



Reimagining Corporate Universities

A TeamLease
Skills University
Research
Publication



foreword

Human capital or the total value of the knowledge and skill of the workforce that is put into business is one of the most important sources of capital for any industry. Most companies today are driven by innovations, new products, and new ways of marketing. And they need a workforce that is productive, well trained and has knowledge available at their fingertips.

How does an enterprise ensure that the knowledge capital of its workforce is giving the business a competitive edge and that it is continuously enhanced and replenished to sustain that competitive edge? A corporate university can facilitate this through various online and offline platforms.

There has to be a very structured way of developing Human Capital and the starting point for this would, of course, be within the enterprise. An HR team, with support from a corporate university, would need to initiate an assessment of knowledge and skills gaps at both organization and individual level. Identification of the required training programs that its workforce would need to complete to meet their corporate objectives is the next crucial step. At the lower level it is very skill-based and at the higher level it is more about understanding markets & strategy and handling workforce and customers. While in-house training and knowledge sharing from senior employees can contribute upto 50% of an enterprise's knowledge building, the remaining 50% could be by people from outside or from the corporate university.

In India's context, we still need to create a lot of physical infrastructure and grow more before we reach a stage when greater automation will impact jobs significantly. However, with greater automation and more intelligent machines, the ability of human beings to earn a bigger income, based upon a general level of competence and knowledge will diminish. Employees will need to become a lot more specialized, have a lot more knowledge to grow their value in the marketplace! And this calls for increased investment in developing human capital both by the Enterprise and the individual!

Continual exposure to drivers that impact business and building awareness of market evolution will ensure that individuals will continue to grow their value for the Enterprise. Life-long skilling, certification-linked promotions should become part of the DNA of an enterprise because there is no getting away from the fact that the market is becoming competitive and technology and disruption is not going to go away.

Mohandas Pai
Chairman
Manipal Global Education Services

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CHAPTER 1

Workplace Learning, Corporate Universities: Then and Now

The term “corporate university” first appeared on the radar in the 1950s. The notion that it’s not just training, but real education, seems to have gained traction in the 1980s, when most corporations adopted the idea of employee training to help create a more consistent experience across branches. Today, the corporate Learning and Development (L&D) industry is more than 140 billion U.S. dollars in size. With the development of digital content and tools, educational programs and training courses are being reinvented for instant online access— enabling businesses and employees to learn like never before.

A conversation on the future of learning turned into an exploration of several questions

- What if the workforce embraced the idea of lifelong learning?
- What if we could bring Corporates and Academia together to cater to the future of employability?
- What if skilling, upskilling and reskilling were affordable?
- What if learning was flexible, learner driven with a plethora of possibilities to choose from?

