
MAPPING THE LANDSCAPE OF CORPORATE UNIVERSITY RESEARCH: A SYSTEMATIC LITERATURE REVIEW WITH IMPLICATIONS FOR PUBLIC SECTOR LEARNING AND DEVELOPMENT

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Abstract

This study explores the relevance and development of Corporate Universities (Corpu) in the public sector, particularly in supporting strategic learning, human resource development, and institutional transformation. The objective of this study is to systematically map the scientific landscape of Corpu studies in public organizations using a Systematic Literature Review (SLR) approach. This study applies the PRISMA 2020 guidelines and the TCCM (Theory–Context–Characteristics–Methodology) framework, with article selection conducted through the Scopus database. A total of 48 articles from 1983 to 2025 were analyzed based on predetermined inclusion and exclusion criteria. The data were processed using VOSviewer for bibliometric mapping and thematic clustering. The results indicate increasing academic interest in Corpu, dominated by publications from the UK, US, Russia, and Indonesia. The review identified two conceptual frameworks: the Learning System Readiness Framework and the Integrated Learning Value Framework (i-LVF), which combines Outcome-Based Management, ADDIE, and Learning Management Systems (LMS) to strengthen Corpu implementation. This study concludes that although Corpu has gained recognition as an innovation in public sector learning systems, its implementation in developing countries remains under-explored and requires further empirical validation.

Keywords: *corporate university, public sector, systematic literature review, learning system readiness, i-LVF*

INTRODUCTION

The rapid shifts in global dynamics, increasing complexity of public service demands, and intensifying bureaucratic reform agendas have significantly influenced how the public sector, particularly civil servants, carry out their duties and responsibilities. In the context of a knowledge-driven economy, public institutions are expected not only to deliver administrative functions but also to act as agile, learning-oriented organizations capable of strategic thinking, problem-solving, and adaptive leadership. Consequently, the continuous development of human capital has become a foundational pillar in enhancing the effectiveness and responsiveness of public service delivery (Nkala & Chiware, 2022; Nor, 2025). This development should transcend conventional training models and evolve into an integrated, sustainable, and mission-aligned learning ecosystem responsive to the ever-changing needs of society. In response to this need, the Corporate University (Corpu) has emerged as a strategic approach for human capital development. Unlike traditional training centers, a corporate university represents a holistic learning system that links individual capacity building to the strategic direction of the organization. Originally conceived in the private sector during the mid-20th century, this concept has since expanded globally and found traction within state-owned enterprises and government institutions in Indonesia such as PT Telkom, PLN, and the Ministry of Finance (Suharsono, 2022). In the national policy context, the implementation of Corpu has been institutionalized through Law No. 20 of 2023 on the State Civil Apparatus, particularly Article 49, which mandates lifelong learning through integrated learning systems (Indonesia, 2023). The Indonesian National Institute of Public Administration defines the ASN Corporate University as a strategic entity aimed at advancing national development goals through cross-sectoral and collaborative

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learning (LAN RI, 2023). Despite its promise, the implementation of Corpu within the Indonesian public sector still faces considerable challenges. A self-assessment survey conducted by LAN RI (2024) revealed that approximately 41% of more than 100 public institutions remain at an intermediate-low level of implementation, indicating partial application of the Corpu elements. Furthermore, data from Bappenas (2024) shows a stark competency gap, with 34.57% of civil servants categorized as low in both potential and competence, while only 11.52% fall into the high category. These gaps are compounded by educational disparities and uneven distribution of expertise across regions. In this regard, the Corpu model provides a strategic framework for transforming the public sector into a more responsive, knowledge-driven environment what scholars metaphorically describe as a "learning house" consisting of foundational governance, structural learning pillars, and strategic alignment with national development (Zhou & Carr, 2024). Although scholarly interest in the Corporate University has grown in recent years, much of the existing research remains conceptual or limited to isolated case studies.

