



JURNAL ILMU MANAJEMEN

Published every June and December
e-ISSN: 2623-2081, p-ISSN: 2089-8177

Journal homepage: <https://ojs.um-palembang.ac.id/index.php/JIM>



Development Plan for Enhancing PT XYZ Corporate University

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ARTICLE INFO

DOI:
10.32502/jim.v14i1.720

Article history:

Received:
15 April 2025

Accepted:
30 May 2025

Available online:
15 June 2025

Keyword:

corporate university
readiness, employee
training, employee learning,
competitive advantage

ABSTRACT

The corporate university serves as a strategic solution for companies seeking to implement structured learning programs aligned with their business strategies. The purpose of this study is to assess the readiness level of the corporate university at PT XYZ and to develop an improvement plan to address existing gaps. This research adopted a qualitative approach, utilizing observation and in-depth interviews with internal stakeholders directly involved in the transformation of the conventional training unit into a corporate university. Data analysis methods included observational checklist analysis, data reduction from interview transcripts, keyword identification, coding, and drawing conclusions based on the data. The findings reveal that out of twenty-six identified corporate university functions and activities, four have not yet been fulfilled by PT XYZ's corporate university. These unmet areas broadly relate to the corporate university's roles in employee career planning, strategic recruitment, succession planning, and the provision of library and electronic information resources. Based on these findings, this study proposes a development plan to enhance the corporate university at PT XYZ.

ABSTRAK

Corporate university merupakan jawaban bagi perusahaan berkeinginan memiliki program pembelajaran yang terstruktur dan selaras dengan strategi bisnis. Tujuan dari penelitian ini adalah untuk mengidentifikasi tingkat kesiapan Corporate University pada PT XYZ serta menyusun rencana perbaikan terhadap *gap* yang ada. Penelitian ini adalah penelitian kualitatif dengan menggunakan metode observasi dan wawancara mendalam dengan narasumber internal yang berkaitan langsung dengan transformasi unit training konvensional menjadi corporate university. Metode analisis data yang digunakan adalah dengan analisis checklist observasi, reduksi data hasil wawancara, membuat kata kunci, *coding* dan penarikan kesimpulan pada data. Hasil dari penelitian ini menunjukkan bahwa dari dua puluh enam aktivitas dan fungsi corporate university, terdapat empat poin yang belum dipenuhi corporate university PT XYZ. Secara garis besar, hal-hal yang belum dipenuhi oleh Corporate University PT XYZ yaitu fungsi corporate university pada perencanaan karir karyawan, perekrutan strategis, perencanaan suksesi, penyediaan koleksi informasi perpustakaan

dan elektronik. Selanjutnya penelitian ini menyusun rancangan penyempurnaan corporate university PT XYZ.

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Introduction

In the current business environment, where rivalry among companies is intensifying and transformations happen at a relentless speed, developing employees to be able to adapt to rapid changes is seen as essential for ensuring companies competitive advantage (Parshakov & Shakina, 2018; Patrucco, Pellizzoni, & Buganza, 2017; Scarso, 2017). Corporate universities, which are educational institutions established by companies, have become a widely used strategic tool to develop and upskill their employees (Oh, Park, & Baek, 2025).

Although the concept of corporate university has existed since General Electric opened its corporate university as part of a managerial development program in the 1950s (Oh, Park, & Baek, 2025; Savitri et al., 2024), similar awareness has only been possessed by many organizations since the 1990s (Alonso-Gonzalez, Peris-Ortiz, & Chacon, 2018; Carton, McMillan, & Overall, 2018; Singh, Verma, & Chaurasia, 2020). Currently, corporate universities are seen not only as a tool for transferring knowledge, but also as a tool for maintaining the company sustainability (Alonso-Gonzalez, Peris-Ortiz, & Chacon, 2018).

The approach to human resource development based on corporate universities should be distinguished from training practices in the company. There are several differences between training programs and corporate universities (Barley, 2007; Grenzer, 2006; Oh, Park, & Baek, 2025). A corporate university emphasizes strategic learning over tactical training, proactively prepares for future changes, aims to strengthen the organization as a whole, and implements a robust

assessment system that enhances stakeholder accountability beyond traditional training programs (Singh, Verma, & Chaurasia, 2020). PT XYZ, a long-established consumer goods company in Indonesia with a current workforce of over 80,000 employees, set up a dedicated training unit in 2016 to deliver tailored learning programs for its sales force stationed across multiple depots (Dewi, 2021).