Workplace Learning: A Brief History

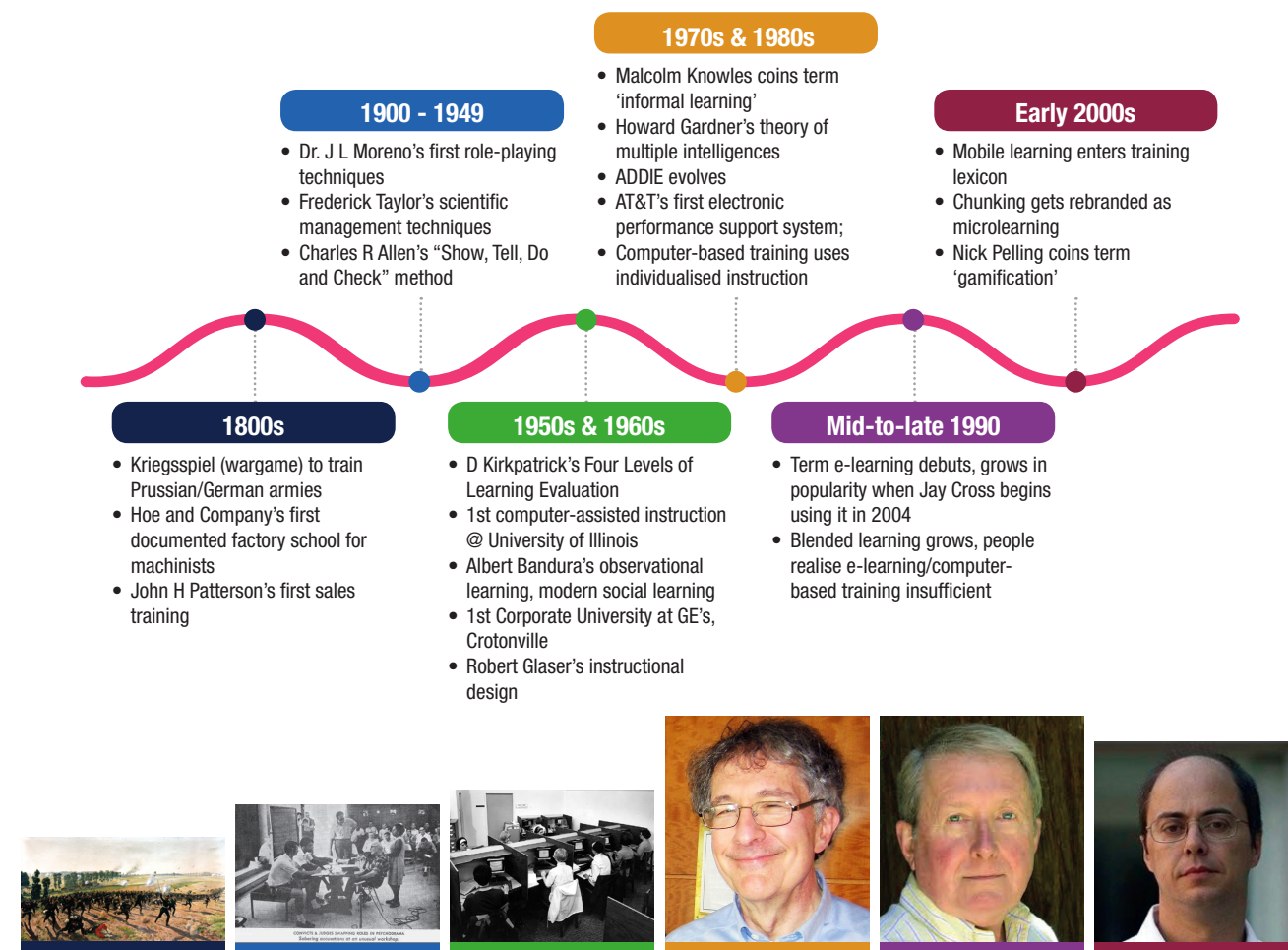
A survey by the Boston Consulting Group (BCG) shows that the number of formal corporate universities in the United States doubled and grew to approximately 2,000 between 1997 and 2007. Today, you'll find them at more than 4,000 companies all over the world.

In the current scenario in India, the regulatory frameworks in the education and skilling sector are taking on a favourable turn with the view to bringing about rapid growth in the employment ratio in the country. Hence, the onus seems to lie equally on the different players from organisations to academia to make the Indian workforce employable in line with skills-on-demand.

The earliest training efforts revolved around on-the-job experience. If you were lucky, you worked with at least

one seasoned veteran who took you under his wing and guided you in proper techniques and the tricks of the trade. If you weren't lucky, well, training was probably a matter of trial-and-error, and your best protection against injury was common sense. In either case, before World War II, the types of formal workplace training programs that now are commonplace were very rare.

The cultural shift toward more formal training really began in the 1950s. Most significantly during this period, many high schools began to incorporate vocational or "trade" courses into their curriculums. The practice of teaching young adults physical job skills in a structured learning environment became the norm and began to carry over to some workplaces. This is the beginning of the "modern" era of training.



Genesis of Corporate Universities

Workplace learning can be traced back to 1914, when organisations in the United States like General Electric (GE) and General Motors (GM) unveiled programs to educate employees on topics like safety and compliance. The idea, however, didn't really catch on until 1950, when the term "corporate university" first appeared on the radar. The notion that it's not just training, but real education, seems to have gained traction in the 1980s, when most corporations adopted the idea of employee training to help create a more consistent experience across branches. Organizations like McDonalds, GE, - and afterwards Walt Disney and Motorola in the 1970's - coined the term CU to define their internal learning centers. (Meister J.C, 1998; Müller-Hofvenschiöld A, 2012; CUE, 2016).

One of the most comprehensive definitions of Corporate University is that of Mark Allen and JW Grenzer's, which states: "the Corporate University is a strategic educational function of a company designed to support its parent organization in attaining its mission, strategy and mid-long-term goals by promoting activities aligned toward integrating the development of people, promoting knowledge and cultivating individual and organizational learning"

The First Generation

One of the forerunners amongst the 1st generation of Corporate Universities globally were GE's John F Welch Leadership Center, Crotonville, 1956. In the mid-1950s, Ralph J. Cordiner – the emeritus president of GE – decided that its executive managers needed to be involved in development and leadership programs in order to be ready to face the firm's future challenges and deliver value to GE's global expansion.

