

# Award Application for Brandon Hall Group's 2019 Excellence Awards

## Human Capital Management Spring Program, Corporate Initiatives

### Contents

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|                                                   |    |
|---------------------------------------------------|----|
| Entry Information, Context, and Timeframe .....   | 2  |
| Culture (JUDGING CRITERIA ONE) .....              | 2  |
| Overview (JUDGING CRITERIA TWO) .....             | 3  |
| Delivery (JUDGING CRITERIA THREE) .....           | 8  |
| Measurable Benefits (JUDGING CRITERIA FOUR) ..... | 12 |
| Overall (JUDGING CRITERIA FIVE) .....             | 15 |

## Entry Information, Context, and Timeframe

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[Provide basic details about your entry.](#)

### Entry Title

Skills to Succeed Learning Exchange

### Name of Entering Organization

Accenture

### Date

April 12, 2019

### Category

Corporate Initiatives Program

### Brief Description of Entry

The Skills to Succeed Learning Exchange helps disadvantaged and underserved populations build the knowledge and skills needed to secure a job and succeed in that job or to start a business. The Learning Exchange was developed and is maintained by a multi-faceted team of Accenture employees. The Learning Exchange offers blended learning curricula as well as individual courses and resources for a variety of job tracks, industry-specific topics, foundational skills, and professional skills, and it supports its partner organizations and their instructors in utilizing these offerings.

### Number of (HR, Learning, Talent) employees involved with the implementation

At any given time, approximately three or four employees have supported the Learning Exchange on a full-time basis, responsible for Learning Exchange development, partner promotion and management, and operations. Depending on the phase of work and current initiatives, the core team is supported by four or more part-time resources such as a graphic

designer, technical architect, QA/testing resource, and LMS technical developer.

### Number of Operations or Subject Matter Expert employees involved with the implementation

The course development team members often serve as subject matter experts and consult with end users, partner organizations, and employees throughout Accenture on an as-needed basis to validate content. The core team (as noted above) also has operational responsibilities.

### Timeframe to Implement

The Learning Exchange has been running for approximately five years, starting in April 2014.

## Culture (JUDGING CRITERIA ONE)

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[Describe the drivers that led your organization to focus on social citizenship. Discuss the culture and environment of your organization.](#)

Accenture is a global collective of diverse people and talent with broad and deep expertise across a wide range of services and solutions. Accenture's 477,000 people are both global, serving its clients consistently anywhere they operate, and local, bringing local execution and market relevance.

With the passion of its people, technology expertise and ecosystem of partners, Accenture develops and scales innovations and programs that help address society's pressing problems. As a global business, Accenture believes it is their responsibility to help create societies that offer more opportunities to more people; therefore, Accenture sets ambitious goals and makes strategic investments to drive progress and performance across the organization, workforce, communities, environment and supply chain.

Nearly a decade ago, Accenture took a defining step in its corporate citizenship journey by launching its Skills to Succeed initiative, which

applies Accenture's expertise in growing talent to close skills gaps and advance employment and entrepreneurship opportunities for vulnerable and marginalized people around the world. This set a meaningful precedent for Accenture and its people—a commitment to taking the best of Accenture and applying it in a concentrated, strategic way to address complex social issues.

With the Skills to Succeed initiative, Accenture's goal is to equip more than 3 million people with the skills to get a job or build a business by the end of fiscal year 2020. The initiative comprises programs that contribute toward its goal, including the Skills to Succeed Learning Exchange Program, which is the subject of this award application.

- To date, Accenture has equipped more than 2.8 million people globally with the skills to gain employment or build a business through its Skills to Succeed initiative.
- In May 2018, Accenture committed more than US\$200 million to education, training and skills initiatives over the next three years to equip people around the world for work in the digital age.
- Accenture uses a digital platform for volunteering that gives its people the flexibility and freedom to choose when, where and how they give back, contributing their time and skills in whatever way works for them.
- For 10 consecutive years, Accenture has been in Corporate Responsibility

Magazine's 100 Best Corporate Citizens for Accenture's commitment to ethics and the environment.

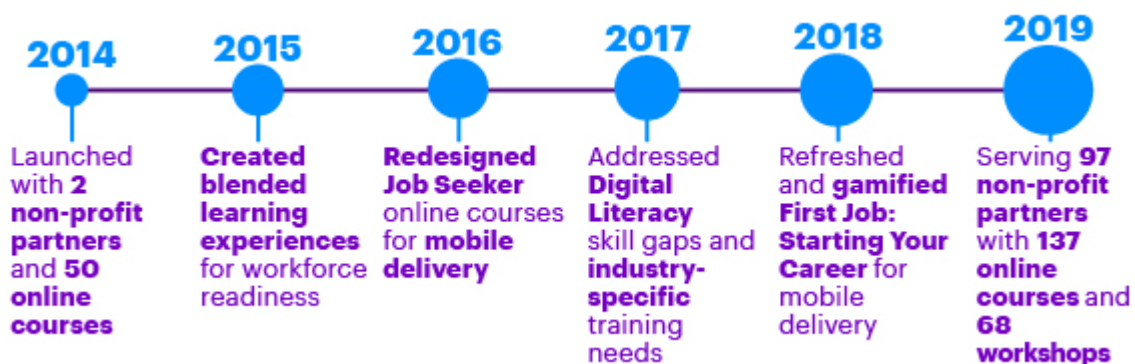
- Fortune's Change the World List and People's 50 Companies That Care have recognized Accenture.

