

Driving Customer Retention and Project Success Through Professionalisation

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Atos



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Executive Summary

Atos deliver digital transformations, and project failure is costly. Successful mergers and acquisitions brought differing company-specific standards. Their career framework lacked globally-standard development for aspiring programme managers.

The Challenge

To set global standards, complete career pathways, reduce project failure and improve customer retention.

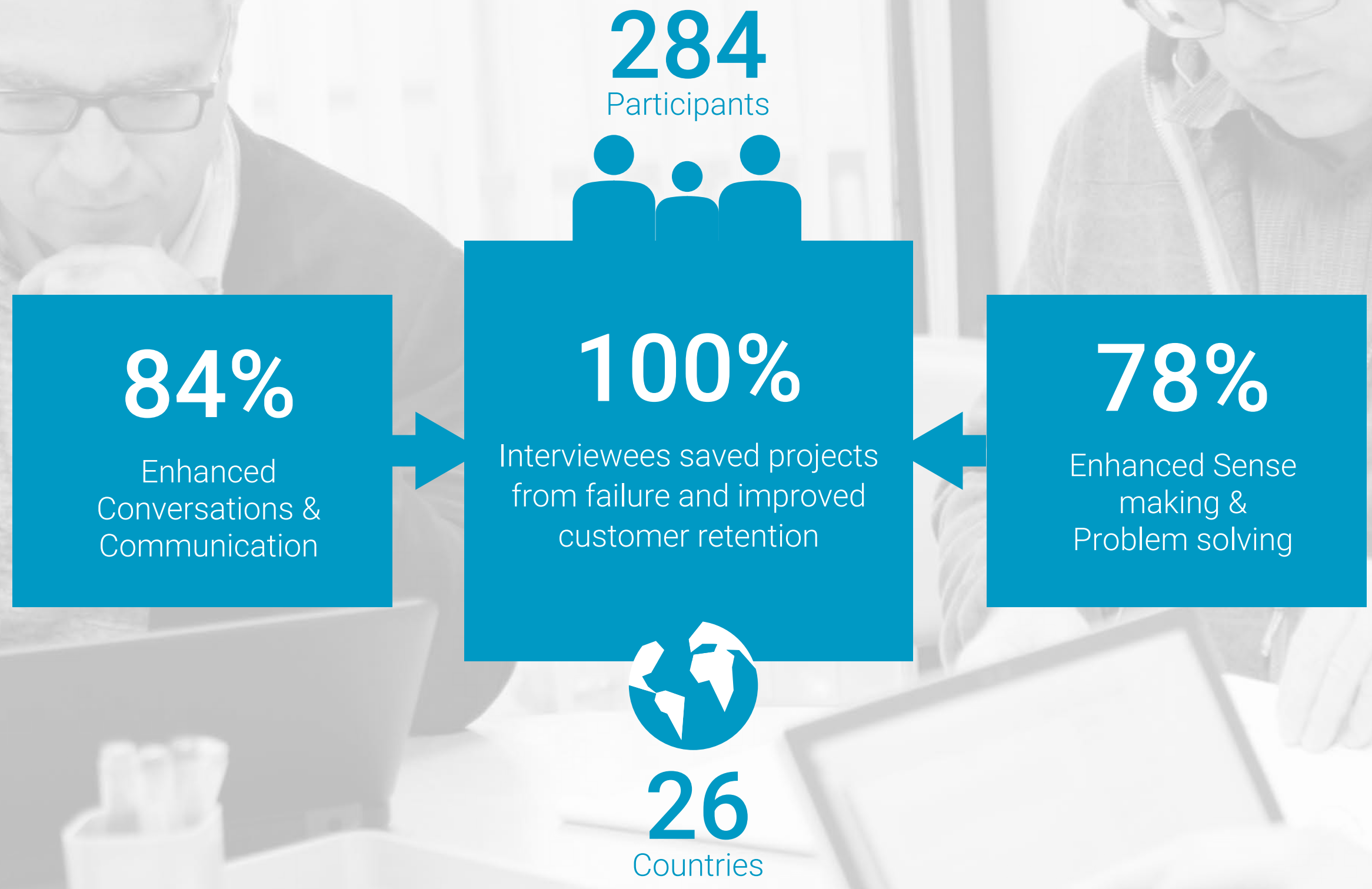
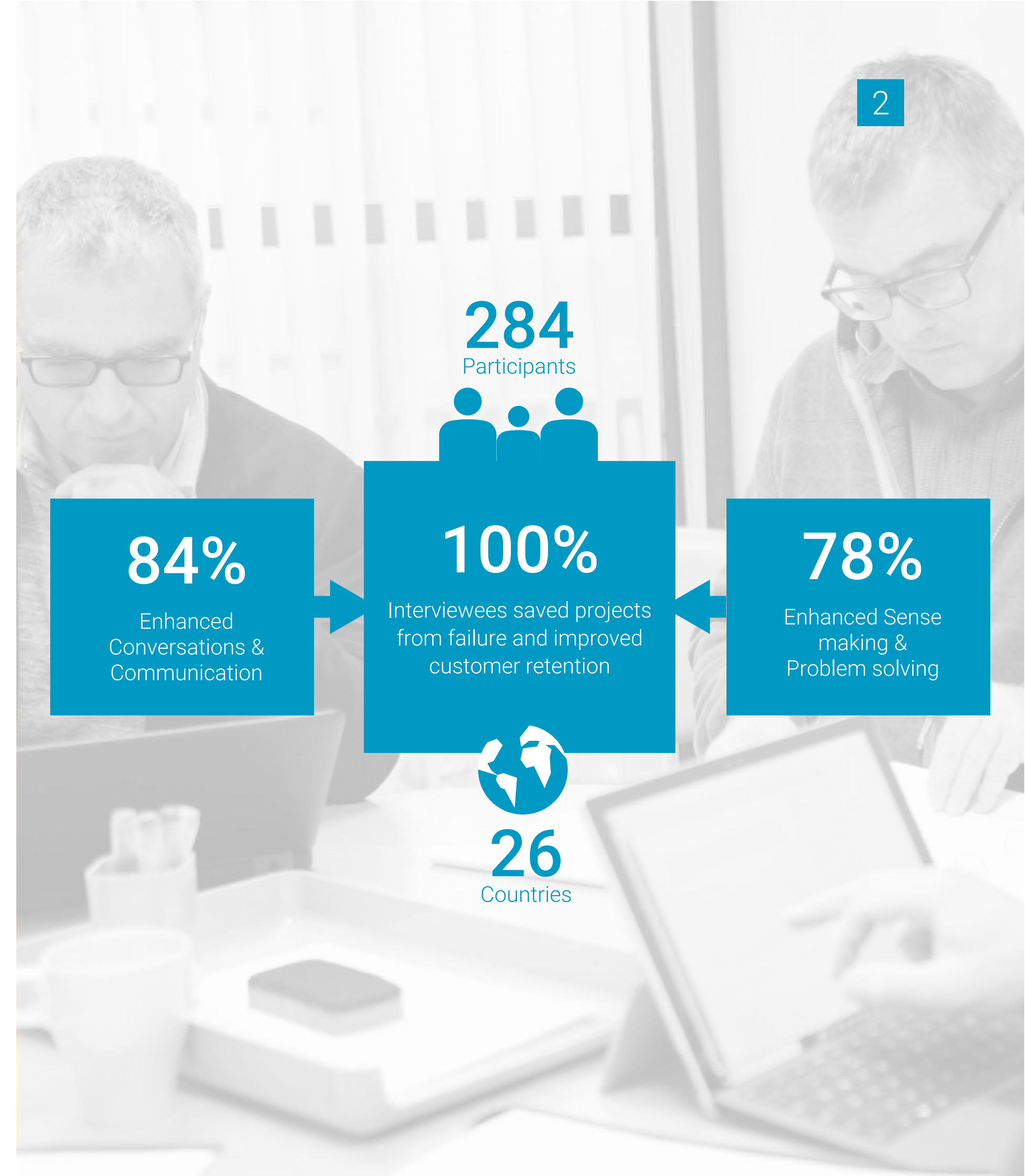
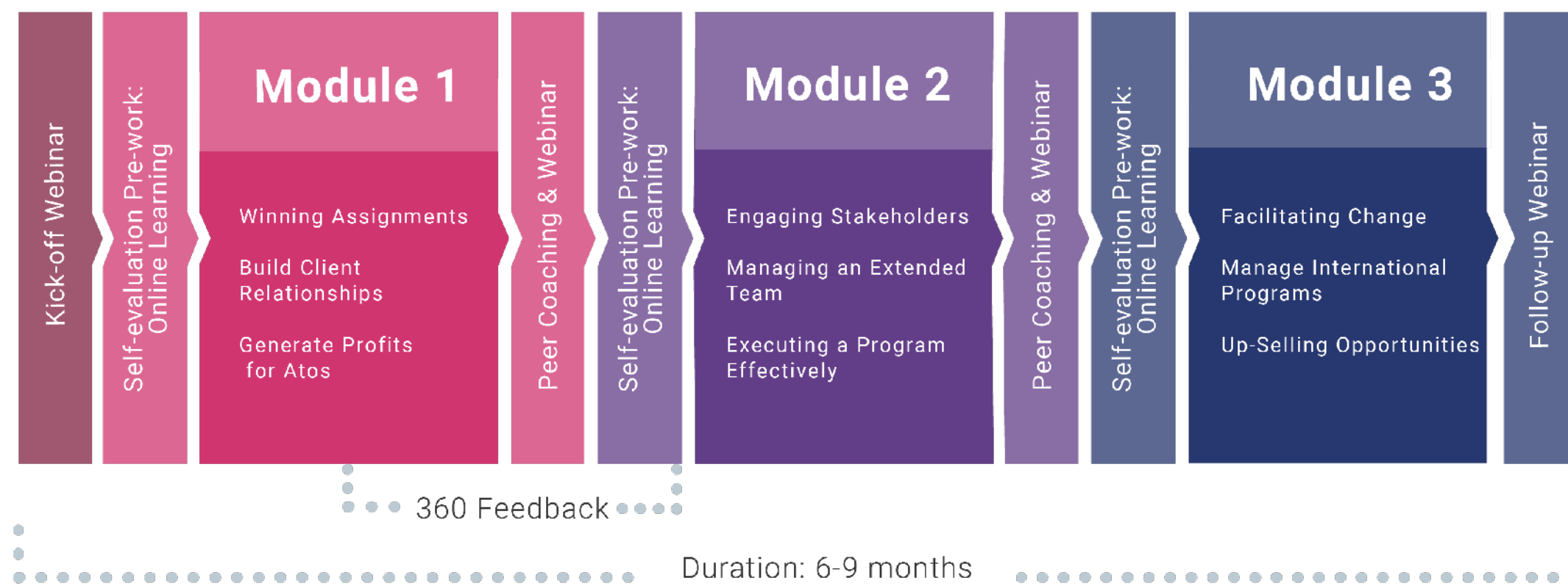
Cranfield, who brought unique research, "Design4impact" and innovative Grounded

