accenture

# Accenture Digital Skills: Artificial Intelligence

# Activity Pack

# Contents

# 01. Welcome to Digital Skills: Artificial Intelligence

Welcome to the Digital Skills: Artificial Intelligence course! This course will help you to learn more about the past, present and future of artificial intelligence and explore its potential in the workplace.

This activity pack has been designed to help you to build your understanding of the topics covered in the course in more detail. There will be activities and questions throughout where you can try to apply what you have learnt in your day-to-day home and work life. These correspond to steps in the course so use this pack as you work your way through the course.

You can also use the comment sections within the course to have a discussion with other learners about what you have discovered!

Before getting started, you can answer the two questions below to identify what you want to achieve by the end of these set of activities.

**What are you most looking forward to learning in these activities?**

**What do you want to have achieved by the end of these activities?**

# 02. Identify the skills you already have

It can be hard to think of times when you have displayed a skill that employers are looking for. But, if you think back to the experiences you've had throughout your life, you will find times where you have demonstrated skills and have evidence to back them up.

Remember:

- You do not need a qualification to show that you have a skill.
- Skills can be found in different life experiences – skills you have built outside of work are often transferable to a work environment. Employers will often value these just as much as skills developed in the workplace.
- There will be times where you have displayed a skill but didn't even realise it!

Look at the diagram on the next page.

## Work

- Did/Do you have a job? What was/is it?
- What were/are your duties on a day to day basis?
- What were/are your responsibilities? e.g. Opening /closing premises, cash handling or team leader?
- Have you introduced a new initiative or improved a process at work?
- Are/Were you responsible for managing anyone?
- Have you volunteered to take on any additional responsibilities to support a project/team?
- Have you ever conducted research or brainstorming techniques to solve a problem at work?
- Have you presented work/ideas to groups?

## Home life and society

- What responsibilities do you have around the house? e.g. paying bills, looking after family, being a carer
- Were/Are you part of any community societies? e.g. local clean up, neighbourhood watch
- Do/Did you voice your opinions for the community? (e.g. chair any events, attend any local meetings)
- What is something you have done that you are proud of?
- Have you taken a career break? e.g. to focus on your family, career, education or travel? Did you learn anything?
- Are you the 'organiser' amongst your friends or family or are you a 'peace keeper' or 'team player'?

## Skills Assessment

## Hobbies

- What do you enjoy doing in your free time?
- Have you ever gone to a class or taken a course to learn a new skill e.g. pottery class, coding class?
- Did/Do you do any volunteering / community work?
- Did/Do you create anything? e.g. write, cook, draw, paint
- Do you do any sporting activities for leisure?
- Have you raised money for charity?
- Have you gone travelling/organised any trips abroad?

## Education

- Have you ever taken any additional training or online courses to skill in a new area at work?
- Do you have any experience of studying whilst in full/part-time employment?
- Do you have any experience of group work or projects whilst in education?
- Were you ever awarded a certificate/prize for your achievements?
- Were you part of any extra-curricular activities at school, college or university?
- Have you ever taken any additional training to upskill?

Think about the different questions asked in each section. Pick two questions from each of the different boxes above and write your answers down in the empty diagram below.

