

CORPORATE UNIVERSITY AS A LEARNING INITIATIVE TO IMPLEMENT CULTURE AND PREPARE FUTURE LEADERS AT ATEJA

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Abstract

Ateja, Indonesia's pioneer and market leader in technical textiles, started its journey as a small family business which has significantly grown into a company that serves interior & technical textile to domestic markets as well as to more than 80 countries around the world. Being a pioneer creates challenges that could be obstacles if it's not being taken care of properly. At the earlier years of the company's existence, the founders of Ateja were directly working and controlling almost every aspect of the company, thus creating a strong and also heart-felt corporate culture.

With the expansion of the company today, the direct involvement of the founders is now kept at the decision making level only, ultimately resulting in the quality of implementation of the corporate culture. Without the once strong corporate culture, the convenience of working at Ateja decreases, resulting in new problems like turnover and the lack of will to pursue a career at the company. On the other hand, there is also an issue with the trainings conducted for employees. A preliminary research concludes that the training received by employees is not yet sufficient, as trainings are directed mostly to close the competency gap, resulting in ineffective and unalignment with the major goals or vision of the company. The opportunity of Ateja to capture and fulfill the market demands is high, but without the proper measures to retain and develop its best talents, the said opportunity could easily be lost. This research aims at upgrading the current Learning Center of Ateja to become a Corporate University, which many successful companies use as a strategic unit to drive its employees towards the their respective vision.

Keywords: Corporate University, Learning Center, Corporate Culture & Competency.

1. Introduction

As an industrial pioneer of interior textile in Southeast Asia, especially in Indonesia, Ateja (PT Ateja Multi Industri) started from a small home industry in 1974 into a large manufacturer of interior and technical textile today. The company started with its 3 founders, who at the early years of the company were closely involved in almost every operation of the company, creating a unique corporate culture that can be felt by employees at large. This corporate culture creates a warm environment among the employees, but at the same time, it also disciplines the employees and creates strong can-do spirit. The company grew significantly after 1986, after it supplied its products to automotive companies - the first in Southeast Asia to do so. In 1994, it had a new head office and more modern plant, known as PT Ateja Tritunggal. The expansion of the company means an increase in production, revenues, and employees, but at the same time a decrease in the implementation of the corporate culture.

Today, there is an ongoing issue where the newer employees tend to resign after a few years of service at the company, meaning that those employees mostly don't progress in the career

ladder at Ateja. For the short-term, the solution of frequent employee resignation is recruiting, but for the long-term this means that those new talents won't be filling the middle and upper-managerial level in the future. A lack of great talents and successors holds a potential problem for the company in the upcoming future e.g.: For the Marketing Division, this could mean a missed-opportunity to gain market share caused by lack of manpower; for the Production Division, this could mean that the production output could become less optimum than it should be; for other Division and in general this could mean that the company wouldn't be performing optimally because of the repetition of teaching new employees over and over again.

While seeing the issue above, the author also sees another phenomenon, where there is a significant shift in the corporate culture today in comparison as it was in its earlier days. The corporate culture itself has been written and become available in the form of company rules and slogans, even documented in a Corporate Culture book and taught regularly to new employees as part of their onboarding program when they first join the company. Hence, newer employees find themselves estranged from the corporate culture they learn at their first week, which are mostly not implemented by the older employees in their respective departments. The Learning Center of Ateja, which is managed by the Learning & Development Department, is responsible for the onboarding program for new employees, which also includes a session about corporate culture. The Learning Center itself conducts training based on the compiled data of the Career Development Department and Organization Development Department (2 of the 6 departments in the HR Division), in the form of an annually-updated Learning Needs Analysis (LNA). With the limitation of this system, there is no continuous training regarding corporate culture as there is very little to no request for such training.

