Effective and Efficient Ways of Executive Development for Corporates in Fast-Developing Countries

Thanikachalam Vedhathiri[1]

1 National Institute of Technical Teachers Training and Research (NITTTR)

Abstract

This paper reviews the following ten models of training the executives and workers of corporates: 1. Developing Corporate Universities/Virtual Universities/ Corporate Business Schools/ Learning Centers offer executive development courses on analysis, design, and prototype development, testing, improvement, choosing manufacturing methods, marketing, maintenance, and scrapping and recycling products. 2. Establishing training centers in many countries to train the managers, and mechanics to maintain machinery by transnational companies. 3. Establishing a Long-term Collaboration with an Institute of National Importance to train the executives and managers by establishing a skill development center. 4. Developing Project-specific cooperation with the leading national institutes for training the executives. 5. Establishing Regional Training Centers throughout the country for training the managers in that state/Region/Nation, 6. Establishing In-House Training Center. 7. Utilizing long-term programs of engineering colleges/universities to train engineers and employees. 8. Online Training of the Executives and Employees, 9. Utilizing private Training Organizations, 10. Scaffolding Self-directed Learning, and 11. Hybrid Programs. These models can be refined and utilized to elevate the existing executive development centers of developing countries' corporates. The best methods of planning these models are also presented.

Thanikachalam Vedhathiri

Executive Consultant for Excellence in Engineering Education and Human Resource Development, Chennai, India. Email: vthani2025@gmail.com.

Keywords: Corporate University, Country-specific Training Centers, University Collaboration, Short-term Cooperation, Regional Training Centers, in-house Training Center.

I. Introduction

In this 21st Century, the global competition for services and goods has increased. In addition, many disruptive technologies have also increased. People would like to buy high quality goods and services at competitive prices. In addition, many modern equipment needs quality maintenance. The half-life of many products has become very short. Much global manufacturers started establishing their production units throughout the world due to WTO policies. Many countries have globalized their economy. In every field, many Indian universities have established world-class programs in Analysis-Design-Prototype Development-Testing- Improving- Planning Quality Production Process- Marketing- Maintenance- Scraping and Creating Innovative Products. These universities and national institutes have also successfully offered high quality consultancy services to many International Development Agencies (IDAs), multinational corporations, and transnational companies. They have assisted many Indian companies in training executives and employees at a very low cost. They have assisted them to plan human resource development, management, developing quality operating programs, energy saving programs, reducing accidents, and improving the environment in and around companies. Hence, Indian companies can plan various modes of training and development programs by using appropriate models.

II. Literature Survey

Even though a wide range of technical universities and national institutes of technologies, and management institutions throughout the advanced countries offer executive development programs, they are insufficient to train around 200,000 to 300,000 employees of certain global companies. Hence, many corporates and multinational companies have pioneered to development of corporate universities exclusively to train executives and employees based on their needs. These corporate universities enjoy decentralized administration, autonomy, sufficient resources, and empowered faculty members to analyze the problems, develop needed programs, and offer through different modes. There are around 2000 corporate universities in the USA. Some of the well-performing corporate universities are Apple (Apple University), McDonald's (Hamburger University) Disney, Google (Googleplex), Trump, Motorola, Zappos (Zappos Insights), etc. They are not designed to offer degree or postgraduate programs to formal students. Without these dedicated institutions, corporates can't train their executives and employees. Many MNCs have also established many collaborations with universities for long-term research, and training of their executives and employees. Some medium companies utilize well-established colleges to offer cooperative courses for their executives. Others sponsor their employees to undergo part-time courses in their fields.

III. Objectives of Research

1. To investigate the existing practices in training the corporate executives and employees of various organizations
2. To identify the planning process of developing a training program through an in-house training unit of an organization
3. To suggest an effective and efficient training the executives and employees by a corporate entity in a fast-developing nation

IV. Research Methodology

Collecting the available details, planning processes by outstanding corporates throughout the world to train the executives, employees, the organizational structure, faculty members of the training unit, method of developing the cost-effective training courses and ensuring needed higher-order cognitive skills, and attitudes of employees. The next step is assessing the local corporate needs and choosing the best method of developing executives based on effective planning of learning centers/business schools that are efficient and have a proven track record.