Based on a preliminary study, it is found that PT XYZ training unit runs learning programs according to requests from General Manager and Sales Senior Manager. The training unit conducts road shows from one depot to another to present materials according to the requests of managers. Following the business growth, Board of Directors (BOD) of PT XYZ consider that learning activities intended to improve employee's knowledge and skills should not exclusively provided for the sales force team only, but also for other departments. BOD also assess that the learning focus should not only for technical skills, but also for leadership and people management skills to support managerial work activities (Dewi, 2021).

In the early 2020, the spread of Covid-19 viruses stopped the training unit road show activities. There were restrictions on travel permits and the prohibition of gathering in one place for a long period of time. PT XYZ resolved the challenge by using digital learning to ensure more flexible learning activities (Dewi, 2021).

Realizing the situation above, BOD considered creating a structured digital support learning approach that encourage synergy between departments, thus in turn will create positive impacts on the company's

strategic goals. BOD decided to transform their training centre into a corporate university (Dewi, 2021).

Through the corporate university, BOD of PT XYZ expects a learning program for employees in accordance with the learning value chain which is based on the process of analysis, design, implementation and evaluation to organize learning that has a major impact on the company's business strategy. The establishment of a corporate university will bring changes to the training team that previously existed at PT XYZ. If so far the training team has carried out activities based on requests from user managers only, then through the corporate university, a learning program will be formed starting from identifying business needs, then translating them into training modules and programs and measuring feedback from program participants and the results of the program to changes in work and employee performance that will have an impact on the business. The above things have not been done by conventional training previously owned by PT XYZ. Although training centre also provides learning programs to employee, but its programs tend to be reactive than proactive. Corporate universities take a proactive positioning. It is not only filling competency gaps, but must also encouraging employees to optimize their potential through continuous learning that in line with business goals (Dewi, 2021).

Wang, Li, Qiao, and Sun (2010) stated that corporate universities play an important role in knowledge management and infrastructure of the company. Corporate universities are responsible for everything from managing tacit knowledge to becoming tangible material that can be learned by all employees. In addition, it also plays a role as a centre for career development by supporting employees' competency development. Corporate universities are also expected to trigger continuous learning culture in the company.

Continuous learning skills are certainly needed by both employees and companies in order to always be able to adapt to changes and also win over their competitors. In addition to providing continuous learning experiences, corporate universities also have a function to instil corporate culture in each of their programs (Widyaputra & Ginting, 2020). When a company has a strong culture, it will be reflected in every activity and can build the character of employees.

The aim of this study is to identify the readiness of the corporate university at PT XYZ and to recommend improvement plan to close the gap identified. So that, PT XYZ corporate university can function optimally, and its existence really provides positive changes for the company, employees and stakeholders involved.

Literature Review

Definition of *Corporate university*

There are various definition of corporate university which reflect different needs, aims and focuses that each organization develop their corporate university (Oh, Park, & Baek, 2025; Qiao, 2009). Dealtry (2017) defines corporate university as a management intervention that brings a company to a phase of comprehensive and sustainable business development that would not be achieved with traditional leadership and learning behaviour approaches. In a different way, Lui Abel and Li (2012) express corporate university as organizational strategic effort to integrate their internal processes in order to achieve their vision as well as achieving competitive advantage through high competence and performance employee. Meanwhile, Allen (2002) describes corporate university as a strategic educational entity, designed to help the parent organization achieve its mission, by carrying out activities that promote learning, knowledge or wisdom of individuals and the organization. Differently, Meister (1998) explains corporate university as a centralized

strategic umbrella for employee education and development or supply chain members such as customers, suppliers and dealers. Based on the definitions expressed by these experts, there are several keywords regarding corporate university that are obtained, namely: educational entity, strategic, integration, learning, designed to achieve the organization's mission, Sustainable.

Differences between corporate universities and training departments.

The fundamental difference between corporate universities and training departments is that corporate universities are more strategic (Tong, Jacobs, & Wang, 2022). Corporate universities always proactively provide business learning services in order to meet the performance needs of the organization, while training departments are more reactive to operational problems (Allen, 2010; Ewer, 2017; Walton, 2005).