To further analyze the situation, research is done by the author in the form of observation and qualitative research at the company. Another finding beside the corporate culture issue, is the lack of leadership development that could cause unfulfilled need for next-generation successors, The company today has a good leadership in the middle management, meaning that today's managers and supervisors have a balanced competence between technical and leadership skills, but the future leaders or successors are usually possessing only one of the two needed competencies (either lacking technical skills or leadership skills). From the company's demography, there is a gap between the older generations of workers within the company as compared to the current generation. Older employees that are currently filling the middle management position were mostly entering the company in the year 1980s or 1990s and are now slowly approaching the retirement age, meanwhile newer employees usually resigns after 2-5 years, most of them give up before getting up the career ladder. As trainings are based on request instead of aligned with the company's vision, the role of Learning & Development Department is quite minimum, even sometimes only working as an "event organizer". To increase the role of a Learning Center, the next logical step would be transforming it into a Corporate University whose task is helping to implement a company-wide learning initiative. One of the theories that will be used is The Six Building Blocks of a Corporate University, which is created by Boston Consulting Group. There will also be a benchmark with already successfully-implemented Corporate Universities like the one at PLN. The research will conclude with an implementation plan of the specifically designed Corporate University for the benefit of Ateja.

1.1. Research Question

In accordance with the business issues faced by the company, the questions of this research are concluded as follows:

1. How does a corporate university help to reinforce the corporate culture which will have a positive impact to other problems such as turnover and employee engagement?
2. How does a corporate university help employees to fill the competency gap and prepare employees to be the next generation leaders?
3. What is the ideal implementation of a corporate university for Ateja?

1.2. Research Limitation

This research is limited to these following conditions:

1. The issue analyzed on this research is based on the condition of Ateja in 2019.
2. Data used in this research is mainly based on qualitative research approach, mostly by interview and discussions conducted with the top management of the company, HRD managers, and Production managers. Quantitative research will also be used to support the qualitative research result.
3. This research will produce a design and implementation plan for a corporate university specifically for Ateja.

2. Literature Review

A Corporate University was a concept developed by General Electrics in the first half of the 20th century, but has seen a major increase in usage and implementation began in the 1990s and further in the early 2000s. When the term “Corporate University” (or CorpU for short) became more popular, a couple of companies started to adopt it for their own company. Lately, a CorpU is seen as having a more strategic role for the company. Until today, even large companies such as Disney, Shell, Canon, Apple, etc. is having its own CorpU to support their respective businesses. According to Grenzer (2006), a CorpU is “a function strategically aligned toward integrating the development of people within specific organization and must focus on personal development, career paths, training opportunities, learning events, human resource programs, and leadership at all level of the organization”. The difference between a CorpU and a Learning / Training Center is in its strategic role in the company. Conventional training centers are mostly focused training projects and are not always connected or contributing to the company’s strategy or mission. Training centers often has a “menu” of trainings available, whereas Corporate Universities, first, analyzes the corporate business strategy; thereafter create a plan to support the strategy.

According to Boston Consulting Group (2013) in one of its journals titled “Corporate Universities: An Engine for Human Capital”, there are Six Building Blocks that forms the foundation of a Corporate University, which will be explained together with its implementation at the Ateja. The figure describing the Six Building Blocks can be seen as follows:

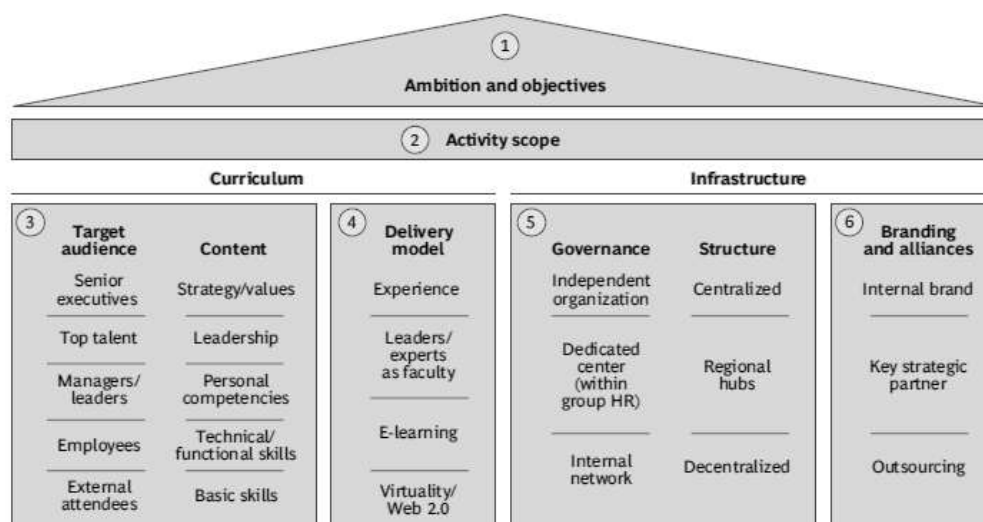


Figure 1 - The Strategic Building Blocks of a Corporate University (Boston Consulting Group)