There is a notable lack of systematic synthesis that integrates insights across academic and practical domains, especially in the public sector context. This gap underscores the urgency of conducting a Systematic Literature Review (SLR) to build a robust theoretical and empirical foundation for understanding Corpu implementation in public bureaucracies. By mapping the landscape of Corporate University research, an SLR offers an evidence-based perspective to inform policy formulation and organizational development strategies. SLR provides a structured, transparent, and replicable method for collecting, analyzing, and synthesizing scholarly works (Gaffar et al., 2015; Williams et al., 2021). It is particularly valuable in identifying conceptual frameworks, recurring themes, and research gaps that can guide future inquiry and inform strategic policymaking (García-Peñalvo, 2022) In practical terms, findings from an SLR can contribute to the design of competency-based learning models aligned with the needs of civil servants and national development priorities. Moreover, an SLR can illuminate key barriers such as limited digital infrastructure or lack of institutional commitment and offer targeted recommendations for optimizing the use of technology and knowledge management systems (Giannakos et al., 2019, 2022). Applying rigorous SLR standards enhances the methodological consistency and credibility of research outcomes, making them reliable tools for academic scholars and government practitioners alike (Carver et al., 2013). Thus, reviewing the literature on Corporate University in the public sector not only fills a critical academic void but also serves as a strategic mechanism to support talent management reform and public service transformation.

LITERATURE REVIEW

Table 1. Definitions and Core Elements of Corporate University

No	Definition	Key Factors	Reference
1	A corporate university is an internal institution focused on developing human capital and aligning training with strategic goals	Key factors include organizational culture, supervisor support, peer relationships, work environment, and person-job fit.	(Ghomi & Ahmadi, 2018)
2	It integrates corporate strategies with learning, favoring performance, efficiency, and market relevance over academic traditions.	Emphasis on productivity, outcome-based evaluation, and alignment with corporate objectives.	(Webster et al., 2019)
3	Acts as a knowledge management hub to capture, share, and apply knowledge for organizational growth.	Success depends on cultural, organizational, and technological infrastructure, visionary leadership, and clear strategy.	(Ghomi & Barzinpour, 2018)
4	Serves as a central platform to develop employees, customers, and partners, embedding corporate values.	Focus on core competency development, innovative learning (e.g., mentoring), and bridging skill gaps.	(Szoboszlai, 2014)
5	Offers business-specific learning through structured programs tailored to	Requires aligned curriculum, competent HR, integrated culture, and	(Shek & Chai, 2021)

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	organizational needs.	cross-department collaboration.	
6	Promotes lifelong learning, strategic alignment, and intellectual capital development.	Built on business strategy, innovation, coaching, and sustainable learning culture.	(Zhou & Carr, 2024)
7	Adopts corporate governance and efficiency models, shifting focus from collegiality to performance	Driven by KPI culture, market logic, managerialism, and reduced academic independence.	(Tikkanen, 2024)
8	Embeds efficiency and accountability while reshaping individual behavior to match corporate values.	Includes competitive culture, monitoring systems, moral capital, and bureaucratic discipline.	(Jaye et al., 2021)
9	Delivers training through digital platforms for scalable and flexible learning.	Core elements include LMS, ICT, multimedia content, and impact assessment models.	(Legowo et al., 2019)
10	Supports business goals through job-focused learning, leadership, and innovation.	Involves digital upskilling, meta-competency training, collaborative learning, and personalization.	(Byundyug ova, 2022)
11	Prioritizes market-oriented research and management over teaching and academic ethics.	Factors include performance-based governance, process-model pedagogy, and critical student activism.	(Hanks, 2016)

Source : Developed by the researcher based on scopus databased (2025)