**Work**

**Home life and society**

**Skills Assessment**

**Hobbies**

**Education**
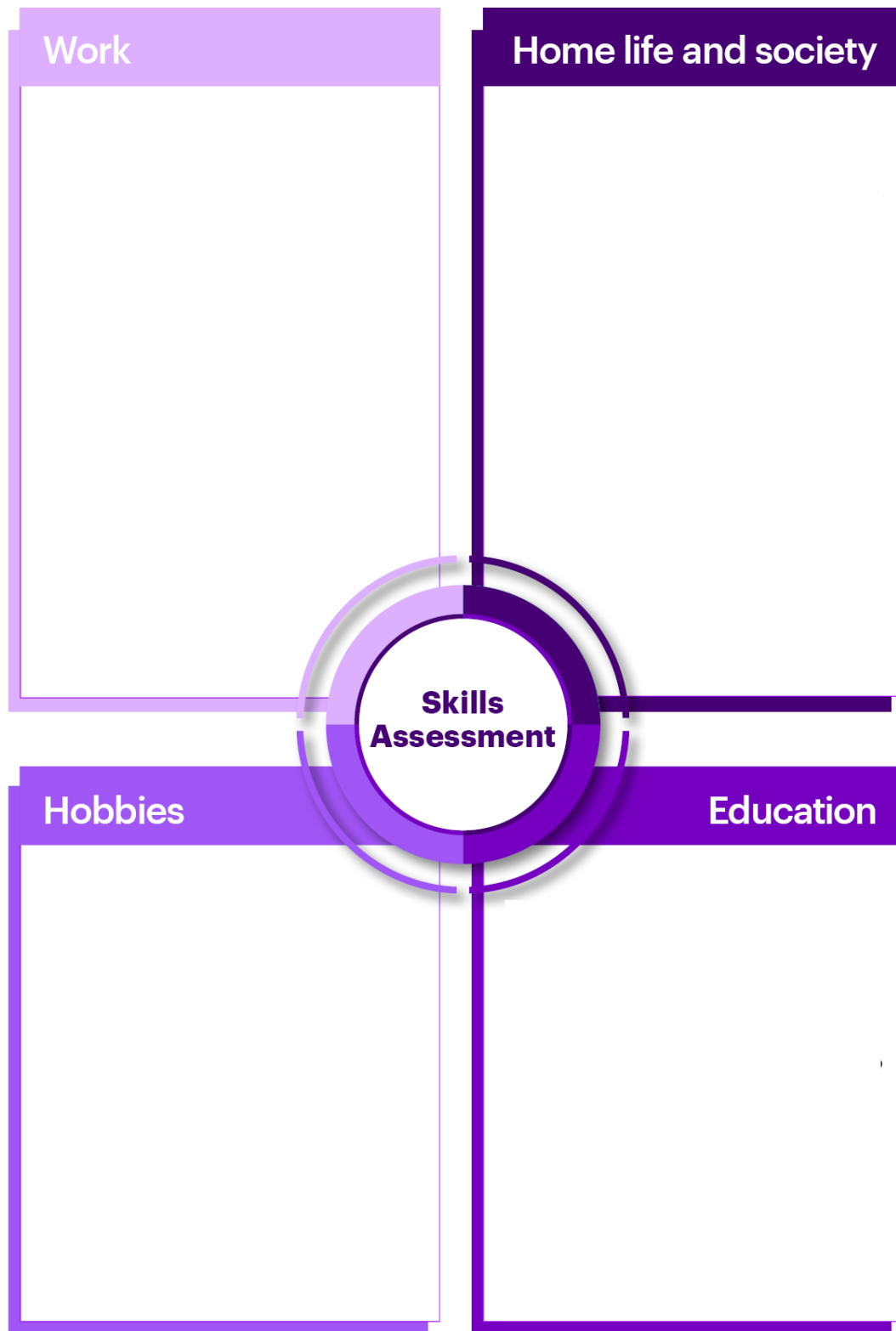
# 03. Important skills for the future of work

Based on the technological changes and industry demands, we believe that the 8 'Skill Families' are the skills that are most likely to grow in the future. These are skills that every employer is looking for in the digital age that will be required to thrive alongside disruptive and emerging technologies such as AI.

This activity requires you to think about the skills you might have already developed in each skill family from different areas of your life. This could include work, hobbies, education or home life as mentioned in the previous section.

First, look at Faridah's example below:

## ◯ Faridah is thinking...

Hmmm, in the "What skills do I have now?" column, next to the box which describes "Lifelong Learning" I might write…

## 📢 Faridah's answer:

Last year I failed my driving test. However, after I received my failed result, I asked my examiner where I could improve, looked back over my score sheet and asked my instructor to help me improve in the areas mentioned. It was important for me to develop my skills and abilities as I needed to pass my test with the best results. I continued practising the techniques and passed my second test. This shows that I can accept feedback, which is important in self-reflecting and improving. I have also shown my perseverance after staying positive after I initially failed.

Remember, you can include more than one example per section, but try to think of the most recent examples for each section, saying that you tutored Maths at a tuition centre is much better than saying that you took part in a bake sale in primary school!