3. Methodology

The purpose of this research is to analyze how close the current Learning Center of Ateja is qualified to be categorized as a Corporate University, and then to propose the ideal

Corporate University for the company so that it can strategically support the company reaching its vision. This research will emphasize the use of qualitative research data to understand the symptoms, where a quantitative approach is not needed. A research that is started with a qualitative approach can lead to either a quantitative research approach or could also stick to the qualitative approach. In describing a premise, hypothesis, and problem background of an analysis with a qualitative approach, the gathered data must be described clearly using words (Garna, 2009).

The author will do a further analysis whether the current Learning Center is sufficient for supporting the company, or if Ateja should proceed to upgrade its Learning Center into a Corporate University. To do this, a clear distinction in the form of several indicators is needed, which will be later used as a basis to distinguish the difference between the two, partly taken from the characteristics of a Corporate University described by Jeffrey W. Grenzer (2006) with several additions from the explanation of Corporate University characteristic by Anna Maria (2016) in its book, *The 7 Fundamentals of Highly Performed Corporate University*.

The 12 indicators are as follows:

No	Indicator	Learning Center	Corporate University
1	Access to training material	Limited access (classroom), time-specific	Can be accessed anytime, anywhere
2	Audience	Specific clients	Flexible to all clients
3	Content	Upgrade technical or business skills	Upgrade competencies & leadership
4	Delivery	Instructor-led (synchronous)	Synchronous and asynchronous
5	Frequency	One-time learning at scheduled times	Continuous learning
6	Operation	Staff function / overhead	Separate business unit
7	Outcomes	Develop skills	Increase overall performance
8	Revenues	Little chance of revenue generation	Greater chance of revenue generation
9	Scope	Tactical	Strategic alignment
10	Culture Reinforcement	One time, at onboarding program only	Continuous, to ensure every employee aligned with corporate culture
11	Basis of training	Competency gap	Company Strategy
12	Role of institution	Learning organizer based on request	Learning Initiator to the company

Figure 2 - Business Issue Indicator (Author)

One of the success stories of Corporate Universities in Indonesia is the PLN Corporate University. The Learning Center of PLN, also known as Pusdiklat PLN was one of the units at PT PLN Persero which was created in 1973, with the goal of creating expert employees in the field of electricity. In line with its main goal, this unit focuses its activity on training for new employees and technicians. The management of PLN realizes that to professionally manage the company, they have to create not only skilled workers, but also reliable & capable leaders that can supervise their respective units. After a thorough literature and field study, the idea to create a Corporate University appeared.

	Before Corporate University	After Corporate University
1	Competency-based training orientation	Performance-based learning
2	Ownership: HR Director & Learning Center	Ownership: BoD& Senior Leader of PLN
3	No Service Level Measurement	Service Level Measurement
4	Focus on Training Process Speed	Focus on Quality of Training
5	Traditional Training Method	Action Learning, blended Learning & E-Learning

Figure 3: Before and after implementation of PLN Corporate University

4. Findings and Argument

From the observation and research done at the company comparing the current situation and the company's needs, there are 2 main findings in general:

4.1. Career Succession and Turnover Problem

At the company, the career succession is the main concern of the Career Development (CD) Department and also Organizational Development (ODV) Department. These last years, there has been an increasing concern about the number of successor available at the company. Through the research done, it can be generally assumed that newer employees resign after 2-3 years for various reasons, which in turn creates a shortfall for new successors.