## Overview (JUDGING CRITERIA TWO)

Provide a high-level description of the initiative and its impact on your organization and the community around you. Describe examples of innovations that evolved from this initiative.

The Skills to Succeed Learning Exchange is a Learning Management System that contains courses and curricula aligned with Accenture's Skills to Succeed initiative. Accenture makes the Skills to Succeed Learning Exchange available to its non-profit partners in the United States and Canada. In turn, partner organizations use the Learning Exchange with their beneficiaries, who are individuals from underserved or disadvantaged populations such as homeless youth, recent immigrants, long-term unemployed adults, women's shelter clients, veterans and formerly incarcerated individuals.

This timeline demonstrates the Learning Exchange's growth and highlights innovations that have evolved from the initiative and had the largest impact on beneficiaries.



## 2014

In prior years, Accenture created online courses for *individual* non-profit partners. In 2014, Accenture brought the courses together on a learning management system so that *all* of Accenture's non-profit partners could benefit from them. The launch of the Learning Exchange included 50 online courses to two pilot partners. The availability of online, self-paced courses enabled these organizations to extend the reach of their workforce readiness programs by addressing organizational challenges with in-person classroom training, such as limited funds and limited space to conduct workshops, as well as beneficiary challenges, such as lack of transportation and lack of time to attend workshops (i.e., for beneficiaries who had begun working).

## 2015

Although beneficiaries were able to build knowledge and new skills by using the online courses, they faced challenges outside of the classroom that decreased their attention spans or made learning more difficult (e.g., substance abuse, hunger, low literacy, etc.). Feedback from partner organizations indicated that the target audiences would benefit more from face-to-face coaching, mentoring, and firsthand practice to reinforce the online learning.

As a result, in 2015, workshops were added to complement the online learning, make the learning more durable (i.e., likely to "stick" with the learner), and ultimately create blended learning experiences for three workforce readiness curricula:

- Job Seeker,
- First Job: Starting Your Career, and
- First Job: Growing in Your Career.

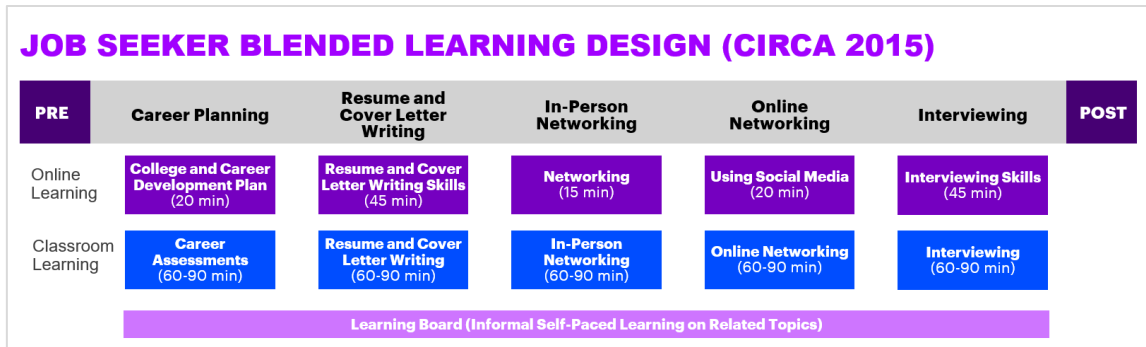
Each curriculum included an online pre-assessment and post-assessment, online courses (typically 20 to 45 minutes in duration, but not always), and classroom workshops (typically 60 to 90 minutes in duration).

The Job Seeker Blended curriculum, as it existed in 2015, is depicted as an example.

Ideally, learners would use the entire curriculum to:

- Assess their knowledge using the pre-assessment.
- Take self-paced online courses to build knowledge and comprehension.
- Attend classroom workshops to reinforce online learning and expand knowledge and skills through discussion, practice and coaching.
- Visit curated videos and articles on a curriculum learning board.
- Complete the post-assessment to measure their progress.

The design is flexible to accommodate partner organizations' varying needs, resources, constraints, and beneficiaries. Partners may decide to use individual courses within a curriculum, rather than an entire curriculum. As a result, learning assets can stand alone, if necessary, and the workshops can be conducted without the online training or vice-versa.



## 2016

In 2016, the online courses within the Job Seeker curriculum were redesigned and developed, so they could be taken on a smartphone, tablet or computer. Feedback from partners indicated that many beneficiaries did not have access to computers or reliable internet service, and that was often the case with partners themselves, as Learning Exchange team members witnessed first-hand during visits to partner locations. Further, partners indicated their learners had access to and preferred taking training on their smartphones.

The team's goals went beyond merely re-platforming the curricula to:

- Ensure the learning was engaging and interactive to address the needs of this hard-to-reach demographic.
- Provide appropriate context and relevant content, for example by including the types of entry-level and middle-skills jobs that these learners are likely to seek.
- Reduce course duration, often by dividing one course into two or three shorter courses, to accommodate busy schedules and short attention spans.
- Use responsive design to ensure a positive end-user experience on any device, as well as take advantage of the features and functions of the smartphone.