Established in 1956, the 53-acre corporate learning campus is America's first Corporate University and a symbol of GE's commitment to learning. Planned to accelerate learning for high performing employees, using a variety of methods from e-learning to action learning, from boot camps to leadership summits, the core curriculum was managed at a corporate level.

The first general management courses Crotonville delivered - which lasted up to 13 weeks- were directed to high-potential employees expected to climb the GE's corporate ladder becoming CEOs with a direct impact on the company's success. (Stevenson F, 2014)



Primary role of First Generation of Corporate Universities

- Transferring Knowledge
- Enhancing Corporate Culture
- Be a venue for global meeting
- Career transition point

McDonald's Centre of Training Excellence

The second corporate university was McDonald's Centre of Training Excellence, 1961. In 1961, Fred Turner, McDonald's former senior chairman and Ray Kroc's first grillman, founded Hamburger University in the basement of a McDonald's restaurant in Elk Grove Village, Illinois. February 24, 1961, Hamburger University's first class of 15 students graduated.

Today, more than 7,500 students attend Hamburger University each year. Since 1961, more than 80,000 restaurant managers, mid-managers and owner/operators have graduated from this facility. McDonald's training mission is to be the best talent developer of people with the most committed individuals to Quality, Service, Cleanliness and Value (QSC&V) in the world.

Since its foundation, more than 275,000 persons have attended the Hamburger University and many graduates



have hoped to start their McDonald's careers by taking on a leadership role within the firm. Statistics show that more than 40% of McDonald's senior leaders studied at the HU which employs nineteen full-time professors and which has received college credit recommendations from the American Council on Education (ACE). (Walters N, 2015).

Advent of the 2nd Generation of Corporate Universities

While the first generation of corporate university of the 1950s and 1960s tended to follow the traditional university model in terms of learning methodology (i.e. teacher-centric, regimented with large classrooms), the second generation of corporate university – which indeed began in the late 1980s – reflected another change in the market world. Corporate universities evolved into “a strategic umbrella for managing an organization's employee learning and development”. (Meister J.C, 1998, preface)

1st Gen CUs

- Traditional approach to training
- Seen as an event, reactionary and focused on transferring specific knowledge in classrooms

1st Gen and 2nd Gen Corporate Universities: What Was Different?

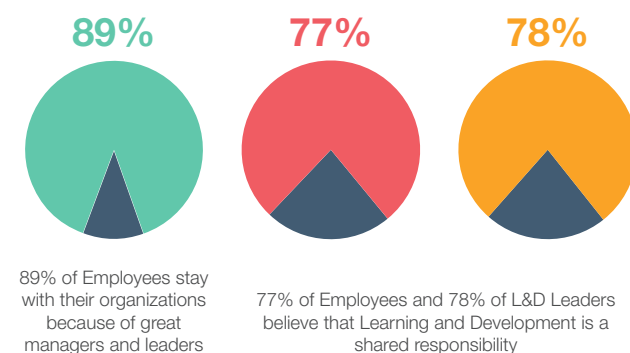
2nd Gen CUs

- Takes a more proactive approach, learning aligned with the corporate business strategy
- Focused on innovation, more informal learning
- Shift from centrally managed knowledge to user-generated knowledge.

Today's Drivers of Learning & Development

Internal Factors

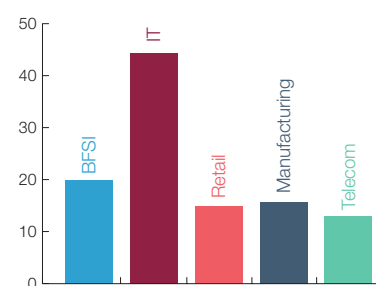
Rapid technological innovation is a dominant internal factor driving Learning & Development. However, leadership and management also exert significant influence on Learning & Development needs.



External Factors

The millennial workforce is a significantly different demographic which places tough demands on learning and career growth. Investment in AI / automation and related Learning & Development initiatives dovetails into the demographic factor.

Priority of Automation and AI in L&D by sectors



CHAPTER 2

The Indian Context: A Reality Check

India is one of the fastest growing economies today, and its workforce is among the youngest, globally. In fact, by 2030, when majority of the countries will have middle-aged or elderly workforces, India will still have the advantage of a relatively young workforce. However, the Indian market still faces employment and employability challenges. There is a range of untapped opportunities in the form underdeveloped skill base and majority of the job creation being focused in the informal economy. Additionally, several challenges around talent acquisition and building plague the corporate sector.