Experiential Learning, engaged with Atos to design and deliver a 3-module learning journey aligned to Atos' reality.

Impact

Long-term evaluation results demonstrating high adoption of key behaviours driving organisational change.

A career-defining programme recognised Atos-wide as a mark of proficiency and credibility.



Introduction

Atos is a global leader in digital transformation with 105,000 employees and annual revenue of €11 billion. European number one in Cybersecurity, Cloud and High-Performance Computing, providing tailored end-to-end solutions for all industries in 71 countries.



Atos is a SE (Societas Europaea), listed on the CAC40 Paris stock index, a global leader in secure and decarbonised digital with a range of market-leading digital solutions along with consultancy services, digital security and decarbonisation offerings, a net-zero pioneer in decarbonisation.



Cranfield University is the UK's only wholly postgraduate university, creating leaders for technology in aerospace, defence & security, energy, environment and agrifood, management, manufacturing, transport systems and water, featuring in the UK top ten for commercial research, consultancy and professional development.



Cranfield Executive Development (CED) has access to University expertise and resources. Hence CED provides a unique blend of leadership facilitation, management courses, consultancy and technology-based solutions that move businesses to future desired states.



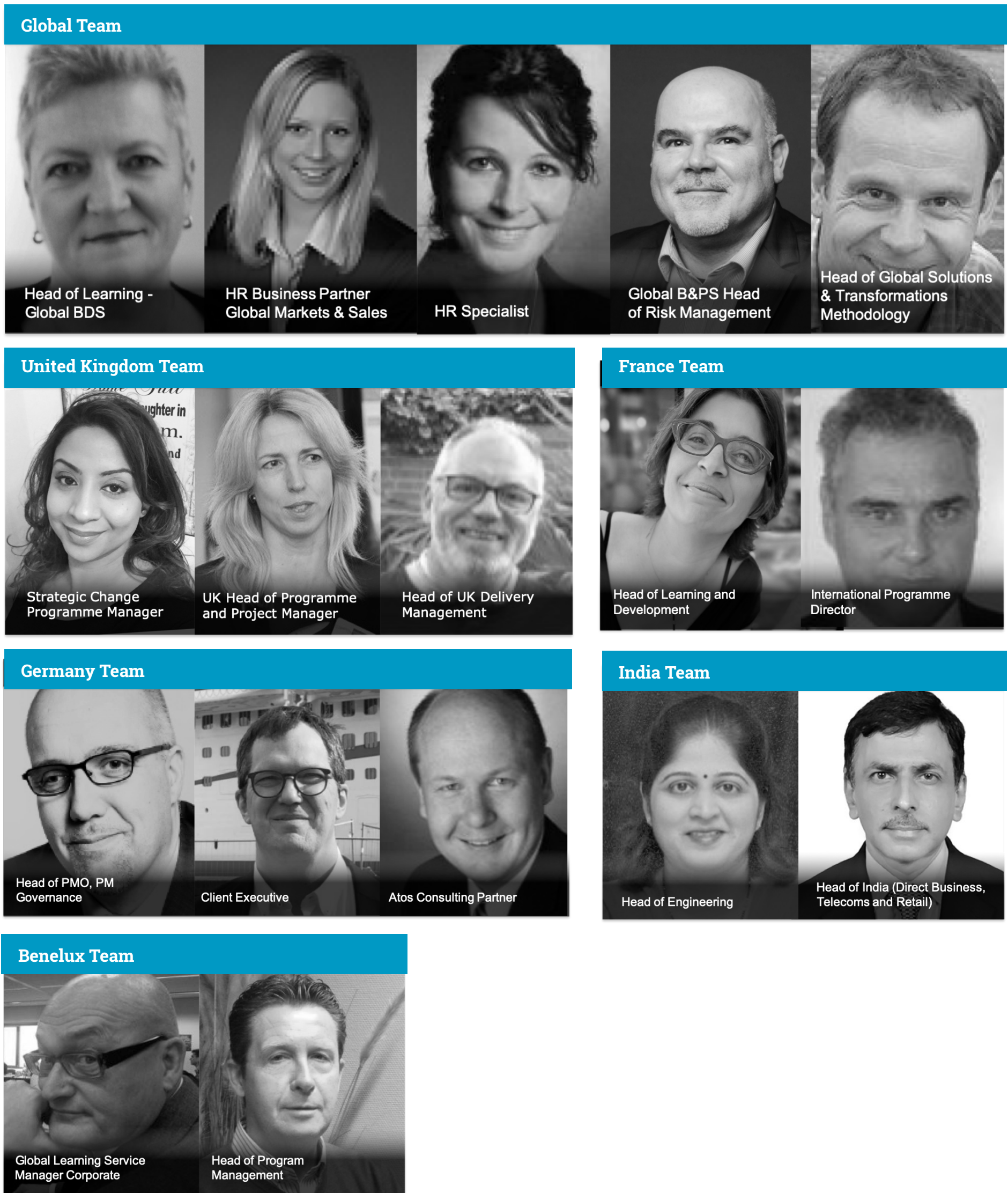
CED utilise data-driven design processes that ensure the clients' world is at the heart of every solution. With CED's own "Design4Impact™" (D4i) methodologies to co-develop customised solutions, specifically built to produce the impactful results each organisation requires.