To achieve these goals, the team used internal Design Thinking for Learning proprietary processes and resources. In brief, Design

Thinking for Learning focuses the learning design on the needs of the learner, and it uses iterative development cycles that include rapid prototyping to help achieve this goal. The team conducted Design Thinking workshops with the target audience and instructors to understand barriers and frame the problem. In this case, the problem to address was how the learners can get a job and succeed at work.

Armed with this information, the team created rough course prototypes in the content development tool and published test courses so that learners could try out the mobile courses and provide feedback on the high-level design and usability. In addition, the development team observed learners working with the prototypes to see what worked well, what didn't, and how to improve the next iteration of the prototypes.

Further, the team used an internally created rubric to ensure elements of Durable Learning in the mobile course design, as well as in the blended learning experience, should organizations choose to implement the entire curriculum.

The table below provides a high-level description of these elements for reference:

| Element     | High-Level Summary                                                            |
|-------------|-------------------------------------------------------------------------------|
| Relevant    | Uses real-world problems of importance to the learner now.                    |
| Spaced      | Learning does not overwhelm; it allows time to reflect, forget, and retrieve. |
| Effortful   | Learning is challenging. Failure with feedback is part of the design.         |
| Practiceful | Practice must be spaced and varied to be effective.                           |
| Engaging    | Motivates and inspires the learner.                                           |
| Contextual  | Uses mental models the learner is familiar with and can grasp.                |
| Generative  | Requires learner to document ideas or put content into their own words.       |
| Social      | Uses group activities, discussions, and co-creation of content.               |

For example, activities were designed to be more effortful than before. Learners were quizzed before being provided with answers, or they were instructed to “help” course characters complete tasks before receiving supporting content. For instance, in the Starting Your Resume course, learners are asked to help a character build his resume, and then they receive rich feedback for the choices made.

In another course, Networking Techniques, the generative element of Durable Learning is used. First, learners see examples of an “elevator speech.” Then, they use their mobile device to record and critique their own elevator speech. Learners who accessed the course on computers received different instructions seamlessly, a feat made possible by the course development tool, which will be discussed in more detail later.

To ensure opportunities for spaced learning and more practice, many courses end with a “Try It Now” activity, such as creating a networking plan or using a template to create a resume. (These activities can be performed at any time.) Some courses are accompanied by job aids and performance support tools, too.

This is how the Job Seeker Blended curriculum looked after it was updated with mobile courses.

## 2017

In 2017, the team developed additional curricula to meet the demand for digital literacy, industry-specific, and career pathway learning experiences.

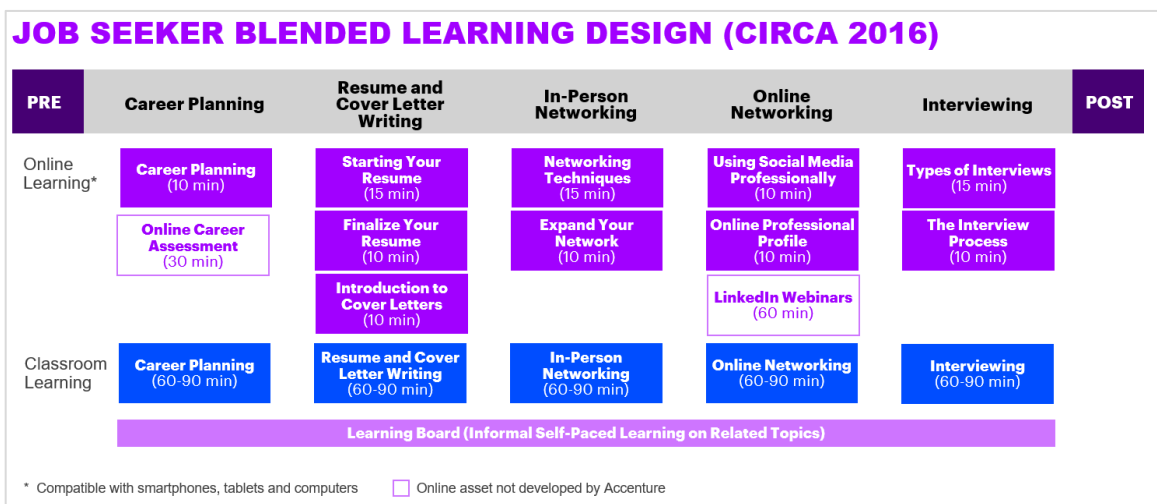
These curricula include:

- Digital Literacy Enhanced
- IT Customer Support
- Health Technology and Administration
- Creating Your Business: Entrepreneurship
- Retail Industry Fundamentals

In brief, partner organizations needed these curricula to help meet employment goals for their beneficiaries. For example, the Digital Literacy Enhanced curriculum is for learners who lack the basic required digital literacy skills that employers often require, such as using a computer, the Internet, and office productivity tools. The other curricula prepare beneficiaries for specific roles and industries that offer viable career paths.

Here is one success story, shared by one learner who completed the Health Technology and Administration (HTA) training:

*“The HTA, Global Awareness and Cultural Diversity courses were very helpful*





*regarding the expectation and awareness of the variety of people that will need assistance in the medical world. The power points and assessment tests helped me retain the information. The information found in the Accenture Power Points had a huge impact on me because I still find myself using them as a reference for my daily studies. It helps me make sure that I am using and implementing the correct information on assignments. Each course that I enrolled in via My Training Plan helped me see how the medical field has changed and continues to change. I now understand I must continuously stay updated on the latest information. The Accenture program modules prepared me for what I should expect as I enter the workforce in the medical field. It also served as a great introduction to medical terminology, ICD-10 and healthcare law."*

Also in 2017, Accenture conducted extensive research on the future of work and how it will transform given digitization, automation, and more. This evolved into the New Skills Now initiative, discussed later in this document.