Corporate University

A corporate university is a strategically embedded educational entity established within an organization to develop intellectual capital and align learning efforts with corporate objectives. Unlike traditional training departments that are often decentralized, reactive, and operational in nature, corporate universities are purposefully centralized and closely integrated with the company’s strategic planning and human capital development efforts (Aziz & George, 2020; Waltuck, 2003). Their primary function extends beyond technical training; they aim to foster a unified corporate culture, promote organizational agility, and support long-term competitiveness through structured and purposeful learning interventions. One of the distinguishing features of a corporate university is strategic alignment, whereby learning programs are deliberately designed to support high-level organizational goals such as leadership development, succession planning, and innovation capabilities (Paton et al., 2017; Waltuck, 2003). In contrast to conventional training functions, which often operate independently of strategic leadership, corporate universities act as enablers of enterprise transformation by translating business strategy into learning curricula and talent development pipelines. They also promote a culture of continuous learning by providing ongoing, adaptive educational programs that respond to changing market conditions, digital disruption, and internal competency gaps (Grigorievna, 2021; Liu et al., 2016).

Leveraging technologies such as learning management systems (LMS), e-learning platforms, and smart learning environments, corporate universities enable scalable and personalized learning experiences across the workforce. Another defining characteristic of corporate universities is their integration with human resource (HR) strategy. As organizations transition from transactional HR models to strategic human capital management, corporate universities serve as a bridge by developing job-specific and business-relevant competencies, often aligned with key performance indicators and workforce planning. This deep integration empowers HR departments to shift from administrative support roles to strategic business partners. Moreover, corporate universities are conceptually and functionally distinct from traditional training centers. While traditional training tends to be tactical, short-term, and focused on immediate job performance, corporate universities are long-term, holistic institutions whose curricula are tailored to the organization’s mission, vision, and competitive positioning (Brito, L.M.P., de Castro, 2019; Park, 2012). Additionally, corporate universities engage not only internal employees but also external stakeholders such as suppliers, clients, and strategic partners, thereby contributing to a broader knowledge ecosystem. Prominent examples underscore this distinction. General Electric’s Crotonville, one of the first corporate universities globally, exemplifies how a dedicated institution can cultivate leadership excellence and strategic alignment within a global enterprise. In the public sector, the Kemenkeu Corporate University in Indonesia demonstrates how government institutions can adopt

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this model to enhance internal capability, promote policy effectiveness, and align public service competencies with national development goals (Paton et al., 2017). Together, these cases illustrate the adaptability of the corporate university concept across sectors, highlighting its value as a vehicle for aligning learning, talent, and strategy within complex organizational ecosystems.

METHOD

This study adopts a Systematic Literature Review (SLR) approach to examine how the Corporate University (Corpu) concept has been applied and studied within the public sector, particularly in the context of civil service institutions, including ministries, government agencies, and local administrations. The SLR method was selected for its methodological rigor, transparency, and replicability, which are essential for synthesizing fragmented literature and minimizing potential biases (Clark et al., 2021; García-Peñalvo, 2022). SLR is particularly relevant in public administration research, where diverse interpretations and contextual applications of Corpu require a structured framework for comparative analysis (Gaffar et al., 2015; Lui Abel & Li, 2012). To ensure systematic identification and selection of relevant literature, this review was conducted in five distinct phases:

1. Planning the review, by establishing research objectives and defining inclusion and exclusion criteria;
2. Identifying relevant literature using a combination of keyword strings (“corporate AND university”) applied to titles, abstracts, and keywords in the Scopus database;
3. Screening and selecting studies based on relevance, document type, language (English only), and open-access status;
4. Data extraction and coding, where key metadata such as authorship, publication year, journal, conceptual focus, and methodology were documented; and
5. Synthesizing results, through thematic categorization and bibliometric analysis to identify knowledge gaps and theoretical contributions (Rozanc, 2018).

The review process strictly followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 guidelines, which serve as a gold standard for conducting and reporting systematic reviews (Moher et al., 2009; Page et al., 2021). The PRISMA framework structures the review into four main stages identification, screening, eligibility, and inclusion and is supported by a 27-item checklist and a four-phase flow diagram to enhance reporting quality, transparency, and replicability. Although PRISMA was originally developed for clinical and biomedical research, its structured reporting mechanism has increasingly been recognized as valuable in management and public administration contexts (Abdullah et al., 2023; Uquillas Granizo et al., 2024). However, PRISMA alone is insufficient for organizing conceptual insights in managerial studies. Therefore, this research also employed the Theory–Context–Characteristics–Methodology (TCCM) framework developed by Paul and Rialp (Paul et al., 2019; Paul & Rialp, 2020) to structure and critically analyze the 48 selected articles. TCCM is a widely used tool for systematizing literature reviews in management, strategy, and organizational studies, and it complements PRISMA by enabling thematic synthesis across four dimensions:

- Theory (T): Examines the theoretical foundations and models underlying Corpu implementation, such as organizational learning theory, human capital theory, and public service motivation.
- Context (C): Analyzes the geographical, institutional, and temporal setting of studies, emphasizing comparative insights between Indonesia and global cases in the public sector.
- Characteristics (C): Identifies constructs, variables, dominant themes, and best practices derived from the literature.
- Methodology (M): Reviews the research designs, data sources, and analytical techniques used, ranging from qualitative case studies to mixed-methods research (Lin et al., 2019).

The combination of SLR, PRISMA, and TCCM allows this study not only to present a systematic and transparent mapping of the literature but also to generate conceptual clarity and policy-relevant insights. It provides a comprehensive understanding of the evolving discourse on Corporate University in the public sector and contributes to the development of sustainable learning strategies for civil servants.

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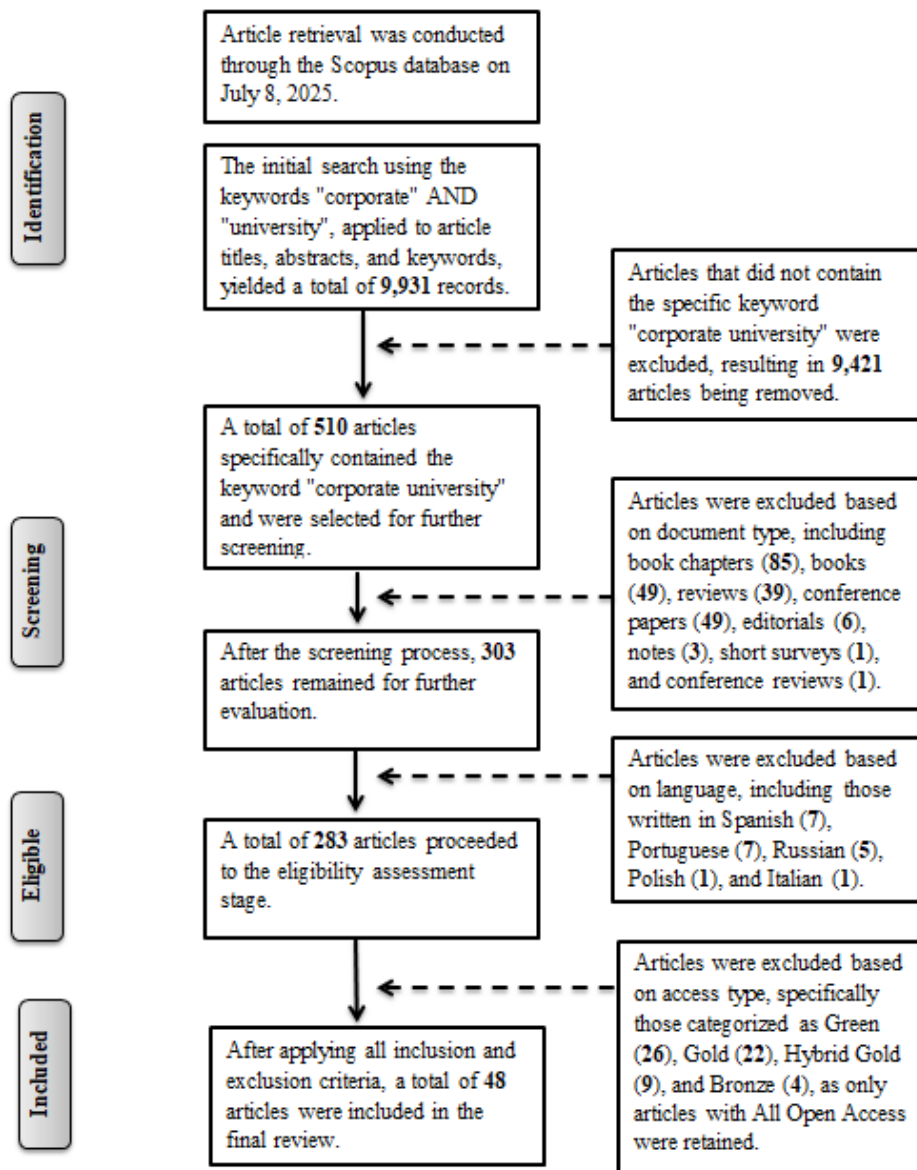