The Challenges

A research conducted by us on organizations to address the several What Ifs that we came up with regards to corporate learning in the present day, revealed interesting results on some of the challenges that organisations face today around talent acquisition, management and development

Look Within, Not Outside, For Talent

In order to optimise spends on hiring, avoid the challenges of hiring from outside, and also to groom their own employees, employers want to invest all it takes, on learning and development, to nurture and groom mid-level managers to leadership positions. This ensures optimal spends for the organization.

Employee Retention – A Challenge

However, there's one dilemma that corporations face post investment in employee training. Our research conversations brought to light the fact stated by several organizations, across industries, that after being trained, employees moved on, thus posing a crisis of workforce.

Continuous Learning – Imperative Rather Than Luxury

Almost all HR / Talent / L&D Heads we conversed with brought up the fact that in order to stay ahead of the game, their organization had to ensure that learning was weaved in throughout the employee life-cycle. While the kind of skilling varied across levels, there was no question about the skilling per se. One had to go through it to be valued.

Mahendra Patil, Whirpool, shares, “We struggle to get the skilled/talented people, even in white category. As a growing organization, promoting internal talent is our first preference. Only if unavailable, we look externally. Internal Job Postings (IJPs) is the first option, followed by referrals, then social network, and only lastly to consultants.”

The HR Head of an Auto Major and of a White Goods Manufacturer shared that “A big challenge for us is that trainees and apprentices leave after receiving all the training from us”

Nageswaran N, Head HR and Admin, AAM, summed it up well when he observed, “At an entry level one needs visualization of work-life and a target of long term goals to be made; once at mid-level, the employee had to be well-conversant with the new trends prevalent for their industry; and at the senior level, training on leadership and successful management are the requisites today, for facing tomorrow.”

Challenges in implementing L&D and how employers overcome them



Challenges
91% lack of time
73% post-L & D attrition

Overcoming challenges
70% hiring skilled candidates
69% provide flexible time periods
56% invest in technique like gamification

Most employers regard L&D spends as investment, not expense



Return on L&D programs
19% > 35%
29% > 15%

L&D spend is investment
93% of which
50% expect payback over 3+ years
43% expect payback over 1-3 years

L&D spend as a percentage of people costs increases with business size and along the hierarchy



Annual spend per employee
Large business Rs 53,000
Small business Rs 17,000

% of total people costs
20% spend 7% - 10%
23% each spend 5%-7% and 3%-5%
34% spend 1%-3%



Key Concern Areas

On an average, only 33% of the organisations feel they are prepared to tackle these risks. Capability building for current and potential leaders as well as availability of right talent and skills are key concern areas.

Talent Risks Faced by Organisations

A recent Aon Best Employers study asked CEOs of participating organizations were asked to dwell on future organizational risks. Among these were significant talent risks faced by organisations. These have also been corroborated by other research reports as well. The most critical of them were:



Organisations in India: What's Working, What's Not

Learning and Development in organizations

- Takes place in a structured manner, Year-on-Year
- Blended learning being adopted by many
- Some have their own Academy or University for Corporate Learning

"For training, we have our own University – multiple courses offered, more technical than managerial; training is also through online MOOCs, knowledge forums, TED Talks, classroom, workshops, seminars – a plethora of them; even have affiliations with institutes like IIT, ICT, VCT." - Sudepto Mukherjee, L&D professional with more than 20 years of experience

"At AAM, Learning and development takes place in a structured manner, with the calendar drawn up ahead of the year. We take into consideration of required competencies, skills and upcoming technology while drafting the calendar. The Training plan is drawn for all levels of employees. Changes in technology do influence AAM – In fact we use AI and other new tools in line with changing technology" - Nageswaran N, Head HR and Admin, AAM

"As part of People Development function, internally, we are responsible for generating all learning and training. While most of our learning is via the online mode, we have other trainings as well, which are budget dependent. There is plenty of opportunity for learning across all levels, and all are encouraged to get better and learn." - Head, People Development, of a leading cab aggregator.3



Challenges in Learning and Development

- Reduced ROI in training as many employees, especially among the blue-collar workforce, move out soon after receiving the training
- Workforce at entry-level not job-ready, and need to be trained - should they come pre-skilled, chances of increased productivity from Day 1
- Investments on corporate learning through establishment of exclusive academies, or corporate learning centres, useful as they might be, contribute to increased costs
- Reforms made by Government through various Acts, promising on paper, but difficult to implement.