## 2018

In 2018, the First Job: Starting Your Career curriculum was redesigned and developed for mobile delivery. Again, the team's goals went beyond merely re-platforming the curricula but to include enriching the learning experience. This time, the team added gaming elements to help learners engage with the course content in more fun and interactive ways.

For example, in the Teamwork course, learners are immersed in a restaurant training scenario that requires staff (i.e., server, hostess, cook) to work together to receive positive customer reviews in the "Rate-A-Plate" app. Each positive customer review earns a star, whereas negative reviews do not earn stars. The learners' response to realistic team problems determines if the team receives a positive or

negative review, and ultimately if they get a five-star rating in the app.

Furthermore, the Customer Service Excellence, Ethics at Work, and Using Proper Grammar courses gives the learner an opportunity to earn a badge (within the course). For example, in Ethics at Work, the learner uses the Ethical Decision-Making process to respond to various ethical dilemmas, and their responses determine the badge they receive at the end of the course.

## 2019

As of April 2019, the Learning Exchange is serving 97 non-profit partners with offerings including 137 online courses and resources and 68 workshops. All training is designed to help people build the knowledge and skills required to get a job and succeed in work, and non-profit partners have shared stories that illustrate that the Learning Exchange is delivering results in this regard. From one partner:

*"The Learning Exchange helped our organization successfully prepare over 500 student interns this summer. With 2,661 courses and 671 training hours completed, students were armed with the necessary instructions, invaluable knowledge and clear understanding of what to expect in their summer internship, cementing a strong career foundation."*

From another partner:

*"We first partnered with Accenture in 2015 and in that time, more than 3,000 youth have completed more than 30,000 Skills to Succeed courses! We utilize the workshops as part of a blended curriculum model whereby youth can access the courses through a facilitated in-class session, or on their own and at their own speed. The workshops have been an incredibly helpful resource for us with our youth learning such varied skills as resume writing, how to job search, communication and even*

*entrepreneurship! Accenture works hard to keep the curriculum up to date and relevant and we are so grateful to Accenture for all their support of our youth!”*

## Delivery (JUDGING CRITERIA THREE)

Discuss how your initiative was successfully deployed to your audience.

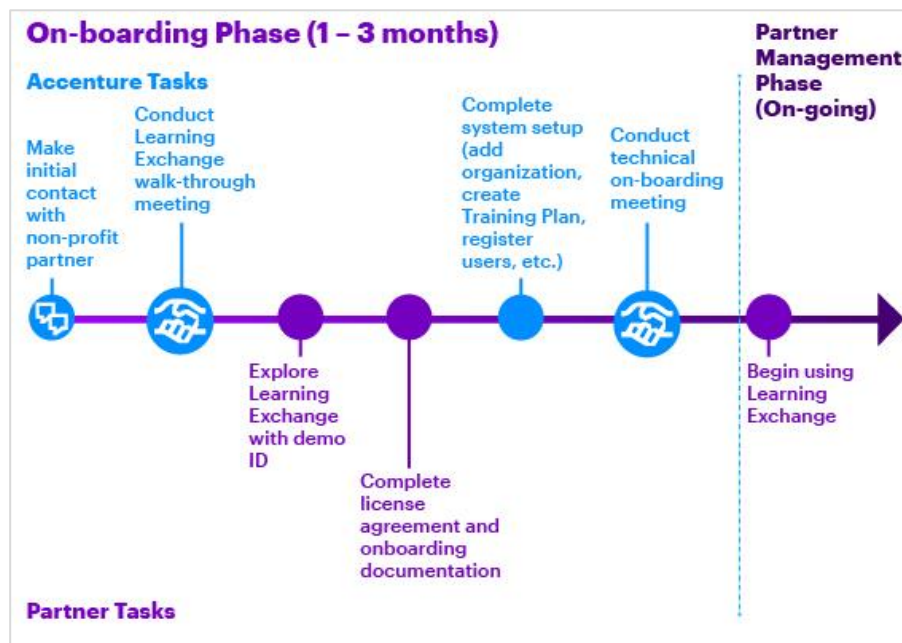
Successfully deploying the Learning Exchange to its partners involves:

- Onboarding Phase
- Partner Management Phase
- Tools and Technology
- Instructor Support

## On-boarding Phase

The initial contact with the partner happens both formally and informally. Formally, the Learning Exchange program manager may seek out organizations that are working with Accenture (in another capacity) and have a need for workforce readiness training. Informally, the Learning Exchange program manager may be contacted by Accenture employees who independently volunteer for a charitable cause and seek other ways to help these causes. This graph provides a high-level picture of key steps in the on-boarding phase.

A must-have criterion for partner candidates is that they help individuals gain skills they need to get a job, be successful in a job or start a business. If this criterion is met, then the program manager will connect with the organization to assess the partner’s current programs and to see if partnership makes sense.





In that first meeting, the Program Manager conducts a high-level walkthrough of the Learning Exchange homepage and describes its benefits, as shown below.

configuration and browser settings to ensure bookmarking, communication with the LMS) etc.