Working virtually is a business imperative. CED's digital expertise enable them to craft flexible solutions; blended or fully online, aligned to clients' ways of working.



The Challenge



Overview: ensuring development impact drives business strategy

Atos' principal aim is to be the trusted partner of clients in their journeys of digital transformation. Central values are "client satisfaction, co-innovation, competitiveness", and customer loyalty defines their success. Part of Atos' corporate strategy is delivering project management which embodies these aims and values, and creates successful digital transformations for clients, that keeps their businesses competitive in global environments. Any project failure is costly in terms of lost revenue and customer attrition, which in turn further damages brand and future revenue. Consequently, to successfully realise Atos' corporate strategy, **reduction of project failure**, and **improved customer retention** are imperative.

Part of Atos' successful strategy is growth through mergers and acquisitions, which inevitably brings company-specific standards which then require central consolidation and harmonisation.

In October 2013, an international group of senior leaders, flew in from around the world to address this.

To improve project management standards Atos had already established project excellence focussed on standardising people development, with standard levels of qualification, knowledge about processes, methods and tools, so as to guarantee high quality project management.

They already had a global Project Management (PM) Career Framework and learning offerings focussed on Project Managers wanting career development. The group recognised the framework lacked an offering for Senior Project Managers progressing them to Programme Managers. If Atos were to consistently be a global market player, they needed to **develop and retain talent** to the highest career level.

To create a solution enhancing and standardising practices across a global audience was a significant challenge.

Programmes are inherently more complex than projects; therefore at higher risk of failure – well developed programme-managers are key to **reducing failure** and **retaining customers**.

They defined the strategic requirements needed in order to realise corporate strategy, develop and retain talent, reduce project failure and improve customer retention.

- Act globally not Europe-centric
- Development catalysing progression
- Standardised knowledge, skills, behaviours (KSB's)

- Strategic behaviours not operational
- Reduced siloes

From these requirements came desired business outcomes. From these they described the KSB's required, and formulated suggested programme elements to improve these KSB's. They named the result "Programme Manager (PRM) Master Class."

From here, required KSB's were identified, which drove prioritisation of programme elements.

Challenge formulation

Alignment of development to the business

Atos wanted the development to be grounded in Atos business reality. Therefore **Cranfield** included Atos-specific methods, processes and competencies within the design.

The programme was designed to focus on the most important and critical Atos competencies, which were identified by examining global alignment. Competency gaps were identified in Financial Management, Managing customers and stakeholders, General Management skills and Relationship Management at senior level.

These competencies were identified as critical to success:



This is part of the trajectory-creation: translating Atos' strategic requirements through to formulated challenges.

Embedding development in the business

To ensure the development created engagement and motivation, Atos wanted this embedded within their HR offer:

- Creating transparency about training levels and offerings
- Ensuring all Programme Managers had a standard qualification worldwide according to global Job profiles
- Aligning the offer to other technical PM development hosted by Atos University, including Prince II and MSP (Managing Successful Programmes) methodology
- Aligning this development solution with career progression



Alignment with Atos career progression

Atos PM Global learning programmes offer support to progress within Atos PM Career framework. After successfully undertaking requisite learning, and gaining initial experiences in a role at the next career level, an Internal Certification Centre, delivered by Atos, ensures the person has the right level of knowledge, experience and competencies.

PM career progression and training



In 2013 the development solution for Senior Project Managers wanting to become Programme Managers was missing from this PM Career Framework. No linking piece between competencies and internal certification centre existed at this level; hence a gap in support for career progression. Therefore PRM Masterclass completes the journey.

Alignment to culture

Atos senior leaders recognise successful project delivery, i.e. hitting all the metrics, whilst engaging and retaining the client, is only possible with a combination of technical ability (which can be defined as the “What”) and inspiring leadership (the “How”). They recognised the “How” was currently missing.

Cranfield demonstrated the “How” could be addressed with a unique Grounded Experiential Learning (GEL) process that creates behavioural shifts in participants through being embedded in Atos reality. At its heart, GEL was a custom-built simulation, so closely replicating Atos realities that it would **feel** real, thereby shortening the gap between transfer of learning to the workplace.

Atos stakeholders warned GEL would be countercultural and met with resistance, and they were right. In early business simulation conversations participants would bring “a presentation”, “telling”, rather than engaging in a fluid, unpredictable conversation. Participants initially wanted “blueprint solutions” for conversations, rather than focusing on developing skills to deal with unknowns. Cranfield knew GEL would be painful, but to create something that was not difficult would be colluding with current culture. To be successfully transformative, participants would have to experience the pain, and then later acknowledge it as useful.

Consequently, true partnership was key to success. Senior Atos leaders accepted GEL methodology within the design, and championed this approach in cohort introductions.

Good programme managers know “What” to do; they follow the manual and do the right things. The great ones know that “How” is really important, and so they spend their time doing things the right way.”

*Lars Meinel
Senior Vice President
Global Head of HR Business Operations*

Three key challenges – two predicted and one unforeseen

Atos participants are spread globally. There was a recognition this development would help them build networks and promote collaboration. This would necessitate travel to central locations rather than delivering country-specific programmes.

1

Participants' own business units would therefore have to fund their own travel arrangements. In times of austerity, travel requests are heavily scrutinised. The programme would have to continually prove its worth to individual business-units.

Successfully addressed
See "Commitment".

2

The programme was totally grounded in Atos reality, but the world would not stay still. If the programme was to continue to have the desired impact, it would have to be continually updated in order to stay aligned to business challenges.

Successfully addressed
See "Design".

3

The unforeseen challenge: Covid-19

At the time the pandemic hit, the programme had been running successfully for 5 years. The interactive nature of the delivery, along with the real-life feel of the GEL simulation, were being described as two key reasons for its success. Could the partnership transfer that level of interaction, including a complex face-to-face business-simulation, into an online environment and maintain high levels of engagement and reality?

Successfully addressed. wift redesign and online migration by Atos/Cranfield team was highly commended by Global Learning Services Manager.

The Commitment

Building an effective partnership

Atos and Cranfield recognised that the complexity of the challenge required a balanced partnership, with a unique, systemic behaviour-driven approach that guaranteed impact.

Initial Analysis

Atos and Cranfield determined 3 requirements driving the analysis:

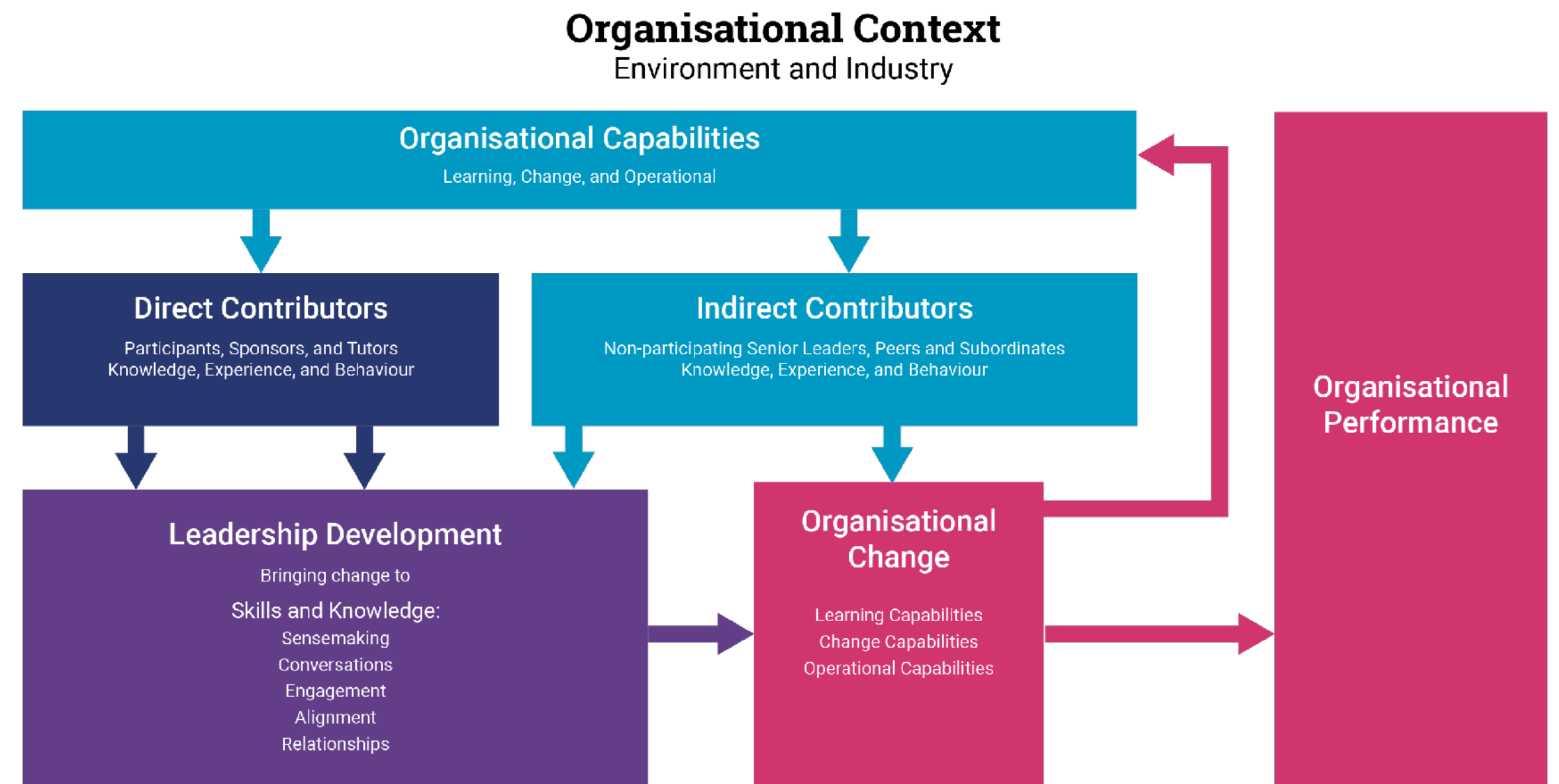
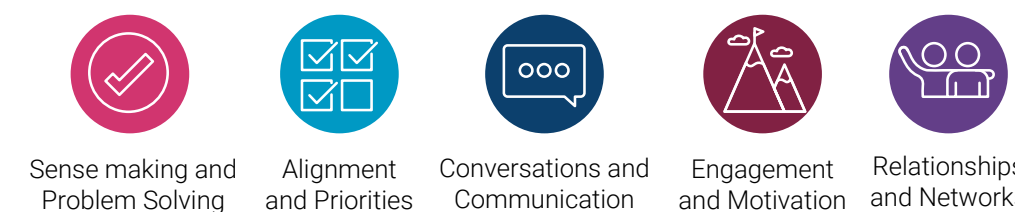
1 To close the transfer of learning gap the Development needed to be grounded in the Atos reality, so analysis needed to surface real life Atos challenges (internal and external), and Atos cultural norms (an understanding of the ways of working typically used to respond to those challenges).

2 Programme elements needed to have direct impact on development of KSB's. Detail was required on **how** KSB's needed to manifest, and **towards whom** those KSB's must be directed.

3 Priority of the different KSB's in relation to

achievement of business outcomes needed assessing so appropriate depth was allotted to each designed element.

Cranfield conducted semi-structured interviews and focus groups with a “diagonal slice of the business”, i.e. both horizontal with a range of departments/functions to ensure breadth, and vertical with a range of levels including senior leaders, potential participants and those who would report to participants.



© Wendy Shepherd (Design for Impact)

The partnership decided to utilise Cranfield’s “Design4Impact™” (D4i) methodology, a unique, systemic approach to impact management developed from Dr Wendy Shepherd’s Doctoral Research into Organisational Level Impact of Leadership Development. An overview of the model is within the Appendix.

D4i centres on five key drivers of impact that transform individual KSB’s into organisational level outcomes. They were used to inform design,

management and measurement of organisational level impact throughout the development process.

Mapped to the KSB’s identified by Atos, the five drivers were explicitly embedded into the bespoke GEL business simulation, ensuring that every conversation within the simulation was aligned to business impact.

The mapping of the KSB’s against the D4i Impact Drivers (Appendix) and granular understanding of Atos challenges and culture, enabled Cranfield

and Atos to agree the weighting of programme elements, and Cranfield to develop the bespoke business simulation underpinning the entire learning journey. Feedback highlighted the predicted “pain” of GEL was deemed useful by participants and the decision to be countercultural had paid off.

Mohammed Ali says everyone’s got a plan until you get punched on the nose. Project management is like that. Module 2 got to the hub of that; how to handle difficult customers, experiencing the thoughts and feelings.

*Lee Jones
Participant*

Importance, complexity and scale

The programme was to form a key part of both the Atos senior L&D offer, and the associated career pathway. The proposed design comprised face-to-face, intervening webinars, regular online learning, 360 Feedback and coaching. The complex logistical support required project support from each organisation. The programme

required 9 days away from the business, and as it was residential, business units needed to fund their own travel and subsistence.

All this made it an extremely complex and highly visible initiative requiring buy-in from senior business unit leaders. It remains one of the most expensive (€6,100 per head exc. T&S) of all Atos L&D programmes.

Commitment to the Partnership

Cranfield committed more design time than contracted, but felt this would ultimately be beneficial to the long-term partnership. Atos committed to securing participants for two pilot cohorts, the first of which would commence in January 2015. These were well received and it was agreed to deliver two cohorts per year.

To ensure participants understood the connection of the development to organisational outcomes – **reduce project failure** and **retaining customers** – senior Atos leaders speak on the programme. They position business context, articulate why the programme is critical to Atos’ success, and demonstrate the executive-level

commitment to L&D.

It has also provided ongoing executive-level recognition within Atos of the positive impact of L&D.

A further organisational level outcome is the retention of talent. Therefore, to help Atos maintain engagement in the programme, particularly with business units who felt it expensive, in 2017 Cranfield designed and created **the video embedded below**. This features Cranfield and Atos stakeholders describing the programme, and Atos participants (on their final module) sharing their experiences, describing how the learning has already made an

impact. The video has been such a powerful demonstration of the programme helping participants succeed with their projects and customers, and hence is a worthwhile investment of their time, that subsequent cohorts are consistently full.

It has also provided ongoing executive-level recognition within Atos of the positive impact of L&D.

Subsequent content revisions to ensure that continued alignment with business need are jointly undertaken.

Our clients’ projects and programmes are often complex and complicated. The PRM Masterclass has produced great people who are well equipped to handle that level of complexity.