Now it's your turn! Look at the table below. The first column describes the 8 skill families. Think about examples of where you may have demonstrated these skills the best and fill in the second column.

| The 8 Skills Families | What skills do I have? | What skills do I need to work on? |
|---|---|---|
| **Lifelong learning**<br><br>Skills to stay relevant, be agile and curious, and continuously learn to adapt to the pace of change<br><br>**Some skills in this family are:**<br>• **Agility & adaptability –** Being able to quickly adapt to changing situations.<br>• **Positivity, resilience and perseverance –** being able to recover from difficult situations.<br>• **Openness and curiosity –** Being open to things changing, and an eagerness to learn new things. | | |

## Technology at work

Skills that enable us to use digital technologies at work and communicate online.

**Some skills in this family are:**

- **Digital literacy** – ability to find, evaluate, create and share content on various digital platforms
- **Virtual communication** – use of emails, virtual messaging apps e.g., Microsoft Teams and Zoom
- **Awareness and ability to use pro tools –** being able to handle digital devices and to learn how to use new programmes or software with some instruction or training.

### Understanding technology

Exploring the basics of technology and the history and future of technological development.

**Some skills in this family are:**

- **Awareness of new technology** – with technology constantly transforming, stay up to date with the latest versions.

### Exploring Coding

Skills to understand coding and the basics of programming languages.

**Some skills in this family are:**

- **Understanding computer programming languages** – there are many different coding languages out there. It's important to be aware and learn about some of the most widely used languages.

## Discovering Data

Skills to understand data, how to interpret it and how it can be used to guide decision making.

**Some skills in this family are:**
- **Awareness of data sources and interpretation –** being able to identify data and recognise it as such, and to interpret data or data visualisations e.g., graphs or charts.

## Emotional Intelligence

Learning how to manage your emotions, cope with stress and communicate effectively when working with others.

**Some skills in this family are:**
- **Self-awareness and self-regulation –** knowing your behaviours and characteristics and being able to adapt them to a team environment.

| | | |
|---|---|---|
| • **Communication (listening and presenting) –** getting your message across to others in writing and in conversation, speech, clarity, learning strategy and instructing. | | |
| **Solving problems**<br><br>Skills to think creatively and critically to solve problems.<br><br>**Some skills in this family are:**<br>• **Creativity –** coming up with new approaches to solve a problem or improve a situation, fluency and originality of ideas.<br>• **Problem solving –** being able to identify what causes a problem, thinking through and evaluating possible approaches, and then trying out the most promising ones. | | |

## Critical Thinking

Learning how to evaluate and think through decisions.

**Some skills in this family are:**

- **Critical thinking –** Observing and analysing phenomena, reactions and feedback, & drawing conclusions based on that. Questioning statements presented as facts that are not backed by evidence.

# 04. Self-assessment

The table you just completed now contains many of your experiences and how they relate to the relevant skills for the future.

Look back over your table. Do you have a lot of examples for one section? Is there a section which you have struggled to find any examples where you have demonstrated skills in that family? Maybe these skills need improving or developing?

Now, if there is a new job that you might want to go into, a new responsibly that you would like to gain at work, or a skill that you have noticed that you haven't developed as much. Think of the requirements to accomplish this goal. You might want to use a search engine to find out which skills might be required, such as a particular skill you might need for a job.

Use this to fill in the "What skills do I need to work on?" column. Also, start thinking of ways you could develop this skill.

Look at Faridah's example below:



## Faridah is thinking...

I would like to work in the Customer and Support area - preferably in a call centre. As my cousin already works in this, I have asked her what key skills I will need. I now need to see if I have these skills or if I need to develop any others that will be important in this work.

## 📢 Faridah's answer:

**Skills that I have developed are:**

- Adopting a growth mindset, by being open to learning new skills throughout my career and learning to be comfortable adapting to change.

- Leadership skills, through leading teams and delegating activities e.g. my role as the captain of my netball team and getting feedback on my leadership abilities.

- My self-awareness and self-regulation abilities, from self-reflecting and asking others for feedback to see if I have adequately analysed my strengths, and areas for improvement.

**Skills that I need to develop are:**

- My problem solving and critical thinking skills through extra-curricular activities and hobbies.

- My task management and organisation skills by creating to-do lists and managing multiple activities at once.

- Analysing and interpreting data by taking online courses in data interpretation and visualisation.

- My digital literacy through learning about how social media is used in a business context, for instance a call centre.

Now your table should be fully complete!

This is a really great way of identifying your skills and finding out which ones need developing further. This could be useful for future job applications or for a general self-assessment of your skills.