After the first meeting, the partner can explore the Learning Exchange, take courses, review the workshop materials and consider how best to incorporate the Learning Exchange into their workforce readiness programming. Each partner organization commits to ensuring at least 100 learners will complete one or more online courses in a year. This is the “give and take” of the Learning Exchange: Accenture provides this resource for free to its non-profit partners and asks in return that they help with Accenture’s Skills to Succeed goals.

Once the necessary paperwork is complete, the partner organization is created on the Learning Exchange. This includes creating the custom Training Plan with their required list of online courses, as well as registering their staff and learners.

The final step in the on-boarding process is to conduct the technical on-boarding meeting. The purpose of this meeting two-fold:

- Communicate essential technical requirements (e.g., workstation

- Enable partner staff to complete routine tasks, such as registering users, running reports, and resolving common technical issues.

Typically, on-boarding takes one to three months from the initial contact to when the partner is using the Learning Exchange, and the pace is dependent on the partner organization.

### Partner Management Phase

Once an organization starts using the Learning Exchange, on-going partner management is essential to successful deployment. The overarching goal of partner management is ensuring that the Learning Exchange is positively influencing the partners’ goals to help beneficiaries in their career journeys. This goal is supported by regular communications about how the Learning Exchange is being received by learners, number of learners completing courses, how they are using the courses in the Training Plan and any issues that arise and how to resolve them.

This graph provides key steps in the partner management phase, which is an on-going process.

courses on specific days and made those required for all the locations across the United States. In 2018, this organization had 469



One specific example of timely communication is the quarterly learner usage report that Accenture sends to partners. These reports provide a snapshot of Learning Exchange usage and prompt discussions about how the partner is doing against their learner goals, plans for the upcoming quarters, any challenges they are experiencing and how Accenture can collaborate closely with them to ensure success.

Here is another tangible example of how ongoing partner management helped ensure a successful deployment of the Learning Exchange: One non-profit partner began using the Learning Exchange with three locations and 126 learners in 2014; peaked at 240 learners and four locations in 2015; and then dwindled to 42 learners in 2016 and 2017. At that point, the Learning Exchange program manager conducted brainstorming sessions with the national leadership to strategize the best way to use Learning Exchange courses within their existing training curriculum. They reworked their curriculum, formally embedded the Learning Exchange professional development

learners complete 1,589 online courses across eight locations.

## Tools and Technology

Various tools and technologies are employed to successfully deliver the Learning Exchange to partner organizations and their beneficiaries. Tools and technologies are selected based on several factors, including:

- How well they contribute toward partner organizations' program goals and the goals of the Skills to Succeed initiative

- How well they facilitate the development of learning assets that meet internal standards, program needs, and delivery requirements

As described in the Overview section, Learning Exchange courses and curricula are available via a learning management system (LMS). Although not new, LMS technology enables large-scale delivery of content to multiple organizations and reporting functionality that is essential to determining if program goals are being met. For example, partner organizations can run reports to monitor learners' progress

(course completions). Similarly, Accenture can run utilization reports to understand which curricula are used the most, which partners are most fully leveraging the Learning Exchange and which partners may need support to meet goals. For example, reports indicate that 94% of the active partners use the Job Seeker mobile course. Information like this is used to inform design decisions and in the evaluation of the initiative, which is discussed in more detail in the next section.

Another way that the LMS supports program goals is by providing easy access to courses, including instructor materials. In addition, the LMS supports customizations to further improve accessibility as needs are identified. For example, courses are organized into categories to make it easy to find relevant training. As the number of courses has increased, however, locating courses quickly became more difficult. As a result, the My Training Plan feature was added. My Training Plan facilitates batch registration of learners, which saves valuable time for Accenture program managers and partner staff. Moreover, learners readily see and access a list of their required courses, instead of having to “hunt and peck” through the category boxes. In addition, when some organizations reported low motivation among learners, My Training Plan was enhanced so that instructors could award badges for progress and incentives for full participation.

In terms of course development tools, a variety have been used over time; however, since 2016, all course development has been performed using a tool that employs HTML5 technology, which makes it possible to develop content once and deliver it to any device (i.e., smartphone, tablet, computer). The ability to deliver courses to any device supports program goals because it makes courses available to more learners.

Further, the tool in use today supports adaptive content development, which allows content and activities to be hidden or shown depending on the device (as described in the “elevator speech” example earlier). This

capability seamlessly adjusts the content and learning design, which helps ensure the best possible learning experience is delivered, regardless of which device a learner uses.

## **Instructor Support**

The final aspect of how the Learning Exchange is successfully delivered is via instructor support. Some organizations have permanent staff that teach the classroom workshops while others rely on Accenture volunteers to lead them. Whether it is the organization staff or Accenture volunteers, all instructors need support to effectively lead the workshops.

First, most workshops have a brief faculty prep recording, which provides a high-level overview of the workshop learning goals, the key activities, and tips for success. Second, the workshops have materials that instructors download, and can customize, as needed. For example, for the Interviewing workshop, there is a zip file which the faculty download with a detailed Faculty Guide, presentation and activity handouts. The Faculty Guide goes slide-by-slide through the workshop content and activities to ensure the faculty have the necessary details. The presentation is provided so the organization or Accenture volunteers can customize it to the specific needs of the learners.

