## Learning and Development Awards Category Submission Form: Best Learning Program Supporting a Change Transformation Business Strategy

*Title of Your Entry Program:*

***Engagement Manager Certification***

*Title Here*

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| --- | --- |
|  | Name of Entering Organization: Capgemini University |
| Name of Helping Organization (Vendor) if submitted jointly: N/A |
| Date: 08/04/2015 |
| Category: Best Learning Program Supporting a Change Transformation Business Strategy |

Company Background (of entering organization, not the vendor)



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| --- | --- |
| Company At-a-Glance  Briefing Report | |
| Headquarters | Paris, France |
| Year Founded | 1967 |
| Revenue | €10.573 billion |
| Employees | 145,000 |
| Global Scale | Capgemini operates in more than 44 countries worldwide |
| Customers/Output, etc. | Global brands, public and government organizations throughout the world |
| Industry | Consulting, Technology, Outsourcing and Local Professional Services |
| Stock Symbol | CAP: Euronet Paris |
| Website | www.capgemini.com |

Budget and Timeframe

|  |  |
| --- | --- |
| *Budget and Timeframe*  Briefing Report | |
| Overall budget | N/A |
| Number of (HR, Learning, Talent) employees involved with the implementation? | ~20 |
| Number of Operations or Subject Matter Expert employees involved with the implementation? | ~25 |
| Number of contractors involved with implementation | 1 |
| Timeframe to implement | 1 year |
| Number of contractors involved with implementation | 1 |
| Start date of the program | 1/1/2013 |

Business Conditions & Business Needs

(*Judging Criteria* *One: Fit to the Needs)*

In January 2013, Capgemini’s senior engagement managers (EM) met in Mumbai, India at the annual Club d’Experts event. Drawn from countries and business units that span the entire group and hosted by the group delivery function, the task of the Club d’Experts is to make sure the global community is aligned with the Group’s organizational objectives. The event provided a unique opportunity for a diverse group of our most experienced people to share their views and agree the direction of the integrated Global EM Community.

High on the agenda was the feedback from the previous year’s Group Strategic Direction meeting (known as Rencontres) – particularly the need for acceleration in order to reach the “Champions League” of IT services and the necessary actions, based on four building blocks:

* Alignment and integration of the professional journey
* Curriculum and training delivery
* Certification, criteria and processes
* One Community and related communication needs

The drivers were clear:

* Increasing our revenue, margin and global footprint to reach the strategic goal set during the Barcelona Rencontres
* Industrializing tools, shared services, methods, AM factories and global staffing support
* Aligning the engagement management profession between project managers (PM), service delivery managers (SDM) and transition managers (TM) in terms of training, certification and knowledge sharing across the globe, as the three roles all manage an engagement in the application lifecycle space
* To become a Capgemini Entrepreneur, every EM has to cover four areas: Delivery, Sales, Finance and People

Within Capgemini, the EM role and associated certification program is seen as the most important factor in achieving this ambition. EM certification is managed at the global headquarters and diligently applied across all business units, targeting all employees who are in charge of responsibility projects. They are accountable for specific deliverables, budgets, and teams.

Specific sets of criteria have been defined across all five levels of the EM certification program. These criteria are intended to assess the knowledge, skills, and experience of the candidates. The EM certification and training are largely based on the Unified Project Management (UPM) in-house methodology and the tools supporting that role. UPM is inspired by the Project Management Body of Knowledge, which is managed by the Project Management Institute.

However, UPM has evolved over time to be specifically targeted to the management of application and managed services projects, within the context of Capgemini's tools, key performance indicators, financial policies, risk policies and delivery policies. While the "foundations" level of this certification is primarily curriculum-based (mandatory courses and a multiple-choice test) the four other levels are performance-based, meaning that the candidate must not only answer knowledge and scenario-based questions, but his performance in the field, including feedback from peers and managers and deliverables produced on projects, is also part of the assessment. To quote three senior executives:

*“Our position is that our [EM] certification is unique, [...] not only do you need to take the training and pass the tests, but you have to have demonstrated actual experience, successful experience, to become certified.”*

*“The EM certification, not only looks to make sure that you are knowledgeable about [...] project management but that you also have proven success.”*

*“EM certification is extremely structured and difficult to obtain. It recognizes the EMs that have proven experience at a certain level of competency.”*

It was therefore imperative that Capgemini aligned the three separate communities – EM, SDM and TM – along a clear certification path, supported by a common learning program that brought everyone together as a single community.