"Being an organisation that invests heavily in learning, we face a big challenge when apprentices and trainees complete all their training with us, and soon after, leave the organisation." - L&D Head, of a leading white goods manufacturer

"As for the legal framework, even with the latest Apprentice Act amendments, it is not easy to get apprentices. If there are more categories, they will agree, but thrust a few other categories too from their end. Sometimes these could even go to court challenging if the person really is an apprentice." - L&D Heads - of Manufacturing company and of Durables

Recent Trends, Development, and Their Impact

Employability in India: A Reality Check

- Currently, India has the second largest workforce after China and it is projected to become the largest by 2020. Even so, the labor participation of the country's skilled workforce remains at a measly 2-3 per cent as compared to China's 47 per cent and South Korea's whopping 96 per cent.
- A report by the Centre for Monitoring Indian Economy (CMIE) has revealed that almost 11 million Indians lost their jobs in 2018. As India's unemployment rate grew to 7.4 per cent in December 2018, an existing and widening gap between skillsets possessed by professionals and the evolving skillsets demanded by

increasingly tech-centric jobs became apparent.

- The present 'employability' of new workforce is 15% (i.e only 15 out of 100 people entering the workforce are having the requisite skills to be employed), which will surely go down if there is a status quo in our skilling systems, which include vocational training platforms and corporate training of new employees

We are at the cusp of a massive transformation and these transformations are becoming a compelling factor in looking at doing things differently. In such a hyper-connected disruptive world, Education has no option but to adapt to these changes in Industry which are brought by disruptive technologies – Hello! Education 4.0.

Education 4.0 will require gradual paradigm shifts

Demand-led instead of supply-led education

Competency-based instead of knowledge-based

Incorporate disruptive technologies & skill-sets

Focus on purposefulness, mindfulness leading to overall Happiness & Wellbeing as conclusively established in global research of OECD learning framework 2030.

Lifelong learning instead of front-loaded learning

Modular Degree instead of one-shot going

Emphasis on EQ than IQ alone

Nurturing Human Capital

The World Economic Forum @ Davos-2016 announced the Fourth Industrial Revolution, and predicted ‘major shift about the future of jobs’. Disruptive technologies, driven by Industry 4.0 have begun adding more fire to already volatile, uncertain, complex & ambiguous world and impacting our lives, our relationships, also the future of our jobs.

In essence, the future will belong to the ones who are ready to accept change and adapt technology like new rules of the game. Skill development and sustainability has to be the focus of the curriculum in the near future.

Nurturing human capital continues to be the most important driver of value, productivity and resilience for a modern corporation. If strategy is defined as the art of creating an unfair advantage, the only sustainable advantage is a culture of learning.

Corporate Universities 1.0 involved setting up in-house physical learning centres—the highest profile being GE’s at Crotonville, the largest being Infosys at Mysuru, and the most effective being Oberoi Hotels in Delhi. But there are challenges; many companies cannot afford the investments or costs in physical centres, most do not have the size for them, many do not want to do it in-house, and many find them fiscally unsustainable. But the new UGC online regulation combines Apprentice Act reforms and technological progress to enable Corporate University 2.0.Looking at all these aspects above, we believe we have a strong case for a new avatar of a Corporate University!

Industry 4.0

When computers were introduced in Industry 3.0, it was called disruptive, thanks to the addition of an entirely new technology. Now, and into the future as Industry 4.0 unfolds, computers are connected and communicate with one another to ultimately make decisions without human involvement.

A combination of cyber-physical systems, the Internet of Things and the Internet of Systems make Industry 4.0 possible and the smart factory a reality. As a result of the support of smart machines that keep getting smarter as they get access to more data, our factories will become more efficient and productive and less wasteful. Ultimately, it’s the network of these machines that are digitally connected with one another and create and share information that results in the true power of Industry 4.0.

CHAPTER 3
A Vision for
Corporate
University

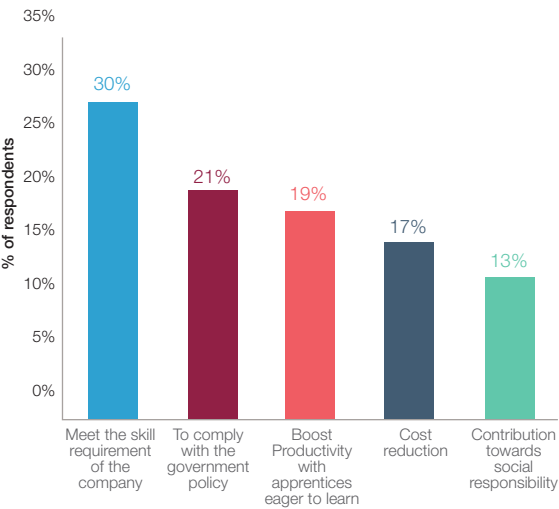
American businessman Jack Welch said that “An organization’s ability to learn, and translate that learning into action rapidly, is the ultimate competitive advantage.” - Jack Welch and Kamil Toume, Winner and Thought Leader said “The real competitive advantage in any business is one word only, which is ‘people.’”