Lastly, the Learning Exchange program manager meets with organizations and Accenture volunteers, as needed to lead train-the-trainer sessions. Not only does the program manager provide tips and tricks on leading the workshop, but brainstorm ways they may consider customizing the materials or adapting it for the learner needs.

## Measurable Benefits (JUDGING CRITERIA FOUR)

Discuss the measurable benefits as seen by your organization and the community that you have impacted. How do you measure ROI/impact of the initiative and what were the results? How did you prioritize and identify what was important? Details:

Five metrics measure the impact of the Learning Exchange initiative.

- Metric 1: Learner Satisfaction
- Metric 2: Learning Gains
- Metric 3: Unique Learners Skilled
- Metric 4: Course Completions
- Metric 5: Learners Employed

### Metric 1

Learner Satisfaction provides Kirkpatrick Level 1 evaluation data. Learner Satisfaction provides information that:

Validates or discounts previous designs choices,

Influences future design choices, and

Informs decisions about enhancements and investments.

End-of-course surveys are the primary source of learner satisfaction data. Learners indicate

- Extremely Satisfied (5 points)
- Satisfied (4 points)
- Neither Satisfied nor Dissatisfied (3 points)
- Dissatisfied (2 points)
- Extremely Dissatisfied (1 point)

The numeric values allow for quantification of the results. This table shows the percentage of learners who reported being Extremely Satisfied and Satisfied with the Job Seeker online courses compared to mobile courses.

A high percentage of learners expressed satisfaction with the online courses, and the percentage increased for the mobile courses. This data validated the decision to move toward mobile delivery and corresponding design choices. This result was an input into the decision to convert additional curricula for mobile delivery.

Learner comments, collected on the same survey, provide additional insight into the learners' satisfaction ratings. For example:

*"I gained so much knowledge on the work I must do to enter the career field I desire in the future."*

*"Overall, the training modules are very informative. My knowledge has increased significantly which will raise my level of confidence when I enter a professional setting."*

### Job Seeker Curriculum - Extremely Satisfied and Satisfied Learners

| Online Courses | Mobile Courses | Percentage Point Increase | Percent Change |
|----------------|----------------|---------------------------|----------------|
| 83.28%         | 84.87%         | 1.59                      | 2.08%          |

their overall satisfaction with a course, and their responses are converted to numeric values as follows:

Overall, how satisfied were you with this course?

*"I enjoyed that the course made true-to-life connections using specific examples. It really put things into perspective knowing how a young person can market themselves through their private social medias."*

Also, learner satisfaction information is gleaned from anecdotal evidence shared by partner organizations, as can be seen in quotes throughout this document.

## Metric 2

Learning Gains is used for a Kirkpatrick Level 2 evaluation. This metric is determined by comparing learners' pre-assessment and post-assessment scores for specific curricula, such as the Job Seeker and Digital Literacy curricula. This allows for the quantification of learners' progress.

Results are determined by collecting and analyzing data for learners who meet these criteria:

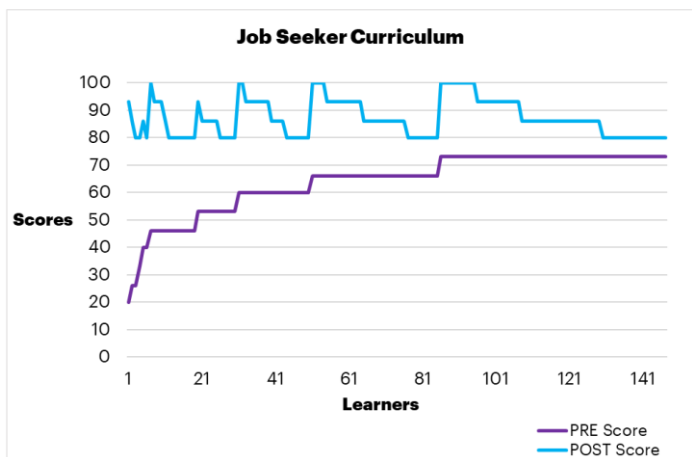
Scored less than 80% on the pre-assessment (one attempt allowed),

Completed the entire curriculum (all online/mobile courses), and

Completed the post-assessment (multiple attempts allowed).

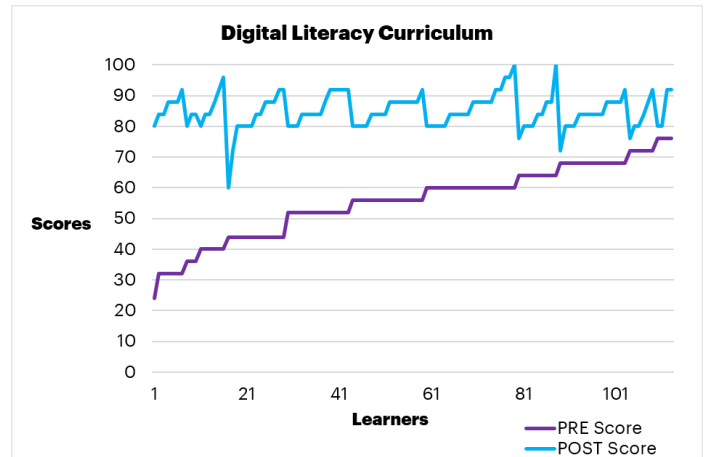
For the Job Seeker curriculum, pre-assessment and post-assessment scores from a sample of 147 learners meeting the criteria are plotted on the line graph below.