V. Process of Selection of the Executive Training and Development

Ten methods are identified to train the executives of corporations in developing countries. These methods are synthesized from global practices. Each method has its advantages and problems. Some are suitable for multinational companies and some are MSMEs. The management has to carefully analyze the needs and choose the appropriate training method.

1. *Corporate University (CU)/Virtual Universities (VU)/Corporate Business Schools (CBS) /Learning Centers (LC)* [1][2][3][4][5][6][7][8][9][10][11][12]: A CU is an enterprise function, center, unit, or program that is closely aligned with the business strategies of the enterprise and which provides leadership in the support and learning process through continuous, strategic, and aligned learning to provide a long-term positive impact on the bottom line. A CU should assist the enterprise to achieve its mission. They are designed with a sufficient number of well-accomplished faculty members. They are expected to offer needed courses from skill levels to leadership levels so that the employees can move from entry-level jobs to top managers_ level jobs. They employ executives from well-performing companies and universities. They offer theoretical and hands-on training based on business techniques and philosophies utilized by many of the largest corporations in the world. They are proactive, and strategic, with a goal of company advantage, integrated with business strategy, and offer learning as an ongoing process. Traditional training programs are reactive, and tactical, with a goal of individual development, siloed, and treat training as an event.

These were created to align the training arm of the company with its overall vision and strategy and they have to keep up with the demands of the 21st-century workplace and its executives. They have to create a culture of learning which goes beyond a culture of learning. The role of the learning and development team is to develop an efficient workforce that impacts the bottom line. The learning and development professionals have to take on challenges successfully and offer a seamless learning experience. The CU/VU/CBS/LC has to offer learning experience design to allow learners to search for information which requires a smart platform and bite-sized and searchable content. They have to enunciate a vision for the training and development program. They should center around the kind of enterprise, making employees most valuable, and bringing tangible change to them. They should create a structure, determine the scope, and identify stakeholders and their learning needs. Further, they have to enlist cutting human resource technology. They have to select the most fitting learning management system. They have to offer online and offline courses. They may have to offer courses through multiple locations/ sites and integrate them via a cloud-based model. Also, their course focus on mobiles, tablets, and

wearables. Nevertheless, they have to assess progress and develop consistently.

Establishing a Corporate University. Corporate universities have to establish a learning culture and the process of developing a CU is ever ongoing. The initial design was based on the current needs of the business. As disruptive technology impacts the products, the design and manufacturing process would be improved. Hence, additional learning packages have to be developed. The needed competencies are to be assessed and required development programs are to be prepared. Also, check the adequacy of experts in the corporate university. You can invite additional experts from various universities. Since the cost of establishing is very large, transnational companies can achieve more returns in the long run. Corporate universities should have a visible and high-level top executive who will focus on achieving their mission. He/she should provide a strategy, and bring all executives. Corporations should establish proper governance and align with corporate needs. It should address performance improvement, pursue a variety of learning-transfer strategies, develop a partnership with key executives, and manage the corporate university as a business. Further, it should demonstrate its value, and stay relevant to employees by involving specialists in the learning process. The term 'Corporate University' is forbidden in many developing countries.

The following are proposed six-step process:

i. ***Analyze the needs of the executives of the enterprise based on the core purpose and scope of the CU:*** Establish the foundation of the CU, and analyze the needs of the top executives. Three models have been identified: i) Promoting the vision and mission of the enterprise. ii) Managing the planned change. It should eliminate obsolete behaviors and introduce new insights and behavior. It could be based on Kurt Lewan's model of change management. Unfreeze outmoded embedded behaviors, move to the new behaviors, then refreeze the new planned behaviors in the enterprise. iii) Be an active participant in moving the strategic direction. This will help disparate groups of employees and executives to develop the enterprise from a strategic standpoint. The CU will empower employees with cognitive, and motor skills, and attitudes to lead the enterprise into the future.