*Carol Dickson
Global Head of Projects
and Programmes
Business & Platforms Solutions*



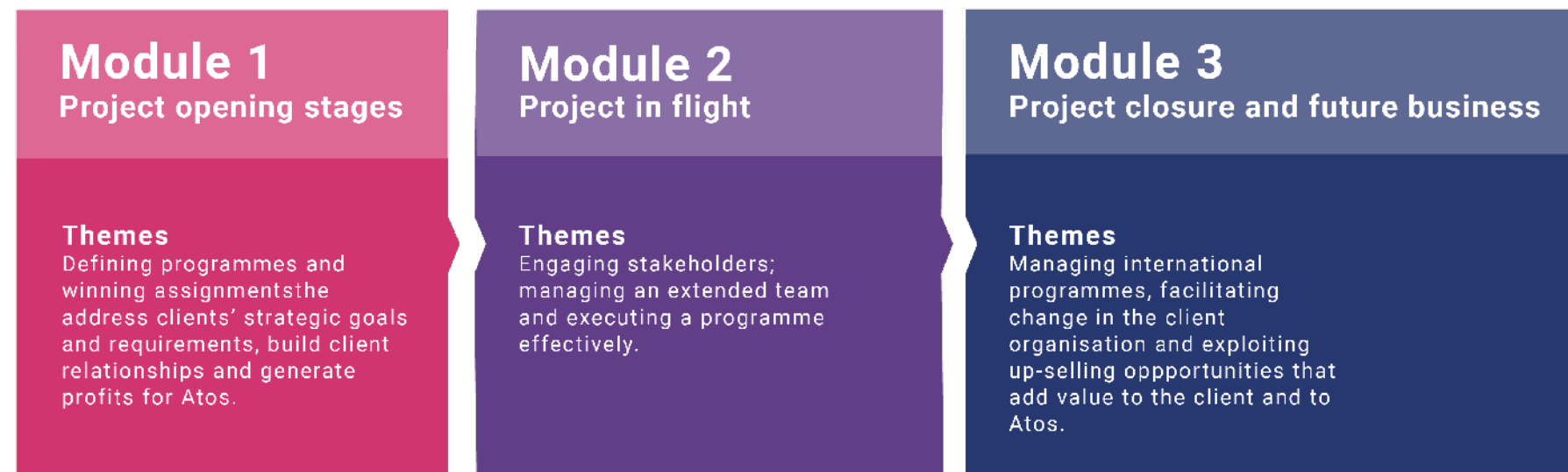
<https://streaming.cranfield.ac.uk/Watch/Es27KjNn>

The L&D Initiative

Design, delivery and evaluation

Programme Design

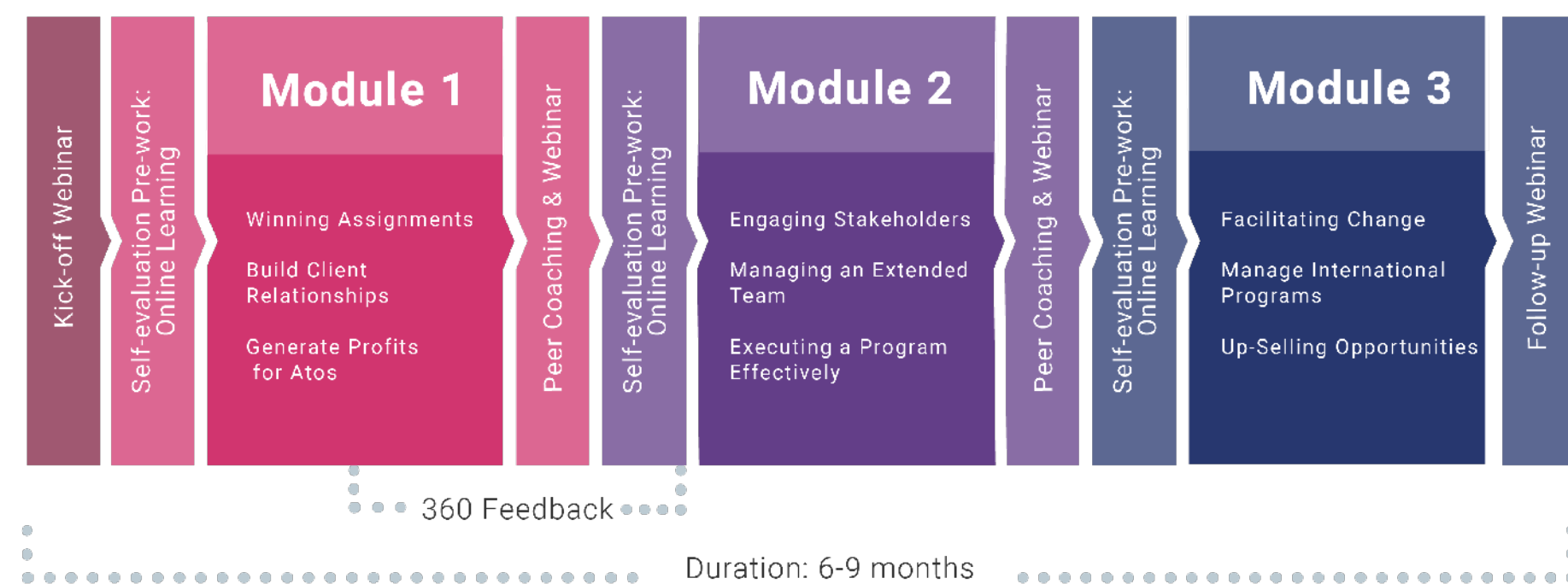
Cranfield designed a 9-month learning journey based around 3 modules, grounded in Atos' typical project life-cycles.



Each Module has associated detailed objectives (Appendix).

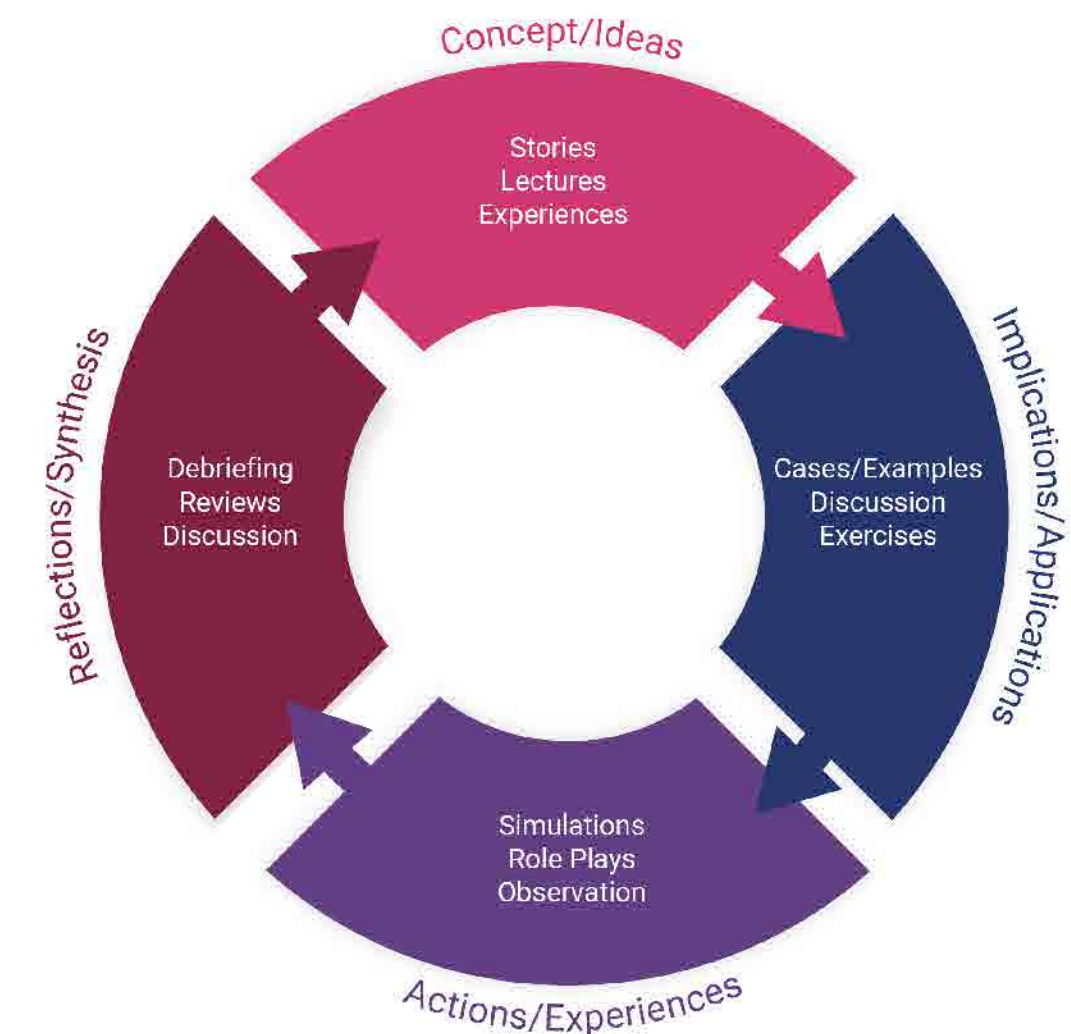
Programme Structure and Delivery

The programme incorporates face-to-face delivery (most recently virtual due to Covid-19), supported by on-line pre-reading, 360 feedback, peer coaching.