On average, scores improved by 23% after completing the Job Seeker curriculum.



For the Digital Literacy curriculum, pre-assessment and post-assessment scores (from a sample of 113 learners meeting the criteria) are plotted on the line graph below.

On average, scores improved by 29% after completing the curriculum.



## Metric 3

Unique Learners Skilled counts the number of beneficiaries who have successfully completed at least one course.<sup>1</sup> This is an internal measure of results that is reported to the global Skills to Succeed program. It is important because it counts toward Accenture's goal to equip 3 million people with skills to get a job or build a business by the year 2020.

## Metric 4

Course Completions are the total number of courses completed by all learners. This internally used metric shows which courses are most utilized. This data informs decisions about future updates and investments. For example, high-usage courses may be re-

<sup>1</sup> Completion is achieved when a learner scores 80% or greater on the course test. Courses in progress do not count.

platformed for mobile delivery and low-usage courses may be retired.

This table illustrates the results for Metric 3 and Metric 4 to date.

| Fiscal Year   | Unique Learners Skilled | Course Completions |
|---------------|-------------------------|--------------------|
| 2014          | 98                      | 905                |
| 2015          | 743                     | 4067               |
| 2016          | 1642                    | 14,751             |
| 2017          | 3625                    | 27,907             |
| 2018          | 6541                    | 58,730             |
| 2019*         | 3993                    | 29,899             |
| <b>Total*</b> | <b>16,642</b>           | <b>136,259</b>     |

### Metric 5

Learners Employed is the number of individuals who got a job or built a business because of the knowledge and skills gained by completing courses on the Learning Exchange. This metric

is essential for determining if the Learning Exchange program is achieving its goals, as well as the extent to which the Learning Exchange contributes to Accenture's global Skills to Succeed goals.

The large table at the bottom of the page shows FY18 results for Metric 3, Metric 4, and Metric 5 for 25 partner organizations in Canada. (Note: Canadian learners represent approximately 50% of all learners on the Learning Exchange.) On average, more than 72% of learners from these organizations were employed after using the Learning Exchange.

All five metrics provide insight into the impact, effectiveness and benefit of the Learning Exchange courses. These metrics provide Accenture data on how the Learning Exchange is helping with the global Skills to Succeed goal, but more importantly, how the Learning Exchange has a lasting impact on its

| Organizations Reporting | Unique Learners Skilled | Course Completions | Learners Employed | Percent of Learners Employed |
|-------------------------|-------------------------|--------------------|-------------------|------------------------------|
| 1                       | 44                      | 556                | 44                | 100.00%                      |
| 2                       | 10                      | 46                 | 10                | 100.00%                      |
| 3                       | 7                       | 134                | 7                 | 100.00%                      |
| 4                       | 414                     | 9,497              | 414               | 100.00%                      |
| 5                       | 57                      | 941                | 55                | 96.49%                       |
| 6                       | 33                      | 175                | 30                | 90.91%                       |
| 7                       | 46                      | 704                | 41                | 89.13%                       |
| 8                       | 30                      | 205                | 26                | 86.67%                       |
| 9                       | 1,057                   | 12,118             | 898               | 84.96%                       |
| 10                      | 70                      | 244                | 58                | 82.86%                       |
| 11                      | 80                      | 145                | 65                | 81.25%                       |
| 12                      | 19                      | 65                 | 14                | 73.68%                       |
| 13                      | 50                      | 382                | 35                | 70.00%                       |
| 14                      | 45                      | 227                | 31                | 68.89%                       |
| 15                      | 3                       | 8                  | 2                 | 66.67%                       |
| 16                      | 18                      | 239                | 12                | 66.67%                       |
| 17                      | 6                       | 15                 | 4                 | 66.67%                       |
| 18                      | 149                     | 2,039              | 99                | 66.44%                       |
| 19                      | 20                      | 76                 | 10                | 50.00%                       |
| 20                      | 67                      | 114                | 33                | 49.25%                       |
| 21                      | 55                      | 71                 | 26                | 47.27%                       |
| 22                      | 55                      | 273                | 25                | 45.45%                       |
| 23                      | 50                      | 891                | 22                | 44.00%                       |
| 24                      | 91                      | 1,047              | 39                | 42.86%                       |
| 25                      | 40                      | 189                | 16                | 40.00%                       |



beneficiaries. Here's a tangible story of the benefit the Learning Exchange had on one individual:

*"Justin moved to Chicago in March of 2018 and found himself homeless, unemployed and looking for a fresh start. He connected with the non-profit partner and moved into housing. Although skeptical at first, Justin decided to give the program a try and started participating in case management meetings, setting goals, and taking advantage of the monthly job readiness workshops and utilizing the online courses on the Learning Exchange. Justin completed courses in the Mobile Job Seeker curriculum that taught him about starting his resume, finalizing it, networking and interviewing. Within a couple of months, Justin created his first resume and applied for a job.*

*Right before his interview, he reviewed the interviewing course. Taking this course empowered Justin to feel confident and prepared for his interview that afternoon and gave him the opportunity to practice telling his story in a constructive environment. This technical support, along with the emotional support and encouragement of the incredible volunteers at Accenture, allowed Justin to feel like the job was his before he even walked in the door. Justin was offered the job on the spot and began work the very next day. Justin is thrilled, grateful, and eager to continue achieving his dreams, which include advancing his career at this company."*