One of the divisions with a significant amount of employee resignation is in the Marketing Division. Stated by the Manager of Marketing, resignation is mostly caused by the hardship to penetrate the market. The challenges are mostly caused by the lack of interpersonal skills, and in some cases newer employees can overcome it by being given an on-the-job training by their respective supervisor. At some other cases somehow, supervisor relies on the natural capability of those new employees and those who cannot perform at the market are given the impression of being incompetent. Because training programs are based on requests of the supervisors, as well as from CD Department and ODV Department, a supervisor with lack of attention for their subordinates will cause the new employee to be ignored for their development, causing stagnation in their respective departments.

At the Production Department, the cause of employee turnover is more due to lack of knowledge in the textile field. As new staffs are mostly originating from a more general education background such as Industrial Engineering or Operation Management (instead of anything related to textile), this situation expects the new employees to give extra effort to learn about technical textile mostly by themselves or they must be eager to ask to seniors about work. Concern from the Production Managers also include the behavior of current Generation-Y workers, who tend to be wanting instant results instead of steadily improving skills needed for their jobs. Hence, without a strong will to learn and also lack of support from their co-workers and supervisors, new employees are likely to give up their current job at the company.

4.2. Empowering the Learning Center

From the research, it can be concluded that employee turnover hinders career succession of the company. The turnover of new staffs today is mostly higher than it was before. From the point of view of HRD, this is mostly caused by the younger generation (Gen-Y or Millennials) who are more ambitious, result oriented, and also wanting everything instantly. While the older Gen-X is known as mostly loyal for their work and are usually seeking a lifetime employment, the current Millennials today are not afraid to leave the company when something is not as they desire. The work situation at Ateja was also different some 10-20

years ago. Before the company was the size of it today, the founders was then very close to everyone, in touch with almost every process and interacts with employees intensely. Apart of having a more family-like work situation, the degree of discipline taught by the founders were also high.

All training at the company is based on the Learning Needs Analysis (LNA). The Learning & Development Department has a minimum contribution to the creation of this LNA, which is mostly the task of Career Development Department. There is also almost no alignment between the planned trainings and the strategy of the management beside a brief discussion with the managers and also a final approval from the directors. The annual planning of the Learning Needs Analysis is mostly unchanged throughout the year and even requests for new trainings in the middle of the year are usually rejected and included in the following year. This inflexibility of the LNA has been around since the creation of the Learning Center in 2003, but since 2017 there was a small improvement with the creation of the “training requests outside of the LNA” form.

The findings and arguments of the work should be explicitly described and illustrated. Supporting figures, tables and images of the results (no more than two figures and two tables) may be included in the extended abstract. All the tables, images and figures should be centered. Figures and images should be numbered (see Figure 2 for an example) and figure headers should be placed under the figure or image; as for the tables, they should also be numbered (see Table 2 for an example) and the table header should be placed at the top. References (if any) of the tables, figures and images should be presented right under the tables, figures and images in the form of author surname and publication year.

4.3. Business Solution

To help Ateja answer the challenges, there must be an empowerment of the current Learning Center, which could be considered good start towards its next step: a Corporate University for the company. A more active, aggressive, and integrated Learning & Development Department is expected both from top management as well as fellow colleagues. According to M. Allen (2002), a Corporate University or CorpU is defined as “an educational entity that is a strategic tool designed to assist its parent organization in achieving its mission by conducting activities that cultivate individual and organizational learning, knowledge, and wisdom”. Corporate Universities functions as a tool to spread knowledge about corporate values & strategies across the whole organization with an emphasis on a systematic approach for knowledge sharing and collaboration.

For Ateja, the transformation towards an ideal Corporate University will be implemented based on the Six Building Blocks of a Corporate University mentioned at Figure 1.

4.3.1. Ambition & Objectives.

A corporate university does not only focus on training alone, but also to tie together the divisions and departments inside a company by acting as a platform for strategic development and execution. At Ateja, the current learning center is mostly focusing on the training purposes of the company and organizes training activities as ordered by the LNA (Learning Need Analysis) and also documenting existing training material. A more active role in tying together division and departments for strategic development can be made. As of now, the Learning & Development Department responsible for the activities of the Learning Center relies heavily from input given by CD and ODV Department which have their own limitations. The suggestion is that the approach toward an employee’s career should come from both Learning & Development (LD) Department as well as CD and ODV Department. The suggested role of LD could be described as follows:

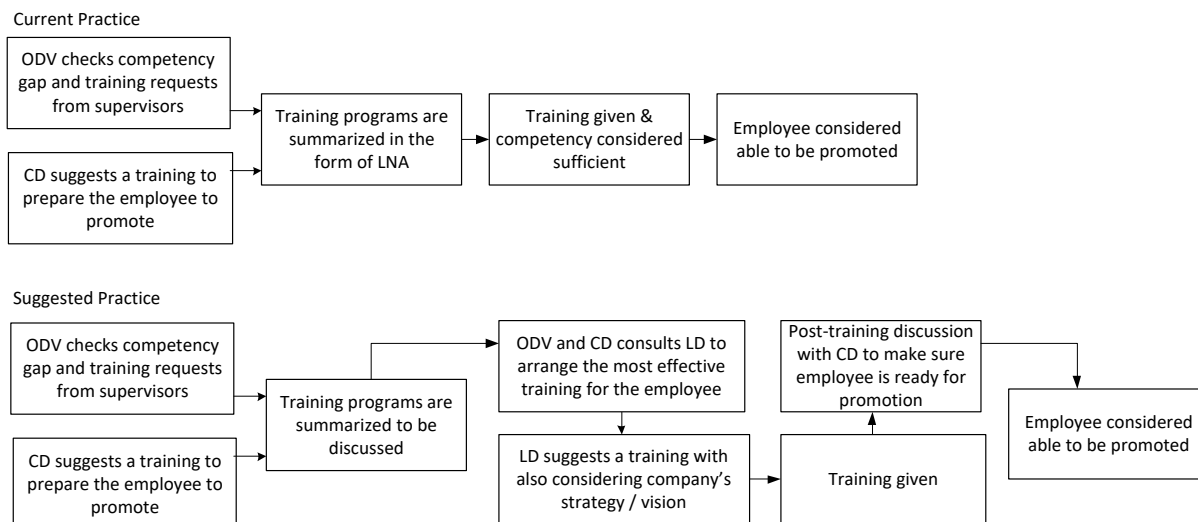


Figure 4–Suggested Role of LD towards Training (Author)

4.3.2. Activity Scope

Corporate Universities tend to have a focus on one of four identified primary role: Training Center, Leadership Accelerator, Strategy Platform, or Learning Network. At this moment, the role taken is as a Training Center, hence the name “Ateja Learning Center”. The next goal is to create the role of a **Leadership Accelerator**, because it is more needed by the company. To create a leadership accelerator, the focus is to target the middle and top management to foster a companywide leadership culture, where they play a vital role to develop future leaders.

To do this at Ateja, first we must identify the middle and top managers that can be given the responsibility to create the development program, and the next step is to prepare the program itself in collaboration between Learning & Development Department with the managers.

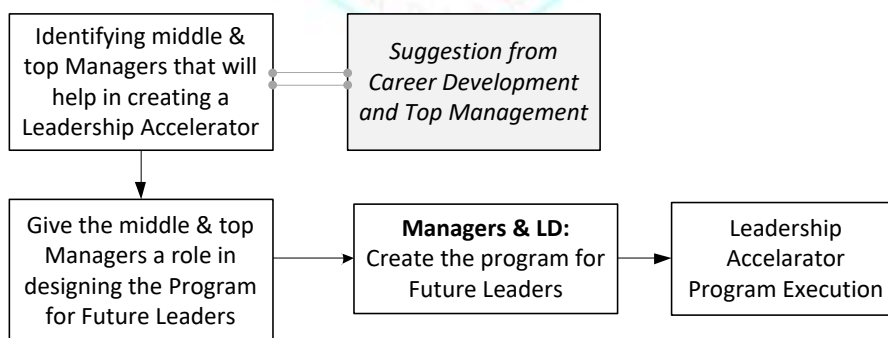


Figure 5 : Role of Middle & Top Managers towards creating the Leadership Accelerator Program

4.3.3. Target Audience & Content:

A Corporate University today faces a triple challenge, which is to train: senior leaders, middle managers, as well as employees at large. The current Learning Center of Ateja focuses on all employees, as it analyzes and organizes training for each person at the company who is included in the Learning Needs Analysis (LNA). Each training stated in the LNA is the result of the analysis of Career Development, so it sometimes isn't in line with the company's needs at the corporate level, and sometimes it isn't even right on target for the employee or for their department. To counter this, the Learning & Development Department should work

together with top management and Career Development Department to find next-generation leaders so that the audiences are those who are going to lead the company in the future.