Figure 1. PRISMA Flow Diagram of the Systematic Literature Review Process

According to the search results obtained on July 8, 2025, from the Scopus database using the keywords "corporate AND university" applied to article titles, abstracts, and keywords across multiple academic disciplines and publication years (from 1908 to 2025) a total of 9,931 documents were initially identified (see Figure 1). Following this identification stage, a systematic screening process was conducted to refine the dataset. Articles were excluded based on document type (e.g., books, book chapters, reviews, conference papers), language (non-English), and access type (excluding non-All Open Access documents). This rigorous filtering process resulted in 48 eligible articles that were included in the final review. This study employed the PICOC framework (Population, Intervention, Comparison, Outcome, and Context) to formulate research questions and guide the structure of the systematic literature review. The PICOC model enables researchers to define key components of their study with clarity, enhancing both the relevance and rigor of literature search strategies and analysis. Although originally designed for clinical research, PICOC has been increasingly adapted for broader disciplines, including education, management, and public sector innovation (Feldner & Dutka, 2024; Nishikawa-Pacher, 2022; Sharma & Panja, 2025).

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The framework's structured nature allows for precise identification of research parameters, making it especially effective in supporting systematic reviews and evidence-based inquiries (Scells et al., 2017; Zong et al., 2024). Moreover, its contextual sensitivity makes it suitable for analyzing organizational practices such as Corporate Universities, which operate within diverse institutional, strategic, and cultural environments (Elias et al., 2015; Faridmoayer et al., 2023). Based on this framework, a total of 48 relevant articles were selected and analyzed to address the following research questions:

RQ1: To what extent does the topic of Corporate University remain relevant and impactful in driving future academic exploration within the field of public sector learning and development?

RQ2: How are scholarly publications on Corporate University distributed across various countries, academic institutions, publication sources, and prominent authors?

RQ3: What conceptual frameworks, recurring keyword associations, and thematic groupings have emerged to shape the current intellectual structure of Corporate University research?

RQ4: What foundational building blocks and systemic readiness elements are essential to implement an effective Corporate University within government institutions?

RQ5: How is an integrated learning system structured and implemented to support the effective realization of Corporate University goals in the public sector?

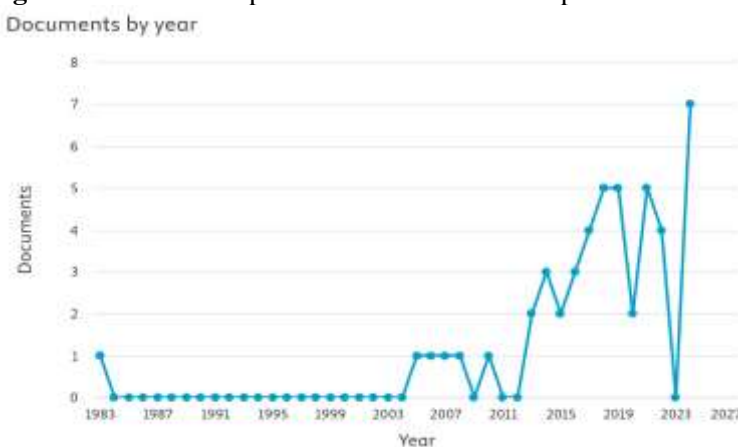
RESULTS AND DISCUSSION

After applying all inclusion and exclusion criteria, a total of 48 articles were included in the final review. This review maps the landscape of Corporate University research by analyzing publication trends, source journals, and the distribution of articles over time. Furthermore, the study identifies key contributors in the field, including the most influential authors, institutions, and countries represented in the literature.

