits now are an education for careers that don’t yet exist.

Girls’ Top 3 Career Sectors: Education & Training, Medicine & Nursing, Science & Research

Boys’ Top 3 Career Sectors: IT & Information Management, Manufacturing & Engineering, Science & Research

Digitally Literate: Digital Economy

| 63% believe coding is a lucrative career option |
| 52% think ICT & computer science should be a mandatory subject at GCSE/Standard Level |
| 60% believe the ICT curriculum offers an adequate foundation for HE & career aspirations |
| 71% believe it will be more important to know how to use IT, rather than create it |
| 56% would like to create their own apps to use on HE or company network & devices |
| 88% say they want a career doing something they’ll enjoy |

Which do you think will be most important to you, in your future career?

- Knowing how to create IT - coding, creating apps to solve problems
- Knowing how to use IT - understanding data, using apps
- Neither

Boys
Girls
18% 32% 64%
79% 4% 4%

Digitally Literate: Learning in Digitally-Enabled Ways

56% would like to create their own apps to use on HE or company network

Eat your heart out shadow IT – this generation will want permission to create, commission and operate their apps on the HE and company network. Control versus choice? Both please!

Likewise, the highly mobile, feature-rich, and funded digital consumer experience they enjoy now – I choose and, in most instances, you pay – they will expect to be replicated throughout their education and career.

81% are expecting autonomy over the devices and tools they use in HE, albeit the devices they currently own they will provide and fund. However, they will expect the HE institution to provide and fund applications (64%) collaboration tools (79%) and video conferencing (64%).

In the workplace however, more than half of Realtimers agree the provision and funding of digital devices, services and tools is the responsibility of the employer – even their fixed and mobile broadband. With 69% expecting to work flexibly, both hours and location, might an employer’s overheads in the future run to include home broadband?

87% say HE will need to update devices & access to ICT to support their needs – 88% think their employer will have to as well

Digitally Literate: Analogue Culture vs. Digital Decade

69% want to work flexibly, 35% say earning a living wage is top priority.

Since 69% want flexibility over their hours and location of work, it is fortunate Realtimers regard time management as the number one employee skill. 35% say earning a living wage is a priority, whilst just 2% said access to good transport links is.

Instinctively mobile and with a rich experience of ICT applications and collaboration tools, this generation will probably consider it unproductive and culturally archaic to commute daily to an office.

Furthermore, the increasing digitalisation of factories, warehouses, and delivery services, for example, means these environments could be easily managed and maintained remotely.

And whilst we may not be ready for boys’ expectations that work should be flexible to their needs as long as they get the job done (27%), it does pose the question whether the digital behaviour of Realtimers will one day change the concept of the working day, as well as salary structures. In the future, will pay-as-you-go contracts be the norm?

Understanding and drawing upon Realtimers’ innate digital skills and behaviour is an opportunity to evolve and digitally enable our workplaces, infrastructure, operations and culture, and to finally realise the productivity promise from technology.

Which of the following Government initiatives is the most important to you?

1. Earning a living wage – 35%
2. Getting the best quality education – 29%
3. Reducing unemployment – 19%
4. Nationwide access to ultra-fast broadband – 11%
5. Helping increase home ownership – 5%
6. Access to good transport links – 2%
When it comes to sharing data with organisations, 44% of Realtimers trust the UK Government in comparison to only 25% who trust social media platforms. It is an interesting perspective: Realtimers spend on average 100 minutes per day on social media. It is the digital activity they claim to spend most time doing - and probably where they share the most data. Their behaviour, from sharing photos and liking brands, to publishing their opinions, is helping marketers create detailed digital profiles of this generation, however social platforms remain the least trusted of organisations by Realtimers.

By contrast, Realtimers have the least interaction with the UK Government. What is significant is the fact Realtimers understand that sharing data for a meaningful purpose should result in a better service or deal in return. 54%, for instance, are unwilling for their location data to be used or shared. However a majority (39%) then say they are willing to share location data if it is used by a University to help them use facilities, navigate the campus or improve personal safety.

Given 42% would be happy to earn £15 cash by giving away their personal data, it’s no surprise Realtimers say they are happy to share their data provided there is direct personal gain or benefit.

In each of the scenarios when we asked Realtimers to state if they’d be happy or unhappy to share their data, about one third were ‘not sure’. This leaves significant scope for marketers to clearly outline the customer benefit, and for organisations to ensure that data held is both secure and really does deliver an improved service or experience.

For the pre-Internet generation, data privacy is a divisive issue. But the strength of feeling ensures healthy debate and policy change in data security. In contrast, will the Realtimer’s laissez faire attitude – in both unknowingly sharing personal data as well as blatantly doing so for monetary gain – encourage more unscrupulous trading in data?

Digitally Literate: My Data…in Return For?

UK Government is most trusted with data, social media least trusted.

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Digitally Literate: An App for Everything

Within 5 years most believe we will be 3D printing & self-health monitoring daily.

Consistent with their willingness to share data for personal gain or benefit, Realtimers are expecting to use, in the near future, applications and services that will enable and improve how they live, work and learn.

Many are already monitoring and managing aspects of their personal life via digital devices and apps, such as music and media (79%), exercise (38%), and health (14%). And, in the future, more than half believe they will control or track remotely these as well as their friends and family, heating, lighting, car, CCTV, and alarm systems.

Creating and implementing IoT as standard into product development, let alone managing and integrating the impact on ICT infrastructure, security, and subsequent data streams, will require skilled employees. We’ve got an emerging workforce that ticks all these boxes, is instinctively digital and digitally literate: are you ready for the Realtime Generation?
Survey Methodology

Who is the Realtime Generation?
The Realtime Generation is a term used to describe the generation, born after 1990, which is highly connected, having had for all of their lifetime use of communication and media technologies such as the Internet, MP3s, and smart devices. William Strauss and Neil Howe coined the term in their book ‘Generations: The History of America’s Future, 1585 to 2069’. Other terms used to define this generation include Generation Z and Digital Native.

What is the Realtime Generation survey?
Logicalis’ Realtime Generation survey seeks to establish the digital footprint of 13-17 years olds, the next generation of workers, and capture their opinions on the digital future of the UK.
The Realtime Generation survey provides a unique insight for universities, employers and Government into how this generation’s expectations, concerns and aspirations for its education, prospective careers and consumer demands will influence our economy.

Links
Supporting materials including data tables and previous Realtime Generation reports are available to download from www.uk.logicalis.com/RTG

Survey Methodology
• Methodology: Online quantitative survey
• Base Size: 1000 UK 13-17 year olds
• Fieldwork Period: 7th – 17th January 2016
Conducted by ResearchBods and Cohesive Communications
www.researchbods.com
www.wearecohesive.com

What can we do for your organisation?
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