ii. ***Prepare a set of draft programs in consultation with the learning officer and project heads*** Develop needed draft programs in consultation with the learning officer and project heads of the corporate. Conduct in-depth needs analyses. Prepare learning objectives based on the key needs. Verify learning outcomes. Prepare learning packages with adequate videos and multimedia. Prepare online programs also. If needed plan face-to-face programs that can be administered in various locations where the production units are located. If needed prepare translations to meet the needs of employees who are located in various countries

iii. ***Conduct a formative analysis of the curriculum and learning materials*** These are to be done through a set of executives and target employees. Identify the changes needed. The curriculum has to focus on strategy and values, leadership, job-specific competencies, functional and technical skills, and motor skills based on the job specification.

iv. ***Improve the learning packages:*** They should be based on the agreed changes. Verify the improvements. Get feedback from one or two members who conducted the formative evaluation.

v. ***Pilot Test and Implement:*** First test the curriculum and learning packages by piloting in one training program and collect the feedback. If there is any need to modify the learning package, incorporate the improvements. Mass produce the materials based on the requirements.

vi. **Evaluate the Outcome:** Get feedback from the managers on the performance of the employees who underwent the training program. Note if there is any shortage of skills due to problems in the instructional delivery.

Success Factors for Corporate Universities

- *Bringing fresh life to the old training and development department*
- *Bringing change and introducing new strategies and initiatives*
- *Sustain a successful and effective culture*

Desired strategies to improve the performance of the Corporate University

- *Select the best faculty members with proven competence and develop a curriculum based on the in depth needs analyses*
- *Introduce online courses*
- *Introduce shared governance*

2. *Long-term Collaboration with Institutes of National Importance and other Professional Universities* [13][14][15][16][17]*:* Many professional universities have offered advanced industry-specific programs based on in-depth analysis of the growing needs of corporates. They have significant expertise in planning, developing, and implementing advanced programs. They have published industry-relevant research papers in many international conferences and journals. Many departments have a significant number of patent-based on their research works in cutting-edge technologies. Many of the well-accomplished faculty members have also rendered many advanced services to solve many complex problems of corporates. You can select a range of institutions for entrusting appropriate development programs based on their strength. Many institutions have also uploaded comprehensive faculty profile in their websites. They have established long-term collaborations with many leading companies for analysis, design, develop new products, testing them, improving them, and assisting the companies in quality manufacturing, and maintenance. They also upload all their achievements in their websites. Corporate bodies can collaborate with these institutes of national importance, national institutes of technology, and state technical universities. Letters of invitation can be sent to them for needed consultancy services. After receiving project proposals, the senior managers can negotiate for product development, assist in manufacturing, improve productivity, cost reduction, etc. Based on the success, many new collaborations can be established. Companies can request the profile of significant lead faculty members, modern laboratory facilities, research papers in the field of industrial importance, patents registered, and services rendered by various companies.

Success Factors:

- *Introduce continuous performance improvement in the programs*
- *Get feedback from the faculty members, executives, and participants*
- *Review the curriculum, instructional design process, and outcomes*
- *Introduce online courses*

- *Employ adjunct faculty from the industry wherever needed*
- *Plan dual courses with the collaboration of various departments*

3. The Cooperative Programs with Various Universities/ Autonomous Colleges[18][19][16]*:* The corporates can plan industry-specific long-term graduate, and postgraduate programs and offer assistantships for the graduate students. The students can be offered dissertation topics from the company. Upon completion of the program, the graduates can be recruited who will be almost industry ready with significant cognitive skills and aptitudes. Many companies have successfully cooperated with institutions in many developing countries.

Success factors*:*

- *Introduce industry-specific electives*
- *Conduct seminars on upcoming changes*
- *Provide access to design, product development, testing, and manufacturing units*

4. Establishing Industry-Specific Postgraduate Programs*:* The corporates can jointly plan and offer needed postgraduate programs in design, product development, testing, and refining them. The young employees can be offered such programs so that in the long-term there will be well-qualified junior designers, prototype developers, and testers. The industry can offer consulting fees to institutions.