Think about sharing it with a career counsellor or teacher.

# 05. Developing your skills

Now, think about the skills you have just mentioned that you want to develop. Select one.

What actions will you take to develop this skill?

Look at Faridah's answer below she has used the **SMART** (Specific, Measurable, Achievable, Relevant, Timebound) technique to help her develop this skill, below her example we have given more details on what **SMART** goals means:

### ♀ Faridah is thinking...

I want to develop my digital literacy by learning how social media is used in a business context. I already use social media apps like Snapchat and Instagram in my personal life, but I would like to understand how businesses use it, for instance in call centres.

### 📢 Faridah's answer:

- **Specific:** I want to learn about how social media is used in a business context, for example in a call centre so that I can improve my digital literacy and be able to further understand how customer queries are solved through social media. I want to take an online course in 'social media in business' in order to expand my knowledge base.

- **Measurable:** I can measure this by enrolling in, taking and completing an online course in this area.

- **Achievable:** This is realistic for me as I have access to a computer in my local library and I can also use my smartphone to take the course. I am also able to set aside an hour a day, 3 days a week in order to complete this.

- **Relevant:** It aligns with my overall goal of getting a job in a call centre as I would better understand how social media is used in that context to handle customer queries and what human role/aspect could potentially be needed in that process.

- **Timebound:** My target date for completion is 1 month.

**SMART** meaning:

**Specific:** You should answer the 5 W's - what (skill are you building), why (the goal!), who (can help you), where (can you build this skill?) and which (constraints requirements do i have?)

**Measurable:** How will you determine you have build this skill? or what does good look like??

**Achievable:** Is it realistic? Are there constraints or barriers? The target must be realistic and must not be set too high or low.

**Relevant:** Does it align with your overall goal or other goals?

**Time-bound:** Is there a target date for progression or completion? You will need to think about what you can do now and in 1/2/6/9/12 months' time, etc.

Your turn! Thinking about one of the skills you want to develop, use the SMART technique and fill in the table below with how you will achieve this. Remember they must be tangible actions, so you can measure your progress along the way.

| | SMART | Your answer |
|---|---|---|
| **S** | **Specific** | |
| **M** | **Measurable** | |

| | | |
|---|---|---|
| **A** | **Achievable** | |
| **R** | **Relevant** | |
| **T** | **Time bound** | |

# 10. Congratulations and next steps

Congratulations! Having completed the course and these activities, you are on track to taking the next steps in your career! Have a go at completing the questions below to understand your next steps. Also remember to keep track of your progress.

# 11. Action plan

Going forward, you can use these guiding questions to formulate an action plan!

**Key skills (what are the key skills you have learnt during this course?)**

**How will you apply these skills in your life or in the workplace?**

**What obstacles might get in the way of you achieving this?**

**What may help you overcome these barriers?**

# 12. Check your progress

**Lastly, having a great plan doesn't mean anything unless you check in on your progress regularly.** Remember to stay focused on your goal in whatever way works for you using some of the techniques on this course.

**Once you have completed this activity pack, you could set a reminder to come back in a months' time to see how you have been able to use the techniques to make progress.** Be honest with yourself in how much you have achieved but remember that some changes may take time and practice.

You could discuss your goals and these activity packs with career advisers, friends, family and anyone else who you think could help you get some feedback.

It is now down to you, be determined, act and importantly remember to have fun. This is **Your Career**, make the most of it and make it work for you

**Reflection – note down any thoughts or progress made using some of these techniques.**

# Useful resource section: Skills Builder

Skills Builder is a useful resource that can help you learn more about how you can use different communication styles to really engage your audience and convey messages concisely.

The Skills Builder Partnership is a collaboration of over 700 educators, organisations and employers working together towards a common mission: to ensure individuals of all ages build the essential skills to succeed. An essential skills framework has been developed which breaks down eight essential skills into teachable and measurable steps. These are skills that you may already have, or skills you would like to develop.

Throughout the AI course and activity pack you have built your understanding of:

- Activity 2 & 3 – Relates to Step 7 of Leadership (I recognise my own strengths and weaknesses as a leader)
- Activity 5 – Relates to Step 5 of Aiming High (I set goals for myself)

For more information, please refer to https://www.skillsbuilder.org/universalframework, where you can access the Skills Builder Interactive Universal Framework.