Meanwhile, Paton, Peters, Storey, and Taylor (2005) describe several fundamental differences between old-style human resource

development patterns such as training centres and corporate universities. There are three main keys to seeing these differences. The first key is about large-scale and complex corporate-level initiatives. A well-organized corporate university will be physically located in or near the company's headquarters, have a sponsor at the BOD level and be separated from the human resource development function. Decision making is also at a high level of the company and the resulting initiatives have the aim of creating contributions or added value to the company. The second key is about the strategic alignment between the activities carried out by the corporate university and the company's business strategy. The third key is the effort to create standards, for example, such as network development, innovative program design or the use of information technology. Meanwhile, Grenzer (2006) stated that there are eleven aspects that differentiate training centres from corporate universities, as stated in table 1 below:

Table 1.
Training Centre and Corporate University Differences

Aspects	Training Centre	Corporate university
Access	Limited access (usually in class) and at certain times	Can be accessed anywhere and anytime
Participant	For limited participants	Flexible for anyone
Contents	Improve technical or business skills	Extensive and available online competency enhancement
Delivery	Generally, instructor-led (synchronous) including testing	Can be delivered synchronously or asynchronously
Participation	Open, manual process that is not tied to any curriculum or requirements.	Curriculum needs-based participation with the help of online LMS
Focus	Generally reactive in nature	Generally proactive
Frequency	At certain times	Continuous at any time
Operation	Usually associated with staff functions	Operating as a separate business unit capable of generating revenue
Outcome	To improve or develop skills	Improve overall performance
Income	Less opportunity to increase revenue due to limited participants	Greater change in income due to online availability
Scope	Tactical	Continuous learning online

Source: Grenzer (2006)

Based on the above explanation of the differences between training centres and corporate universities, it can be said that the learning process through corporate universities provides flexibility to program participants and the program is designed to be in line with the overall business strategy, not only to improve participants' technical skills.

Corporate university activities

Allen (2007) describes 26 functions and activities carried out by corporate universities, as follows: 1. conducting needs assessment, 2. designing training programs, 3. delivering training programs, 4. designing managerial and executive development programs, 5. delivering managerial and executive development programs, 6. assessing technology options, 7. delivering e-learning or blended learning programs, 8. hiring vendors, 9. managing vendor relationships, 10. marketing programs internally, 11. marketing programs externally, 12. evaluating programs, 13. evaluating corporate universities, 14. managing university partnerships, 15. delivering executive coaching, 16. delivering mentoring, 17. supporting career planning, 18. supporting strategic recruitment, 19. conducting new employee orientation, 20. supporting succession planning, 21. supporting cultural change, 22. Strategic change, 23. managing knowledge management, 24. delivering policy management, 25. Managing library and electronic information collections, 26. supporting research and development.

In its role as a centre of excellence, corporate universities can become a centre for developing human resource capabilities or can be called a centre of capability/competency development which will then develop human resources to fill the gaps according to needs or in line with the development of business strategies and the times. In addition, corporate universities can also act as a centre for leadership development, where corporate universities not only play a role in developing

the competence of permanent employees but also in their motivation, initiative and leadership. In addition, corporate universities can also become a centre for certification of several competencies. This is in line with the increasingly advanced business world, so every competency or expertise will have a global standard. With the standards set by corporate universities, companies can measure how skilled or competent their human resources are in each field and to meet these standards.

Corporate university type

Allen (2002) states that corporate universities can be realized into 4 levels. Level I - training only: corporate university functions as part of the training division that organizes specific job training programs. Level II - training + managerial and/or executive development: at this level, training programs not only focus on development skills, but also include learning designs for managerial and executive development. Level III - programs that provide academic credit: corporate universities organize learning programs that count as academic credit and are recognized by traditional higher education institutions. Level IV - programs that result in academic degrees: At this level, corporate universities offer learning programs that result in bachelor's or master's degrees. In order to organize programs at this level, corporate universities must obtain accreditation from the directorate general of higher education or direktorat jenderal pendidikan tinggi (Dikti) of ministry of higher education, science, and technology of the Republic of Indonesia.

The four types of corporate universities can be a guideline for the development of corporate universities within the organization, starting from level I to level IV.