Success Factors*:*

- *Provide assistantships to the graduate students*
- *Provide case studies*
- *Provide internships*
- *Support industry-sponsored dissertation works and jointly supervise*
- *Establish industry supported chairperson*
- *Permit the experts from the company to offer selected topics*

5. Establishing Regional Training Centers (RTCs) in the State/Region/Nation[20][21]*:* Many companies which are located in various parts of the country can jointly establish Regional Training Centers to train their executives and employees. They can prepare national programs and offer them in various regional training centers so that production costs will be minimum. Expert faculty members can also be shared by various RTCs. The Ministry of Industry can also establish RTCs under International Development Agencies like the World Bank, Asian Development Bank, African Development Bank, etc. Further RTCs charge fees to the companies for training the employees.

Success Factors*:*

- *Review the impact of the RTC courses*
- *Select adjunct faculty from the companies*
- *Introduce factory visits*

6. Establishing In-House Training Centers [22]*:* It is more beneficial to establish In-House Executive Development Centers so that the employees can be trained based on their needs. These centers can get assistance from experts from universities and other companies. The vendors can also be trained. Most automobile companies will train the mechanics of service providers.

Success Factors:

- *Introduce program development committees from the expert members of the universities*
- *Introduce case studies*
- *Introduce problem-solving through quality circles*
- *Introduce project works and seminars*

7. Utilizing Long-term Programs of the Professional Universities/Autonomous Colleges [23]*:* Many well-established universities and autonomous colleges have developed many industry-relevant courses and programs. They have up-to-date resources, laboratories, workshops, and well-accomplished faculty members. The programs have also been accredited. They also offer part-time courses. It is better to evaluate the course objectives, courses, electives, and assessment methods. The companies can sponsor their newly recruited and junior employees to these courses. Most of the graduates are industry- ready.

Success Factors:

- *Least expenditure for the companies*
- *The employees are well-trained based on the latest industry-relevant curriculum*
- *Good exposure to case studies and global practices*
- *The employees can take up dissertation work which will be guided by the well-accomplished faculty members*
- *They can offer in-house courses for other employees*

8. Utilizing Online Executive Development Programs: Many organizations offer online short-term courses and postgraduate programs. Many flexible courses are conducted exclusively for employed persons. They also introduced projects, tests, assignments, and quiz programs. The employees can be encouraged to undergo desired courses and programs.

Success Factors:

- *Wide variety of courses given by the outstanding faculty teams*
- *Highly relevant to meet global standards*
- *Flexible*
- *Highly suited to meet the challenges of disruptive technologies*
- *Economical*

9. Utilizing the Private Training Organizations [24]*: Many Private Training Organizations offer training programs in most*

countries. Many of them offer only in selected fields and they have reputations. They announce a series of programs, dates, venues, and follow up services. Companies can select required training programs that match the employees' requirements.

Success Factors:

- *Suitable training programs*
- *Mostly short duration*
- *Fairly reputed for planning and conducting specific titles*
- *Economical*

10. Scaffolding Self-Directed Learning of the Employees: Many employees' plans needed advanced design and analytical skills that are offered through online courses by the universities and international organizations. They also register for seminars, workshops, conferences, and online courses. Many in design departments prefer to gain new analytical skills, design methods, and product developments prefer online courses during their leisure time. The companies can provide incentives to them. Many companies can assess such employees' skills and promote them internally. If such measures are undertaken, they can easily get outstanding cognitive-based designers. Many international universities also offer online courses in advanced areas.

Success Factors:

- *Most intelligent employees in product analyses, design, prototype development, and testing can be developed by this method*
- *Employees will improve their morale and achievement motivation*
- *Critical thinking abilities will be improved.*
- *They will be fit for in-house research projects*
- *These best employees can be retained*
- *Human capital can be ensured*

11. Hybrid Programs: Many universities offer hybrid courses by combing online and face-to-face courses. These courses are very cost-effective and also economical. Many in-house courses can be modelled by using online courses and followed by face-face courses. These can be a very innovative way of developing the executives.