4.3.4. Delivery Model:

There are currently 3 types of efforts that are trending to boost the quality & impact of a corporate university, which are: Innovating program content, Leveraging Web 2.0, and Developing more robust collaboration strategy.

Regarding the programs to boost the quality and impact of training programs including innovating program content, leveraging Web 2.0, and developing more robust collaboration strategy, there are 2 strategies that will be done by the author, which are:

a. Updating the Soft Skill Enhancement Trainings

Every year in the Learning Needs Analysis, there are training needs concerning soft-competency training programs which are focusing to close the competency gap.

For each request for soft-competency trainings, the participants will be included in the sessions that are part of the 1-week onboarding program, as it includes the same training material. These trainings have mostly little to no impact to older employees because it is considered “too plain”. The author suggest a more intense and practice-based training.



Figure 6: Proposed Refreshment Training to Enhance Content & Collaboration

In the proposed Refreshment Trainings above for soft-skill competency, there will not only be theory taught to the participants, but after the in-class training the participants will be asked to find the best implementation of the theory of their workplace. After the implementation, participants will be asked to present their results to the class, which will create a more dynamic knowledge-sharing environment. To make sure that every participant will implement and present more seriously, there will be a small reward for the participant with the best presentation, in the form of a Pin, Ballpoint, or other merchandise as a token of appreciation.

b. Using Web 2.0 in the form of Ateja Mobile Application

Today’s training is using more and more technology to assist its implementation. About 15-20 years ago for example, the use of an overhead projector (OHP) is still very common in most presentation as LCD Projectors are considered expensive. Nowadays, no one is using OHP’s anymore. Web 2.0 was a trend when it was written by Boston Consulting Group in 2013, but today with the rise of mobile web and mobile application, the internet is on its way towards Web 3.0.

Web 1.0	Web 2.0	Web 3.0
The Web	The Social Web	The Semantic Web
Read-only Web	Read and Write Web	Read, Write and Execute Web
Information sharing	Interaction	Immersion
Connect Information	Connect People	Connect context, people and knowledge
All about static content (one-way interaction)	Two-way communication through social networking, blogging etc.	Visualization
Owning content	Sharing content	Consolidating content
Web Forms	Web Applications	Smart Applications
HTML Portals	XML/RSS	RDF/RDFS/OWL
Banner Advertising	Interactive advertising	Behavioral Advertising
Britannica Online	Wikipedia	Semantic Web

Figure 7: Differences between Web 1.0 until 3.0

Lately, there is a significant increase in mobile phone usage, where more people prefers document available at their phones instead of having a printed material. To cope up with this current trend, the author is suggesting the usage of a mobile application for the company, where one of its functions will assist in the training process.

Currently, an Android mobile application is being developed which will largely be used by Learning & Development Department, and also other departments at HRD Division. For Learning & Development, these functions will be integrated into the apps:

- Ateja News: the online news about Ateja which are usually printed and also available on the website will be accessible via the mobile app.
- Learning Video: the audio-visual news and learning information created by LD will be available on the mobile app as well.
- Learning Information: information about each day's training schedule
- Information about new books at the Library
- Information about usage of training rooms and facilities at Learning Center
- Class attendance of training
- Feedback / level of interest questionnaire of training
- Softcopy of training handout / material

4.3.5. Governance & Structure

A Corporate University's acceptance by everyone at the company depends on its integration with the corporate structure, and the involvement of a company's CEO is one of the most important success factors because they ensure that training contents are in sync with enterprise and business priorities. At Ateja, the Learning & Development (LD) Department managing the Learning Center is reporting to the HRD General Manager which is 3 levels below the CEO, thus making the LD Dept. 4 levels below the CEO. With the position of LD Dept. that is quite far from the CEO, there is a big possibility that the training or learning initiatives are misaligned from the business, and could possibly affect the company-wide acceptance of the Learning Center.