Overview

(*Judging Criteria* *One: Fit to the Needs)*

Key messages that emerged from the Club d’Experts included the idea that the global EM community should both define and support a clear roadmap linked to training, certification, knowledge sharing and networking. While there were differences between the roles (which would continue to exist, mainly at the lower levels of certification) people still need to be able to move up their own branch of expertise and across to other branches. Put simply, we needed to allow people to define their own professional journey.

At the more senior levels of certification, the professional journey had to enable people to grow and be recognized at Board level, across multiple roles.

Participants spent a full day discussing the impact of these messages on the training program. By the end of the day, they had agreed a framework for the new EM curriculum. Broadly speaking, the curriculum would build from EM foundations to core levels 1 and 2, with ‘add-ons’ for PM, SDM and TM and finally a common level of learning at EM levels 3 and 4.

As a result, the community embarked on the implementation of a series of actions for the professional journey, including:

* Building the ‘tree’ model for the curriculum (see next section)
* Identifying competencies at each level (and validating them with the global competencies model)
* Mapping training and certification to the professional journey
* Circulating for review and builds
* Communicating the plan to the community

Design

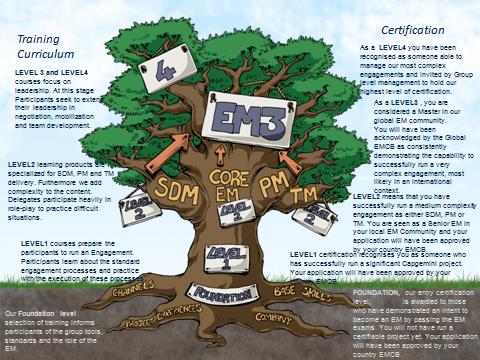
*(Judging Criteria Two)*

A few weeks after the Club d’Experts event, a smaller number of subject matter experts gathered together for a rapid design workshop (RDW) to redesign the EM curriculum.

The RDW’s objective was simple – to merge three different curricula representing the three different communities (EM, TM and SDM) into one. The rationale for this was that it would be a major contribution to group-wide standardization and that they were all essentially playing the same role, which was key to our Industrialization objectives. The chosen metaphor for the redesign was the EM Tree, consisting of roots, branches and the crown that merged the old EM, SDM and TM curricula:

* The Foundation and Level 1 courses are EM Roots, common for all roles, with some specialisation
* Level 2 is EM Branches, a combination of core and specific modules for the different roles
* Level 3 and level 4 are EM Crown, common to all roles.

The tree is shown in the image below:



Great care was taken to make sure that the new curriculum aligned with the 2013 EM certification, re-used existing material and contributed to the EM professional journey.

Deployment

*(Judging Criteria Three)*

We deliver modules in the EM curriculum using a full range of methods. The curriculum consists of 29 e-learning modules, 4 classroom modules, 5 blended learning journeys and a virtual classroom. A blended learning journey uses multiple delivery channels, practical on-the-job assignments and self-directed learning, spread over a period of weeks or even months to provide a rich learning experience.

One of the blended learning journeys is the award-winning EM Contribution Margin game, which pits teams of EMs against each other as they run a business game simulating a real project. Teams have to make decisions at each turn of the game, and then deal with the consequences of those decisions.

When it came to deploying the new curriculum throughout the organization, we used our standard governance to help. We always work closely with key business stakeholders whenever we launch transformation initiatives such as the one described here. The University Board (which comprises the head of each strategic business unit (SBU) and the head of each central function) sets the overall strategy and signed off on this initiative.

We then worked with group delivery, the Club d’Experts and the EM curriculum council to develop, socialize and promote the program. The Curriculum Council has representatives from all the major SBUs and countries, who in turn can communicate with (and gather feedback from) all the delivery teams across the Group.

Change Management Efforts

*(Judging Criteria Three)*

Merging communities that had been semi-autonomous was clearly going to be a challenge. Initially, the separate role families thought that a combined community and curriculum would not work for them. On top of that, there were (and still are) variations between countries, based either on their legacy approaches or on differences in local legal or accounting requirements.