Jack Welch’s and Kamil Toume’s words, when put together, could not be any closer to the truth in directing organisations to invest in the learning and development of their employees, so that they stay ahead in the competitive game.

Embracing Apprenticeships

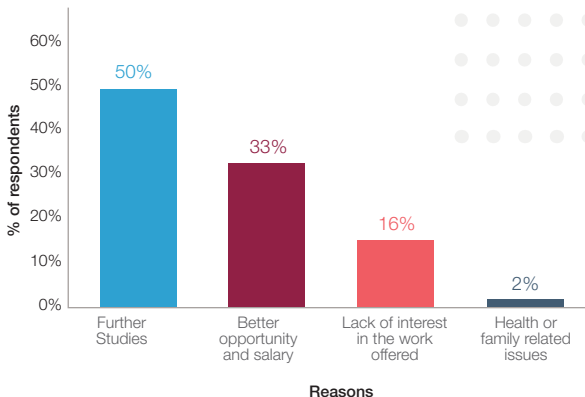
A meaningful way for employers to boost productivity and competitiveness of the workforce is to engage apprentices. Doing so helps organizations develop people with the specific skills required by the business and industry in a very cost effective way. It is an investment in the future of employees and the business as a whole.

Why businesses engage Apprentices



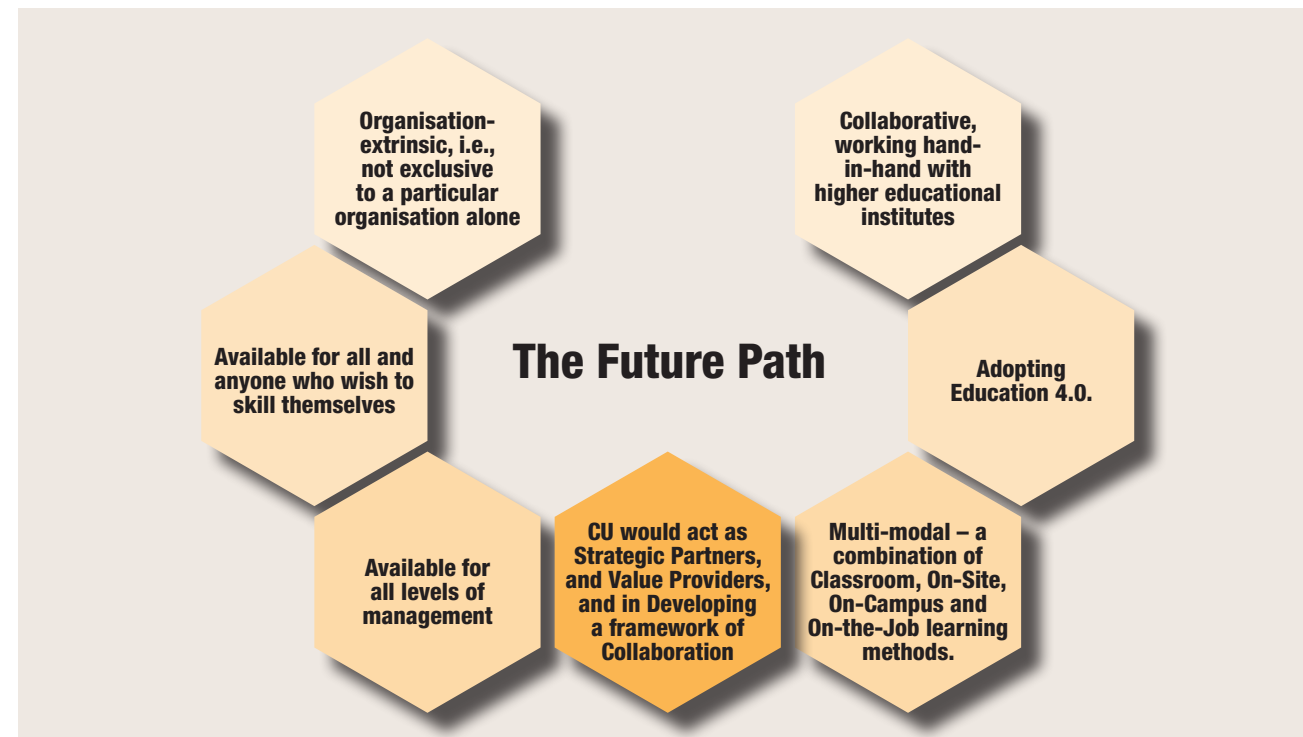
Most employers engage apprentices with the purpose of meeting the skill requirement of the company.