The author proposes an organizational structure for the Corporate University of Ateja, where it will be directly under the HRD Director, and has a direct access to the CEO, who also plays the role of the advisor. The new position of the Learning & Development that is in charge for the Corporate University is expected to give the unit more authority and independence, while also still being under the HRD Division so that is can coordinate together more efficiently.

4.3.6. Branding & Alliances

Nowadays, corporate universities focus on building its own faculty network with specialized expertise, where they work directly with more specialized niche providers in their network. If

the company has a strong brand, even internally, bearing the company's brand is enough to give the impression that all training & development programs are closely linked in quality to the company. Companies could also cooperate with a well-known University to help in developing or even delivering the training to their employees.

At Ateja, the company started to do this practice around 2 years ago, when it started its first ST3A Program. ST3A stands for "Sekolah Tinggi Teknik TekstilAteja" or Ateja Textile College, an internal bachelor-equivalent (S1) program which is in close collaboration with one of the best textile universities in Indonesia, STTT (Sekolah Tinggi TeknologiTekstil) in Bandung. The lecturers of ST3A are full-time STTT lecturers as well, and it uses almost the same knowledge curriculum with a small modification to eliminate the unnecessary courses. The first ST3A batch received good reviews from its participants, their supervisor, and also from their respective factory heads. Because of this positive reception from the stakeholders of this program, a second batch for this program has just started in October 2019. For this point, the Learning & Development Department is already on the right track and does not need significant changes, and should continue this strategic partnership with STTT.

Conclusions

In regards to the research questions described at the beginning of the paper, we can conclude the following:

1. How does a corporate university help to reinforce the corporate culture which will have a positive impact to other problems such as turnover and employee engagement?

One of the contributors of employee turnover and employee engagement is the comfort of the working environment, beside many other factors such as benefit, career, and the chance for self-development. A corporate university at a company has a task to holistically apply the company culture to a company and provide a continuous learning experience to all of its employees. The proposed corporate university at Ateja will help the corporate culture to be implemented continuously and align all the learning programs to the goals of the company, which is a more focused approach compared to the current methods of the Learning Center.

When a company has a strong corporate culture which reflects the idealism of its visions, there will be a certain character assigned to all of its employees which will in turn help the working environment have a distinctive atmosphere when compared to other companies. A chance for people development will also contribute to the employees feeling of being given the sufficient amount of attention, the feeling that they are accepted as being part of the company. All of this will help increase employee engagement and reduce employee turnover.

1. How does a corporate university help to reinforce the corporate culture which will have a positive impact to other problems such as turnover and employee engagement?

A corporate university helps to apply corporate culture since the very first stage of an employee's career. To be a next generation leader, there is a need to be at the "same side" with the company before even having the competency to become a leader. The methods of a corporate university of continuously reminding employees about the corporate culture, the vision and goals of the company, helps everyone to be prepared or at least know about what is expected of them from the company. A vague statement about corporate culture that is only in the form of slogans can be biased and could confuse employees, but a corporate university makes sure the communication is done thoroughly and continuously.

One of the other goals of a corporate university is also assisting the company in the learning process, to "shape" every employee to be aligned with the company's vision and goals. The methods of corporate university also ensure that each top management is responsible for a specifically-created training material that will help the top management themselves to teach future leaders according to those needs. Compared to a Learning Center where the training

programs are based on competency gap only, a Corporate University dynamically adjusts the training programs according to the needs of the company with the top management directly involved at the core of the learning process.

2. What is the ideal implementation of a corporate university for Ateja?

There are several points that will be implemented at the Company to create a Corporate University which is needed to answer the challenges faced by Ateja, which are:

- 1) Empowering the Learning & Development Department with a more active role of towards the drafting of the Learning Needs Analysis
- 2) Role of Middle & Top Managers in the Proposed Corporate University
 - a. Assigning their role towards creating the Leadership Accelerator Program
 - b. Assigning their position at the Corporate University
 - c. The creation of specific training material which includes a continuous Corporate Culture implementation
- 3) Change in delivery model:
 - a. Proposed Refreshment Training to Enhance Content & Collaboration
 - b. Developing the Ateja Mobile Application to improve the overall training experience

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