Four webinars, interspersed between modules maintain momentum, deliver further content, address questions and share best practice. Delivery locations span Europe reflecting the international nature of the cohorts.

- Learning**
 Shift from teaching to facilitating a learning experience.
 Valuing tacit, experiential knowledge.
 Fostering personal reflection, discovery, realisation, assessment.
- Grounded**
 Embedded in learner's organisational reality.
 Collaborative effort with organisational insiders.
 Comprising performative aspects of work.
- Experiential**
 Simulated meetings/events based on crafter 'teaching' case in a safe learning environment.
 Directed observation, peer reflections and feedback - options rather than answers, highlighting biases and heuristics.



Learning Methods and Environment

Grounded Experiential Learning (GEL) is a unique 'just in time' learning process, combining ideas, implication, experience, and reflection, delivered in a cyclical cadence.

Grounded

Connected to Atos reality. Cranfield developed a unique Atos Business Simulation; a bespoke teaching-case comprising a developing (fictional) client story. It was created from scratch, weaving in Atos processes, systems, and language. Atos participants recognised every situation as realistic. Also, senior leaders attend sessions to share current challenges, eg. Atos' involvement in 2016 Olympics, and explore these in relation to concepts being learnt.

Speakers



Head of Atos Central Europe | Head of Strategic Accounts Development | VP Group Chief Change Officer



Global Client Executive Partner | Head of Global Automotive Operations | Head of PM, Transition Management & Project

Speakers



Head of Operations, South Europe | Vice President & Head of Transition & Transformation | Senior Vice President & Chief of Staff and Presales & Offerings | Head of Risk Management and Project Excellence

Experiential

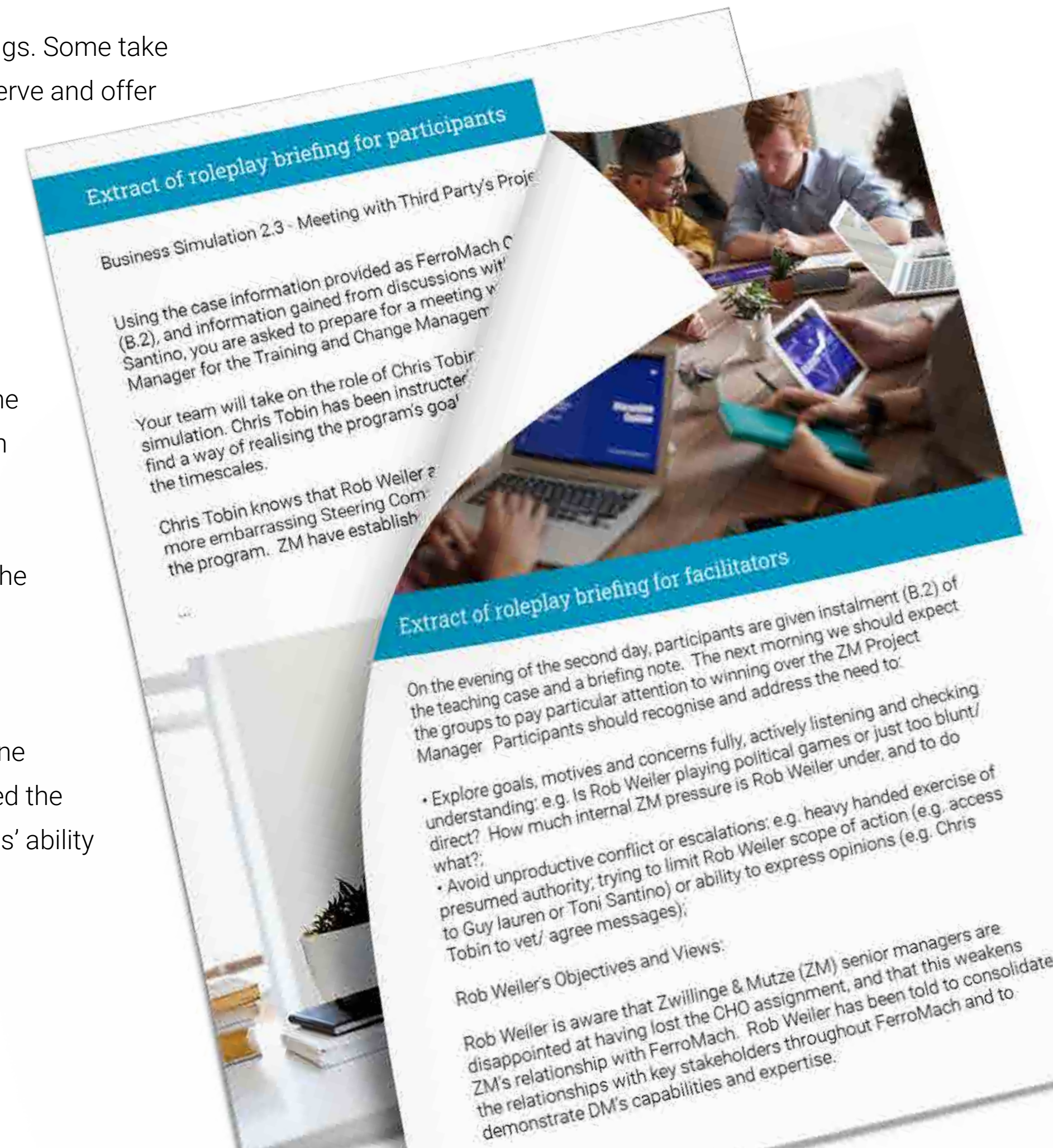
The teaching-case mirrors Atos' typical project life-cycle, posing a series of challenges/dilemmas, addressed by role-played meetings with key stakeholders, played by Cranfield faculty.

Participants prepare the meetings. Some take part in the role-play; others observe and offer feedback during detailed debriefings. Debriefs not only provide feedback on participants' actions/behaviours, they explicitly link to learning content. This further grounds the learning within reality to shorten the transfer of learning gap.

Extract from facilitator brief in the Appendix further demonstrates depth and customisation.

To reflect Atos' global nature, one simulation deliberately replicated the virtual world, testing participants' ability

to engage stakeholders when working remotely. Given the arrival of Covid-19 its inclusion in the original design was prophetic.



One strategic requirement was “Reduced siloes”. Senior project managers had been working in relative isolation with limited peer-to-peer sharing of good practice. This is common, especially when different mergers and acquisitions have taken place through the years.

Therefore, while participants use their evenings preparing simulation meetings, we also provide extracurricular activities promoting intra-cohort networking.

We created team-based challenges including scavenger hunts, “Cook your own dinner”,

quizzes, and motor-racing using Cranfield’s Formula 1 Simulator.

The 360 process uses Talent Innovations’ “Inspiring Leader” benchmarked against over 14,000 private sector leaders, followed by one hour of feedback from a Cranfield coach. Module timetables, including recently-developed fully-online version of Module 1 are in the Appendix.

Participants really value meeting colleagues facing the exact same challenges; it creates a community they can call on to solve those challenges. Cranfield created evening events way beyond the usual icebreakers.