We overcame this issue thanks to three distinct strategies:

* By working with group delivery and the curriculum council we were able to define a set of common, core principles that would apply to everyone
* Because our governance structure included representatives from all communities and major geographies, we were able to involve them in the design and decision-making process
* We were able to agree that some local variation was allowed, to cater to different regulatory and accounting regimes

We therefore adopted the “80/20 rule” whereby a country or region could, with justification, localize up to 20% of the course content. A detailed localization plan was developed module by module and applied using the principle of “hide and add, not remove” in order to maintain the integrity of the course. Any customizations were double-checked locally before being signed off by group delivery and the EM community.

The other notable unifying factor was using the image of the tree to depict the community and the curriculum. It was one tree, not a forest, and it clearly showed that there were alternative paths from the roots, via the branches, that finally led to a common crown for all.

Measureable Benefits

*(Judging Criteria Four)*

We have realized a variety of benefits from this program. First, there is the qualitative benefit of having a single community and curriculum. Our EMs are more knowledgeable on all the types of services we deliver (PM, SDM and TM) which makes it easier when working in mixed teams. This improves standardization and productivity for us, and increases our clients’ satisfaction scores.

We have measured a marked increase in the number of certified engagement managers in the Group. Starting from a base of approximately 1,800 certified EMs at the start of 2013 (a number that had remained fairly static for a few years) we had nearly 5,000 by the end of 2014. The figure below shows the growth in the community.

The increase in certification is reflected in the increase in learning hours and participants for the EM curriculum:

|  |  |  |
| --- | --- | --- |
| Year | Learning Hours | Participants |
| 2012 | 88,421 | 12,667 |
| 2013 | 102,231 | 16,314 |
| 2014 | 123,255 | 18,027 |

We also took steps to measure the effectiveness of the EM Practitioner training program, which is one of the prerequisites for achieving EM Level 1 certification. EM Practitioner is a blended learning program that consists of a Virtual Classroom session, some mandatory e-learning modules, and a 5-day face-to-face classroom program followed by an examination.

EM Practitioner was delivered to over 590 participants in the first three quarters of 2014 and achieved an overall rating of 4.2 out of 5, which is average for all the EM programs. Analyzing variations between geographies and delivery methods allowed us to identify the fact that delivering the course in the evening (as is the practice in one country) is less effective than normal delivery, so this practice has been discouraged. Further analysis by individual modules within the program allowed us to identify which modules are more successful than others. This has been taken into account in a recent upgrade to the program, and we are monitoring feedback to see the effect this has had.

# Measuring the pass rate for both the Level 1 and Level 2 EM Certification examinations was also critical. For those who sat the test without having attended a course, the blended pass rate was 60%. For those who had attended EM Practitioner, the pass rate was 81%, clearly demonstrating the impact of the course. Further analysis of success rates in each of the topics examined showed clearly that some topics were understood better than others (e.g. questions on ‘Tools’ were answered correctly by 85% of participants, whereas ‘Quality Management’ only managed 48%). This information was vital in helping us improve the design of the course.

What’s more, we measured the impact of certification on one of our key project-related KPIs – delivery value improvement (DVI), which measures the profitability of the project. We analyzed projects delivered in the first seven months of 2014 by two strategic business units and measured the DVI delivered by certified and non-certified EMs. We found that non-certified EMs delivered a positive DVI on 63% and 62% of projects, whereas the equivalent figures for certified EMs were 68% and 72%, respectively. This clearly shows that certification (and therefore the training program) has a strong correlation with delivering greater competitiveness.

Overall

*(Judging Criteria Five)*

Looking back, there are a number of things that have worked well, and some others where improvements can be made.

What has worked well?

* Close alignment between group delivery and the community has ensured that all parties have bought in to the changes
* Using cross-community, cross-discipline teams to develop training modules has meant that we have addressed everyone’s needs and brought the communities closer together
* Using a common metaphor – the tree – has given everyone a shared vision and a common goal
* Listening to the regions and investing time to understand and accommodate local variations has removed potential obstacles to adoption
* We linked training to certification with attendance at specified courses being mandatory for achieving the next level, and we also linked certification to KPIs, such as DVI

Where could we have done better?

* At the outset, we tried creating training courses for delivery methods that hadn’t been properly defined and agreed on – this caused rework and having to wait for the method to be formalized
* We underestimated the length of time it takes to consult, socialize and agree on details of the training courses, resulting in missed deadlines and remedial stakeholder management

Overall, this program has been a runaway success and we are very pleased with the outcomes. The program is not yet over, however – we continue to develop and improve training courses and accelerate the certification program.