Why apprentices quit before the tenure ends



While a majority of apprentices complete their tenure, attrition is mainly due to external factors.

Defining Corporate University



Organizations that have invested in their workforce through their exclusive academies, universities, which have been their centre for corporate learning need to ask themselves these 3 fundamental questions:

1. Is my organization's Corporate University also being a Strategic Partner?
2. Is my organization's Corporate University a true Value Provider?
3. Is my organization Developing a framework of Collaboration?

The answer to all these questions, have to be in the affirmative, for an organization to proclaim that they have indeed got it all taken care of to qualify as a Corporate University of the future – Corporate University (CU)

- CU provides new definitions for the learner, the mode of learning, and the medium of instruction.
- CU provides refreshing answers to the age-old questions of 'Who', 'How' and 'What' of corporate learning.

Blended Learning is the Future

Universities have adapted to the learner of today, and optimising on the opportunity e-learning could provide. Corporate University will deliver learning on-campus, on-

site, on-the-job, and online. On-campus could be captive or outsourced to a university and is the most expensive. On-site will involve a teacher coming to office or factory premises periodically. On-the-job means apprentices; only 30,000 enterprises of our 63 million appoint apprentices (UK with a third of the population of UP has 250,000) and we only have 400,000 formal apprentices (Germany has 3 million, Japan 10 million and China 20 million).

TODAY'S LEARNER

Learner is On-demand

Learns on the go - mobile is a preferred medium of networking and learning

Learner is Collaborative

Asks and shares information with peers, managers, and teammates

Learner is Empowered to keep learning

Changing business demands encourage employee to find newer avenues for self-learning

The Academia Industry Bridge

Knowing that the employee of today is a different species with varied expectations and multi-modal access to learning, we pause, and take a step backwards to determine if an individual can be oriented earlier on, while he is still a student, even before he enters the corporate system, to prepare for what it would demand, so that when he enters the workforce, he could be productive from the beginning.

As part of TeamLease and Punctuate Consulting's primary research, we knew that the universities were key stakeholders in education, as they produced the graduates who would move on to become a part of the corporate world. Through our conversations with them, we could garner rich information from those at leadership positions.

A Door to Employability

Educational universities of today have realized the urgency of 'employability', and have begun to seek collaborations with corporates, with open arms, revealed our research.

Here's what Prof. Nafees Ansari, Director of Distance and Online Education, Aligarh Muslim University, from which 25000 students graduate every year, shared, "We have tie-ups with universities and also with corporates. As regards employability, there is opportunity for students to do internships across streams. We recently had Amazon come over and provide training. It is a positive sign when more corporates come in and hand hold students partially, so they get better aligned to workforce needs, even as they would complete education."

Prof Anirban Ghosh, Director - School of Professional studies and Vocational studies, Netaji Subhas Open University, speaking of tie-ups, said, "We have tie-ups with organisations too, where training takes place, such as the Enterprise Development Institute, a sister concern of BNCI – Bengal National Chamber of Commerce and industry, another tie-up with George Telegraph Training Institute for hands on training - some courses certified by our university, while others are jointly certified."



Shares a Professor of an Open University, "We conduct courses in Blended Learning manner – study materials and e-material with audio/video lectures are given; where internet access is an issue, we also provide an SD card – we know that only through technology we can reach the mass, for a wide reach like ours, especially, where 5.5 lakh students enrol."

While many have started working together with industry by incorporating these skills in their curriculum, there is a huge influx of employers as well, who are now partnering with the universities and content platforms to develop customized learning programs for their employees to train them for new job opportunities.

CU Embraces Education 4.0

The phenomenon, referred to as “Education 4.0”, has arisen from different factors such as

- Rise of non-traditional learner
- Increasing demand for competency-based skills
- Advancement in technology.

With the evolving concept of lifelong learning, today's learner is no longer a student after high school but may be working part time or looking to pursue education after taking a break from work. A student who is willing to experiment with program structure, delivery, assessment or credential instead of conforming to present instructor led model for teaching.

Dynamic technological innovations have advanced the reach to a new generation of learners through various platforms with SMAC (Social Media, Mobile, Analytics, and Cloud Computing) reorganizing higher education.