Cristina Vazquez
GHR L&D Head Practices

Selection Methodology

Participants cannot just apply, they must be nominated during Atos’ PDR process, and interviewed by Global Head of L&D to assess motivation, relevant experience and English level.

Any uncertainty as to appropriateness is discussed first with nominating manager before decisions are communicated. Negative decisions are jointly communicated and debriefed, including alternative development that may facilitate future enrolment.

Progress indicators

Participants must attend minimum 70% of the programme. Completion of online pre-work is monitored. Cranfield facilitators constantly check understanding during module highlighting any concerns to Atos’ Global Head of L&D and Cranfield’s Executive Development Director both of whom are present at every module. Together they offer coaching support to any participant perceived to be struggling or disengaged.

During ongoing performance reviews, appraisal meetings that occur during programme life-time, Atos Line-managers check progress against competencies, and potential “readiness” for post-programme Atos Assessment Centre.

Every module is evaluated immediately on completion. Atos specified that all ratings must



If an individual has been through the PRM Masterclass, I feel very confident that s/he will be successful in delivering high quality programs for our customers.

Estelle Higgins
Head of Program & Project
Management - GPM

be “equal to or above 4.5 on 1-5 scale”. They also specified that learning transfer must be rated positive by Atos internal staff – line managers, trainers and Project Excellence teams. High cost of the programme to business units meant that a further measure of learning transfer effectiveness was “preparedness of line managers to send future participants”.

Long-term evaluation: Cohorts 1-8 (participants for whom 12 months had elapsed since completion) were evaluated via questionnaire and interview.



The Impact

1

Line managers consistently put their staff forward for places. There is a constant waiting list. Nearly 40% of the eligible population have completed, which for Atos' expectations and context is a huge achievement

2

Participants

Are from every major business unit and continent, creating collaborations across merger/acquisition lines.

3

Evaluation respondents

49% of evaluation respondents promoted after PRM.

4

100% of evaluation interviewees

Shared examples of saving projects from failure, each citing £100,000's worth of revenue.

5

Post-module ratings

Consistently exceed Atos expectations.

6

Programme applicants

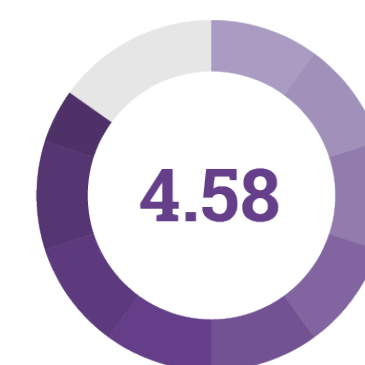
76% want to enrol because they have seen previous participants' success.

7

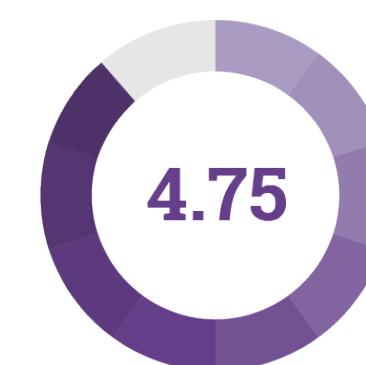
Only one participant

Has ever failed the internal certification post-programme.

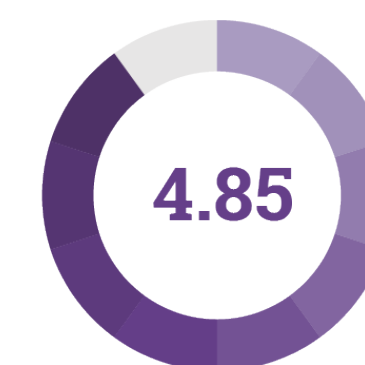
Appraisal Summary scores



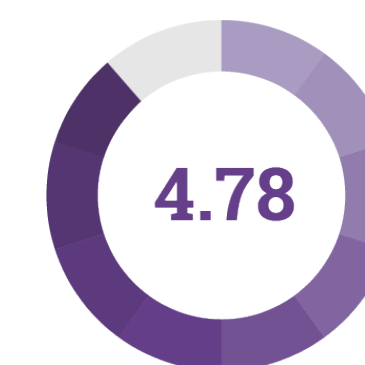
Content



Style of Delivery Tutors



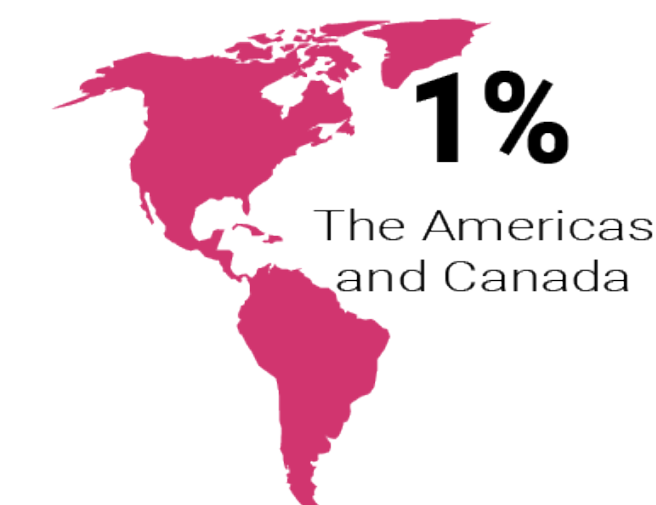
Relevance



Overall Experience

Atos desired a global, standardised development offer aligned with **career progression**, along with enhanced **organisational capability** to **reduce project failure** and **improve customer retention**. They recognised the development programme wouldn't be the only factor impacting on these.

We conducted a long-term evaluation of the D4i impact drivers which positively impact on organisational capability, as a method of demonstrating progress.



In the evaluation survey, we analysed participant responses in relation to the D4i drivers (Organisational Capability) and Atos' business aspirations. Responses frequently relate to more than one driver.

Therefore, in gathering evidence via questionnaire we chose not to influence participants' answers by using those specific terms. Instead we sought genuine reactions by using free-text questions requesting examples of

Career progression

The PRM Masterclass is now recognised across Atos as the key programme preparing Senior Project Managers for Programme Manager certification. Business role-plays are used in the certification centre. PRM participants are therefore better prepared than applicants who have not experienced it.

tion it gave Atos interviewers confidence in interviewees' ability, so it has affected perceived **Alignment** of employees.

"The course was a badge of credibility"

47% of those not promoted saw their career positively impacted by increased range and level of responsibilities. Brings the opportunity to create greater **Alignment** across Atos, with increased focus on key business **Priorities**.

"I moved from managing around 40 people to more than 75 nowadays and increased accordingly the budget and external revenue I have to manage."

15% have moved from projects to programmes, thereby creating **Relationships and Networking** with more senior-level stakeholders, and 17% are now working on more complex programmes, thereby enhancing the **learning and operational capabilities** of Atos.

Every applicant I interview already knows the programme content, and what is expected of them, because their managers rave about it!

*Magdalena Pastor
Global Head of
Learning & Development
Financial Services & Insurance*

Managers continually put forward employees, and some specifically to develop their successors. The programme is internally described as a flagship L&D initiative. Participants said when going for internal promo-

Summary of Impact - The 7 Aspects

Atos' Business Aspirations	D4i Drivers	
<p>Reduce project failure Address delays, rising costs, and achieve outcomes that had been predicted to fail.</p>	<p>Sense making and Problem Solving Improving Atos' ability to strategise, manage budgets and deal with complexity.</p>	<p>Conversations and Communication Improving Atos' ability to address sensitive and challenging situations.</p>
<p>Improve customer retention Restore customer faith in Atos. Enhance existing loyalty. Generate repeat or new business.</p>	<p>Alignment and Priorities Organising Atos' resources to meet the needs and requirements of a rapidly changing context.</p>	<p>Engagement and Motivation Driving the commitment and enthusiasm of geographically dispersed teams.</p>
	<p>Relationships and Networks Generating collaborative relationships and networks across the organisation.</p>	

Dr Shepherd's D4i research highlights that factors other than personal development will impact project failure and customer retention, and that people outside the development process, will also impact on organisational capability by being influenced by programme participants.