Corporate university development process

Meister (1998) identified ten key steps that must be taken by organizations planning to establish a corporate university as a forum for centralizing learning that is aligned with the company's business strategy. Those steps are as follows:

- a. establish a management body. The first step is to establish a management body that is responsible for the regulation and supervision of corporate university operations.
- b. Formulate a vision. It is important to develop a clear vision for the corporate university, which will serve as a guideline in planning and implementing learning programs.
- c. Establish a funding strategy. The company needs to formulate a solid funding strategy to ensure the sustainability and smooth operation of the corporate university.
- d. Determine the scope of learning. Determining the scope of learning is an important aspect to ensure that the programs held are in accordance with the needs of the organization and support the company's strategic goals.
- e. Identify stakeholders and their needs. The company must identify key stakeholders, including employees and other related parties, and understand their needs in terms of skills development and learning.
- f. Developing products and services. Corporate universities must be able to design and develop relevant learning products and services that can provide added value to the organization.
- g. Selecting learning partners. Selecting the right learning partner is essential to ensure that the programs provided are of high quality and support the achievement of strategic goals.
- h. Developing a technology strategy. Companies must plan and implement a technology strategy that supports efficient learning delivery, both through traditional methods and digital technology.
- i. Establishing a measurement system. An effective measurement system needs to be established to evaluate the success and impact of learning programs provided by corporate universities.
- j. Conducting ongoing communication. Open and ongoing communication with all stakeholders is

essential to ensure that the vision and goals of corporate universities are maintained and understood by all parties.

Corporate university development foundation

Boston Consulting Group (2013) stated that there are six fundamental strategies that are the basis for building and developing an effective corporate university:

1. The ambition and objectives of a corporate university must explicitly articulate its goals and vision, which are aligned with the strategic direction of the parent organization. In practice, a corporate university functions to strengthen collaboration between organizational units and leaders in order to develop strategic competencies and skills needed for business sustainability.
2. The scope of corporate university activity management activities must be systematically arranged to support the achievement of the organization's vision and strategy. Based on the target audience and strategic objectives, corporate universities generally take one of four main roles: as a technical training center, a leadership development platform (talent management), a strategic change agent, or as a cross-organizational learning network.
3. Target participants and curriculum. The curriculum developed must be able to meet the specific competency needs of each division of the organization. The design of this curriculum must be relevant to the purpose of establishing a corporate university, the scope of programs offered, and the characteristics of the target participants.
4. Learning delivery model. Corporate universities are required to provide a variety of learning methods that are adaptive to the needs of the organization. Innovative approaches, such as the use of Web 2.0 technology and strengthening collaboration between participants, are strategic steps to increase the effectiveness and impact of learning programs.
5. Governance and organizational structure. Corporate universities need to implement an effective governance system, especially in terms of

reporting and managing relationships between stakeholders, both in terms of funding and facilitation. Active involvement and full support from the organization's top leadership are the main determinants of the success of a corporate university. 6. Branding and strategic alliances. Building a strong brand image and developing strategic partnerships with external stakeholders, including academics and industry practitioners, are crucial elements. In this context, corporate universities function not only as internal training providers, but also as learning consultants that build extensive networks with experts to meet the organization's needs more specifically.

Use of technology in corporate universities

The rapid development in the field of information and technology currently has a significant impact on the implementation of learning and development in organizations. This is reflected in the increasing number of learning practices that integrate technology. The presence of sophisticated communication technology and mobile devices makes it possible to fulfil knowledge needs without having to hold face-to-face meetings at physical locations (Turnbull, Chugh, & Luck, 2020).

The technology that enables the implementation of distance courses is widely known as a learning management system (LMS). LMS can be described as a web-based software platform that provides an interactive online learning environment and automates various administrative processes, organizing, delivering, and reporting related to educational content and learning outcomes (Turnbull, Chugh, & Luck, 2020). The primary goal of any Learning Management System (LMS) is to manage and track individual or organizational training activities while aligning them with the organization's business strategies (Ilyas, 2017). In recent years, Abu Shawar and Al-Sadi (2010) emphasized that the need for an LMS to

manage online courses has become an important issue, and the development of e-learning platforms is now an area of fierce competition between companies.