Success factors:

- *In-house courses can be well planned by combining online courses*
- *A shortage of experts can be overcome*
- *Courses are very economical*

VI. Development of Training Programs for the Executives and Employees of an Enterprise

[25][26][27][28][29][30]

Consider an enterprise with various departments with trained senior executives, managers, engineers, and technical support staff. The whole activities comprise strategic planning for product development, generating funds for capital goods and equipment, working capital, manufacturing, and marketing. It is followed by maintenance. In simple a model, it can be shown to consist of "Analysis-Design-Prototype Development-Testing- Improving- Planning Production-Marketing- Maintenance- Scrapping- Planning an innovative Product based on the advanced manufacturing process. There is a need for a human resource development department in every company. The officials of this department have to prepare job analysis, job specification, duties, task analysis, and develop performance objectives. The training curriculum will have to be developed based on the performance objectives. Later the subject matter specialists have to develop instructional packages. This is presented in Table-1.

Department Personnel	Head- Chief Executive	Manager	Deputy Manager	Assistant Manager	Junior Manager	Foreman	Skilled Worker	Any other employee
Major Duties								
Tasks to be performed								
Performance Objectives								
Learning Outcome								
Curriculum								
Learning Package								
Duration of the Training								
Training Method								
Participation Strategies								
Higher order cognitive skills								
Communication Skills								
Technical Performing Skills								
Interpersonal Skills								
Leadership Skills								
Performance Assessment Skills								
High Productivity								
Total Quality Management								
Energy Management								
Value analysis								
Innovation								
Production Planning								
High Productivity Planning								
Interpersonal Relationships								
Accident Elimination								
Any other needed skills								

The details could be filled in by the employees and verified by the supervisor/ managers. Every department will be having detailed job descriptions, job specifications, tasks to be performed, etc. Once the performance objectives are developed, the training curriculum can be prepared. This has to be validated by the department for developing instructional packages.

VI.1. *Planning Employee Training and Development Programs*

Not all the programs are immediately offered. The priority has to be worked out based on the business and human resources needs. The senior managers have to choose appropriate training and development methods in consultation with the corporate authorities.

VI.2. *Suggestion to Choose the Appropriate Method*

Companies can choose desired training agency depending on its requirement, quality of training, funds, number of trainees, technology involved, convenience, follow-up activities desired. In the case of multinational companies, they can choose the reputed training organizations available in the host country. After completion of the training programs, feedback on the quality, utility, changes achieved, etc. are to be collected for future actions. (Table-2).

Executive /Employee Training	Corp. Univ.	Long-term Collaboration With an Univ.	Cooperative Prog.	Developing Ind-Specific LTP	RTC	In House	Prof. Univ	Virtual/ online	SDL	Private Training Organization	Hybrid
1											
2											
3											
4											
5											
6											
7											
8											
9											

VII. Conclusions

Even though there are many well-designed training methods for corporate executives and other employees, choosing the appropriate method depends on the careful assessment of the needs, planning desired training methods, implementing, assessing the outcome, and following is essential. Establishing a corporate university will be very costly but multinational companies can invest and develop well-planned CUs. In the case of developing analysts, designers, and prototype

developers one can plan long-term collaborations with outstanding universities. It is better to recruit graduates who completed cooperative programs. If many companies joined together and develop industry-specific long-term programs at the postgraduate level. This method will assure suitable industry-ready graduates. Regional training centers will be very economical for short-term courses. In-House employee development centers are mini corporate universities and they can develop short-term courses. If well-developed professional universities offer industry-relevant programs, employees can be deputed to earn master's degrees which is very economical. Reputed private training organizations can also be preferred in some cases. Virtual/ online courses offered by national universities or professional associations can be utilized profitably. High-performing employees in design related areas work may plan self-directed learning strategies. Hybrid programs are to be carefully designed. Companies have to conduct the impact of the trained executives and employees and support the best programs.

VII.1. *Limitations of the Study*

This study is based on the quality approach. However, over fifty years many new methods are emerging and getting standardized. Hence, companies have watched the radical changes in executive training and development.

VII.2. *Suggestions for Future Research*

Development of online/virtual universities, hybrid programs, and encouraging self-directed learning require in-depth research considering the rapid growth of disruptive technologies.

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