Incubators and accelerators set up within educational institutes are providing students a platform to chart their entrepreneurship journey with adequate mentorship and support.

Flexibility & Affordability For all Kinds of Learners

Learning-while-earning and learning-while-doing are powerful ways of learning. Online learning has so far disappointed because repackaging textbooks or PowerPoint did not exploit the challenges of physical classrooms (one

size fits all, costs, uneven teacher quality, etc) or leverage the upsides of technology (personalization, on-the-go, on-demand, crowdsourced, gamified, smartphone, machine learning, natural language search, translation, etc). But we are starting a multi-decade ed-tech cycle that will make online learning more effective, engaging and affordable.

DELIVERY & CONTENT OF TRAINING: HOW AND WHAT

Put the learner in charge

Flip corporate learning (like flipped classrooms) and bring in autonomy

Move from ‘push’ training to ‘pull training’

Mouse click and the screen tap to replace training class schedule; learning becomes anywhere; self-led

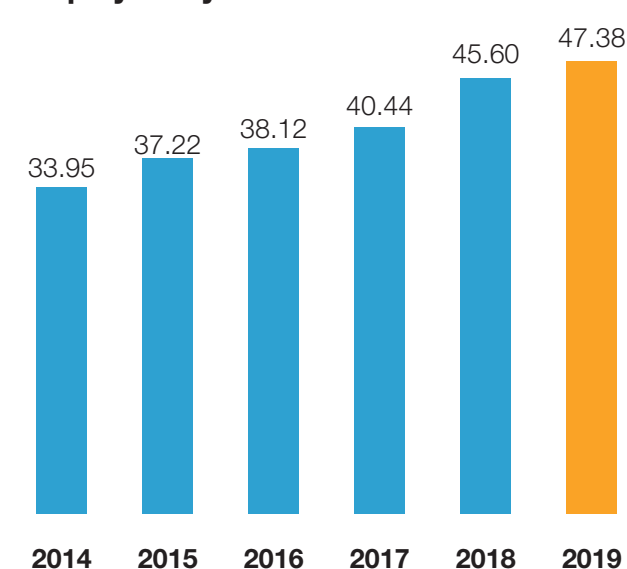
Micro-learning and chunked learning

Rather than extended training days with huge volumes of data, content to be broken into small chunks, interactive and engaging

Graduate Employability

India produces nearly 3 crore fresh graduates every year; a large section of which fails to match industry expectations. The latest edition of the India Skill Report 2019 proclaims that employability in India has grown to 47.68% (in 2018); a new high since 2014. Revamping the education system and investing in skill development is crucial for growth in the employability of India's workforce and the economy as a whole.

Employability Since 2014



Need for a Redefined, Immersive Education System

Specialised Courses

Vocational & Skill Training

Soft Skill Education

Technical Skills Development

Industry Oriented Syllabus

On the Job Experience

Continuous Learning Mindset

A Culture of Lifelong Learning, Collaboration and Excellence

Great companies —those who recognize their equity, will use this opportunity to create the only sustainable competitive advantage by re-imagining their people supply chains, creating a culture of learning, and giving their employees another reason to stay. Such an organisation which would open its doors to CU would experience tremendous benefits apart from a phenomenal reduction in spends on training



Lifelong Learning: Lifelong learning and relevant learning, thus enhancing productivity and ensuring employee retention



Collaboration: Reduced spends on skilling at entry-levels, since the collaboration with the educational universities would prepare the students for ‘employability’, and they would be pre-armed with the right skills, thus doing away with the need for additional investments in training/skilling, upon hiring



Excellence: Reduced costs of hiring from outside, since the organization would coach and empower their internal employees to leadership positions, availing of the CUs capabilities for leadership training and excellence.

Cusp of Change

Corporate universities are poised for change on the order of magnitude experienced a century ago, when they developed from low-level workshops into mature institutions. The disruption now underway is remarkable, representing a transformation even when compared to what had been standard practices at the end of the 20th century, when the focus was largely on classroom-based learning.

A Fine Balance

Achieving the next level of change will require a nimble balance between digital and physical platforms, cultural messaging and technical content, and real-time and

actively shared learning. The sudden emergence of a more digitally engaged generation and the stepped-up pace of technological change suggest that time is of the essence. Successfully navigating the coming transformation will require not just a shift in tools and approaches, but also an agile, engaged organization.

Corporate universities of the future which would be successful would be ones where the workforce embraces the idea of lifelong learning, and one in which the Corporates and Academia come together in collaboration, to cater to the future of employability. Successful corporate universities would make skilling, upskilling and reskilling affordable to all.