According to Yildirim, Temur, Kocaman, and Goktas (2004), LMS must be dynamic, meaning the system must be active, flexible, customizable, and able to adapt to existing learning needs. These characteristics make LMS superior to traditional education methods. Furthermore, Turnbull, Chugh, and Luck (2020) identified eight key features that make LMS the main choice in modern education practices, including: 1. Course Management. Course management capabilities of an LMS encompass the timely distribution of appropriate learning materials to enrolled students. This includes overseeing and organizing content, scheduling sessions, and conducting content audits. 2. Assessment. Assessment is a core function of any Learning Management System (LMS). It should enable the collection, storage, and evaluation of learner submissions, while also delivering individual feedback. Assessable tasks may include homework, examinations, projects, and portfolio artifacts provided by students. 3. Process Tracking. "Tracking user and manager engagement is a vital feature of an LMS. This includes monitoring login frequency, time spent on different course components, communication activity, and the volume of downloaded materials. Robust reporting tools enable course managers to detect early signs of learner difficulties and implement timely interventions to prevent dropouts. 4. Gradebook. The gradebook feature in an LMS allows for the distribution of assessment-related information to students. It includes logging assignment grades, instructor feedback, and student attendance records. 5. Communication Tools. LMS communication tools are typically categorized as synchronous or asynchronous. Asynchronous tools facilitate one-way interactions, including emails, discussion forums, and wikis. In contrast, synchronous tools enable real-time,

two-way communication, such as instructor-led video conferencing and live message boards. 6. Security and Privacy. Security and privacy are critical to the success of online learning. Key security features in an LMS include user authentication, access control, password management, and intrusion detection to prevent unauthorized system access. 7. Social Connectivity. This feature is designed to replicate the dynamics of an online social environment through tools like discussion forums, live chat, and video conferencing. Some LMS platforms also include functionality to track learner engagement with these communication tools—an essential capability for courses where class participation contributes to the

final grade. 8. Equitable Access. The majority of LMS providers develop course content using responsive HTML page formats, ensuring compatibility across various mobile devices, including smartphones. This enables learners to access educational materials anytime and from any location.

Research Methods

This study employed qualitative research in the form of a case study. Data sources for conducting the analysis were obtained from document studies, observations and interviews. The analysis steps, data collection methods and output in this study are described as follows:

Table 2.
Analysis Steps, Data Collection Methods, and Output

No	Analysis Steps	Method of collecting data	Output
1	Identifying business vision, mission, strategy	Interviews with 10 department managers and user managers, document study	Understanding of vision, mission, business strategy
2	Identifying corporate university readiness	Interviews with 10 department managers and user managers, observations	Corporate university readiness level at PT XYZ
3	Proposing improvement plans		Corporate University improvement plan for PT XYZ

Source: author, 2025

The interview and observation instruments for assessing the readiness of the implementation of PT XYZ's corporate university were adapted from 26 activities and functions of corporate universities according to Allen (2007). The data analysis method used was by reducing interview data, creating keywords, coding and drawing conclusions from the data.

Results and Discussion

The creation of a corporate university is intended to enhance the traditional training at PT XYZ by providing more meaningful and strategic value. It aims to support the

company's growth through structured and ongoing employee development.

Observations of the corporate university established by PT XYZ reveal that, despite being relatively new, it has already led to significant changes—particularly in how the company ensures that employees across all departments and levels possess the required competencies (knowledge, skills, and behavior) through a structured learning program. This aligns with PT XYZ's business strategy, where expanding operations and leveraging advanced technology to deliver

high-quality, affordable products accessible to all segments of society necessitate an employee with competencies that support the company's strategic goals.

PT XYZ needs human resources with strong leadership skills, which are developed through leadership academy programs. To build a competent sales force and distribution team, these programs help ensure that PT XYZ's products are well-known, widely accepted,

and frequently reordered across a broad market. Additionally, to optimize internal business costs, technical competencies are addressed through specialized technical academy programs.

Based on the previous description, as well as the checklist and interview findings, the following table presents a gap analysis of the corporate university implementation at PT XYZ.

Tabel 3.
Gap Analysis

No	Description	Present Condition	Desired Condition
1	Career planning	Provide training data to the Human Resource Business Partner (HRBP) unit	Actively participate in the provision of career planning programs
2	Strategic recruitment	Only conducting onboarding sessions.	Playing a role starting from pre-requisite activities for employee recruitment
3	Succession Planning	Provide training data to HRBP unit	Alignment of career levels with learning programs
4	Library and electronic information collections	Not yet available	Available and is one of the sources of material related to learning activities and can be used by facilitators.