## **Overall (JUDGING CRITERIA FIVE)**

*Use this section to provide a summary of key findings. What lessons did you learn? What is next/future outlook?*

Partner organizations and sites throughout North America have implemented the Learning Exchange since it launched in 2014. Lessons learned have been plentiful, and they are drivers of continuous improvement initiatives

described throughout this document. Here are additional lessons learned:

- The Learning Exchange is most successful when embedded into an organization's training curriculum and becomes part of the way they provide services. Top organizations – those who have the most unique learners skilled and course completions – make the Learning Exchange a required part of their workforce readiness program.
- Disadvantaged populations have unique needs and young learners have different expectations than Accenture learners. The Learning Exchange team has adapted their approach to course design and development to meet these needs and expectations. Scenarios and characters must be relatable and less "corporate." For example, scenarios in new and redesigned courses now focus on entry-level and middle-skills jobs, such as Certified Nursing Assistants and IT Customer Support Analysts, which are more typical of the Learning Exchange learners.
- Using the latest and greatest course development tools has benefits, drawbacks, and carefully weighed risks to reconsider periodically. For example:
  - Mobile course delivery is beneficial, but the first mobile courses took so long to download that learners would abandon them. Identifying the root cause(s) required time-consuming and labor-intensive testing efforts. For example, the team performed tracerouting to determine the path of course data packets across the Internet, geographic locations of servers involved and inter-server and overall timings.
  - The ability to develop more robust interactions by using variables is a benefit, but drawbacks (attributable to tool architecture) are that course navigation restrictions must control

when variables are updated, which increases page load times.

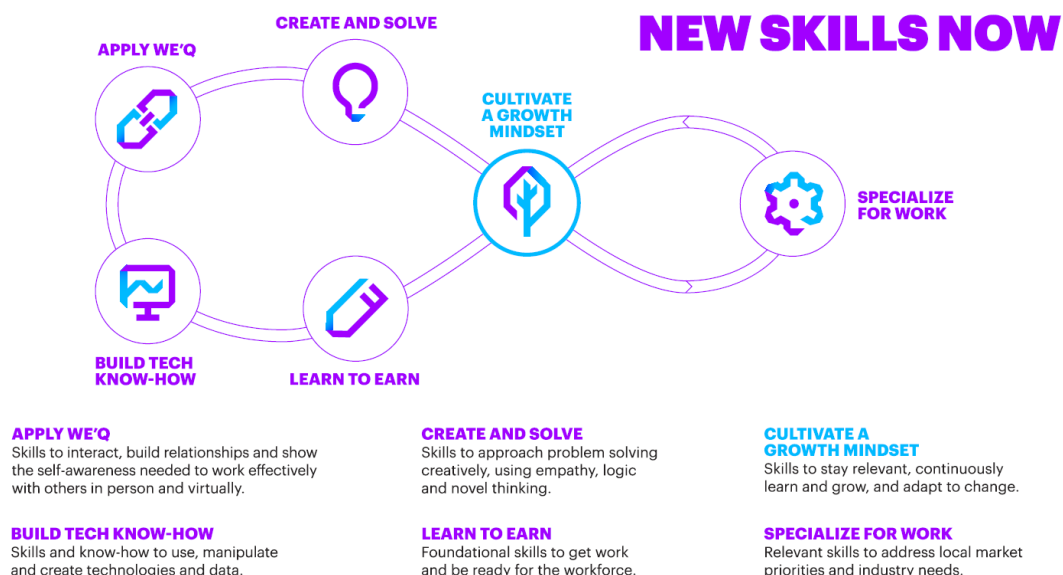
- Over time, as browser technology evolves and the LMS undergoes required maintenance, older courses may stop working, requiring redevelopment in a new tool. For example, the Learning Exchange created three Financial Literacy courses using a confidence-based learning tool. However, Accenture is no longer using that tool, so the Learning Exchange team is currently redesigning and redeveloping those courses in a new tool.

With these lessons from the past in mind, the Learning Exchange continues to refresh existing curricula as needed (e.g., content, design, delivery platform), whereas new initiatives look to provide access to more content and ensure that beneficiaries can learn New Skills Now.

- The Learning Exchange is currently exploring how geographically isolated programs could be available through a single architecture. Increased availability of courses in different languages—and

topics such as application development, leadership, project management, digitization, people management and other subjects not currently offered—would benefit Learning Exchange partners and their beneficiaries.

- New Skills Now is based on Accenture research about the skills needed in the future that people should develop now. Circles represent these skills in this illustration:
- Upon review, Learning Exchange courses and curricula address most New Skills Now. The Digital Literacy and industry-specific curricula begin to address Build Tech Know-How and Specialize for Work, respectively. More training is needed to address specialty skills for specific markets and industries. The biggest skill gap to bridge is Cultivate a Growth Mindset, and efforts are underway to address this gap.



Cathleen Andres

Sample: Writing, Curriculum Development, and Program Evaluation

The Learning Exchange program team is excited about what the future holds including more mobile-friendly courses, more partners, more beneficiaries learning workforce readiness and, more people getting a job and succeeding in that job. One organization described the Learning Exchange as “life changing for our youth” so the team is enthusiastic about continuing that effort. In closing, one learner describes the program as this:

*“These courses will truly impact my life, they will make me excel in the career choice I choose later on.”*