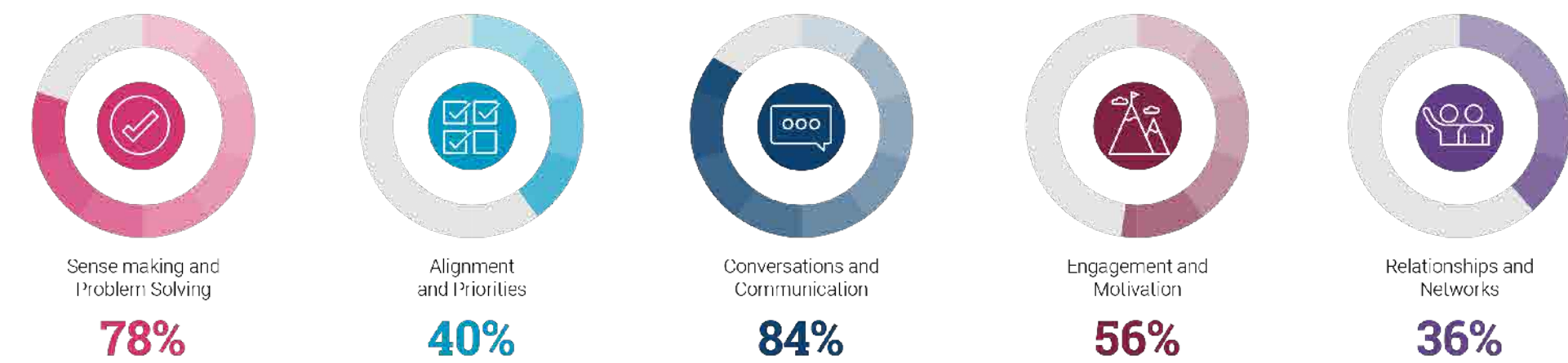
behavioural change. Interviews also did not "lead" participants in relation to drivers; instead we encouraged sharing of details of impact in their own words.

Organisational Change

100% of participants interviewed gave concrete examples around **reduced project failure**, and **improved customer retention**.

Summary of Impact - The Results

Participants sharing an example



“Used optimal communication techniques and stakeholder management to successfully deliver on 3 projects within a re-platforming programme. This won us two “spin-off” rationalisation projects worth £50k to Atos. These succeeded, saving client several £100k’s” (**Improve customer retention**)

“I was brought into a programme where relationship with customer had soured significantly. Instead of immediately diving into

deliverables with the Atos team, I spent time building relationship with customer, understanding concerns, priorities and being very transparent on internal challenges. Established trust and prevented a claim for circa €450K that

customer had originally intended to pursue.” (**Reduce project failure, Improve customer retention**)

“We were bidding for a programme with {High-performing Computing Organisation} and they had lost confidence in Atos {specific department} and walked away from Atos. I used programme learning to win their confidence back. I showed I really understood them. I was authentic about previous bad history. We won a

new project worth over £300k.” (**Reduce project failure, Improve customer retention**)

Behavioural Change

Of the five D4i drivers that impact on organisational capability, two appear to be especially resonant with participants: “Sensemaking & Problem Solving” (78%), “Conversations and Communication” (84%).

For each D4i driver there were emergent themes, and these are shared below, each with example comments. Some link to more than one driver. Further comments are contained in the Appendix.

Sensemaking and Problem Solving

- More innovative, out-of-the-box thinking
- Ability to resolve and reduce project “escalations”
- Deeper understanding of issues

“Applied rules regarding communication strategy, programme planning and customer negotiation to achieve closure of a large programme in German automotive industry on time, to the quality and

budget set by the client. It is rare to meet every parameter set” (**Reduce project failure**)

“Created Portfolio plans and Transport Retail Demand Review with PM's and Service Managers – better able to spot risks and capacity issues. Led to less delays and release issues” (**Reduce project failure**)

Conversations and Communication

- Stepping up to difficult conversations and politically-sensitive situations
- Working with diverse cultures
- Bringing unconscious behaviours into consciousness

“Now using role-plays of difficult conversations in RETEX (RETurn on EXperience) analysis on Customer projects, reversing roles to gain insight and mitigate risks. Am now known for win-win relationships” (**Reduce project failure**)

Engagement and Motivation

- Mentoring/coaching/developing others, sharing best practice

- Using wider range of techniques to achieve “buy-in” and tackle dis-engagement

Female participant describing experience of promotion into all-male group of Programme Managers – “If we don’t have visible female Programme Managers, female project managers won’t try for promotion in Atos. I really had to prove my credibility in that group. The course gave me confidence that I could and should do it.”

Alignment and Priorities

- Strategic, big-picture thinking, customer focus
- Better work/life balance
- Taking ownership and accountability

“Deliberately having more informal meetings with difficult stakeholders. Learn much more news about the client organisation than during project meetings. Information helped Atos to position support to customer before tasks had been officially requested, so a higher win rate of work now – 20% better.” (**Improve customer retention**).

Relationships and Networks

- Effective voice in senior/C-suite meetings/forums
- Building value-driven stakeholder/customer relationships, partnerships and networks

“Assigned to recover a programme running late and missing deadlines. By listening to customer pain points rapid improvement made by agreeing way forward with Leadership team. Delivered on all commitments and final deadline.” (**Reduce project failure**)

Some commented being “noticed by others”, improved personal exposure, describing a virtuous circle:

“People notice my autonomy, my self-driving. I am trusted more. People have more confidence in my ability to work alone. And more I work alone really well, the more I am trusted.”

Manager reflections

We interviewed managers who offered examples of organisational impact:

Often spots trouble ahead, long before anyone else has seen it coming. He has probably saved us from several difficult situations and definitely averted one disaster with {Company name}.

Manager

He is more focussed on the bigger picture with his clients so we are more able to serve them end-to-end. we are now tackling siloed working in projects, which leads to happier clients.

Manager

Both examples highlight reduction in **project failure** and **improved customer retention**.

Those who had been participants on earlier cohorts themselves, reported seeing visible shifts in attitude and behaviours which reminded them

of how they themselves had changed after the programme. Those managers also reported that the commonality of experience and vocabulary they now shared with participants enabled them to collaborate more effectively. They now had greater shared understanding and trust in each other which meant they could act faster. (Impact on **Organisational Change Capability**)

Final stakeholder reflections

Effective client partnerships lead to repeat business, and the people who come back from the PRM Masterclass create exactly those kind of partnerships.

*Prasanna Shivakamat
Group Head
Learning and Development*

The most visible impact of the PRM Masterclass is the way that our program managers engage with clients. I see so many examples of them building great relationships.

*Arancha Montenegro
Group Head of
Workforce Management*

Stakeholder reflections can also be heard in the aforementioned video, along with participants' reflections. It was recorded during their final module so many share examples of learning application.

This complex international programme consistently impacts all seven aspects in turn enhancing the global capabilities of Atos. The programme is regarded highly within Atos as a key development for connecting, growing and retaining talent. All of this has been made possible by the commitment to collaborative working by L&D professionals from both Atos and Cranfield.

The partnership's success came from first building strong relationships which helped us surface previously unrecognised issues, that we wove into the solution – this is true customisation. Investing in partnership collectively delivered Atos' transformation.

*Mark Threlfall
Director of CED*

I saw participants initially struggle with counter-cultural learning, then returning to later modules hungry for more after having seen the difference they can make.

*David Deegan
CED Director of
Practice Development*

Covid-19 has affected the globe. The original design of Module 3 had virtual working as part of the simulation. Cranfield helped prepare Atos for Covid long before it hit us.

*Magdalena Pastor
Global Head of
Learning & Development
Financial Services & Insurance*