Source: author, 2025

After analyzing the observations and interviews on the corporate university's implementation and identifying the unmet functions at PT XYZ's corporate university, the next step is to distill these findings to establish improvement targets. This will help optimize the corporate university's performance in alignment with PT XYZ's business strategy.

Corporate University and Career Planning

This study suggests several improvements for the role of corporate universities in employee career planning, as outlined below: 1. Map the top three and bottom three participants in the program being carried out 2. Complete the profiles of the top three and bottom three participants with the work performance and

demographics of the participants. 3. Conduct interviews to find out the aspirations of the participants, both those who are included in the top three and bottom three categories. 4. Collaborate with HRBP and user managers regarding vacant positions that can be filled by the top tree participants and identifying what competencies are still lacking so that it can be determined whether they will enter another program to complete their competencies. 5. Likewise, for participants who are included in the bottom three participants, it is necessary to examine how their work performance is and then together with HRBP and user managers determine the next development method.

Corporate University and Strategic Recruitment

This study proposes several improvement initiatives that corporate universities can implement to play a strategic role in the employee recruitment process, as detailed below: 1. Together with the talent acquisition team and user managers, map out what positions are currently vacant and based on business needs analysis with user managers, what are the basic competencies possessed by the position. 2. Together with the information technology team, create interactive and user-friendly tools for self-learning and testing prospective employees. 3. Together with the talent acquisition team and user managers, create questions and parameters that can assess that prospective employees meet at least the basic competencies of a position. 4. Conduct a review with the talent acquisition team and user managers of the results obtained from the prerequisite test to determine the next process in recruitment.

Corporate University and Succession planning

This study proposes several steps that can be taken by corporate universities together with HRBP and Organizational Development (OD) units in determining succession planning:

1. Review the competencies possessed by each position level. 2. Together with user managers, map career levels for employees in each department. 3. Identify competency gaps, modules or programs that have not been followed by employees at the current competency level or position, and planning participation in related programs.

Corporate University and Library and electronic information collections

Currently, the library is not physically available for the corporate university, but this can be handled by having a shared drive so that the corporate university team can store things related to the module, the curriculum can be stored on the shared drive. The need for a physical library can be met after the corporate

university of PT XYZ has physical facilities allocated for the implementation of employee learning programs.

Implementation

The improvement initiatives are implemented based on the analysis of unmet items in the corporate university readiness checklist. Without a structured plan and execution to address these gaps, there is a long-term risk that the corporate university at PT XYZ may not deliver optimal results. Based on the readiness checklist and interviews with key informants, it was found that four items on the checklist have not yet been fulfilled by PT XYZ's corporate university.

PT XYZ's Board of Directors (BOD) members each hold responsibilities over different departments, each with specific needs related to employee development through the corporate university. While the corporate university provides structured learning programs aligned with the company's business strategy, long-term aspirations from some BOD members—such as transforming it into a public institution that can offer academic degrees (level 4)—must first be collectively approved by the entire BOD to ensure comprehensive and sustained support. Therefore, to initiate improvements in the implementation of PT XYZ's corporate university, it is crucial to first conduct socialization and obtain full BOD approval. In addition, formalizing and communicating the corporate university model is essential, alongside clearly conveying its vision and mission. This ensures that both internal and external stakeholders have a clear understanding of the university's purpose, scope, and the contributions expected from each stakeholder group.

Conclusions and Suggestion

This study has identified PT XYZ's corporate university readiness and propose improvement plans. Based on observation and interviews, it

was found that PT XYZ corporate university has not yet fulfilling 4 function and activities, namely: 1. Career planning, 2. Strategic recruitment, 3. Succession planning, and 4. Library and electronic information collection To fully realize its strategic function and maximize its impact, several corrective actions must be implemented promptly, as they influence both the execution of corporate university programs and the alignment of stakeholders with its goals. These recommended steps have been outlined in this study.

To ensure these corrective measures produce meaningful results, further research can be conducted to evaluate how the fulfillment of each corporate university function contributes to program effectiveness. Additionally, to assess measurable financial outcomes, an analysis of the Return on Training Investment (ROTI) should be carried out, examining how employee learning, whether through technical modules or leadership development, translates into improvements in employee and business performance.

Moreover, future studies could explore risk mitigation strategies for potential challenges that may hinder the timely implementation of the proposed design. For instance, if technical training infrastructure is not yet available, the corporate university could collaborate with nearby branch offices to utilize their facilities for learning activities.

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