RQ1: *To what extent does the topic of Corporate University remain relevant and impactful in driving future academic exploration within the field of public sector learning and development?*

Based on the data retrieved from the Scopus database, it was found that over the past four decades, academic interest in Corporate University has resulted in the publication of 48 articles. This indicates that scholarly exploration of the topic is still relatively limited. However, a notable increase in research activity has emerged within the last decade, particularly since 2012. The earliest identified study was conducted by Edwards, C. (1983), titled "*Patent pooling could dramatically shift corporate-university relations,*" which marked an early discussion on the evolving relationship between corporations and universities. In recent years, the concept of the Corporate University has increasingly attracted scholarly attention, focusing on its strategic role in organizational learning, human resource development, and institutional transformation across both private and public sectors. The upward trend in publications is illustrated in Figure 2, reflecting growing academic engagement with the topic and signaling the emergence of Corporate University as a field of study worthy of further investigation.

Figure 2. Number of publications related to Corporate University



Source : Scopus databased (2025)

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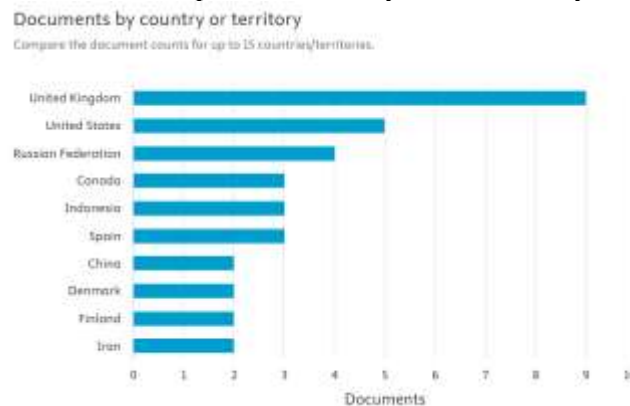
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Since 1983, there has been limited scholarly literature on Corporate University, largely due to the scarcity of research published in reputable academic journals. This presents a substantial opportunity for future researchers to address the gap and deepen the understanding of this concept. The growing importance of Corporate Universities in aligning learning strategies with organizational goals highlights the need for more robust academic exploration. Advancing this field is essential for shaping strategic learning models, particularly in enhancing institutional capacity and performance in both public and private sectors. A more comprehensive understanding of Corporate University frameworks may contribute to their more effective and sustainable application across diverse organizational settings. This growing interest not only reflects the increasing academic relevance of Corporate University but also underscores its potential to inform and strengthen learning and development frameworks within the public sector. As public institutions face pressure to innovate and build internal capacity, the Corporate University model offers a strategic approach worth deeper exploration

RQ2: How are scholarly publications on Corporate University distributed across various countries, academic institutions, publication sources, and prominent authors?

The articles were categorized by country, region, institutional affiliation, publication source, and contributing authors, with a focus on the top 10 entries in each category. Understanding the global distribution of Corporate University research provides valuable insight for both academics and practitioners in shaping future research agendas, particularly those aimed at strengthening learning systems in the public sector. In terms of geographic distribution, scholarly interest in Corporate University is led by the United Kingdom, contributing 9 articles, followed by the United States with 5 articles, and the Russian Federation with 4. Canada, Indonesia, and Spain each contributed 3 articles, while China, Denmark, Finland, and Iran each accounted for 2 publications (see Figure 3). This distribution suggests that while the topic is gaining traction globally, the volume of research is still concentrated in a few countries, highlighting the need for more diverse and regionally grounded studies in this field.

Figure 3. Distribution of Corporate University Publications by Country of Origin



Source : Scopus databased (2025)

To provide a deeper understanding of international collaboration within the Corporate University research landscape, a co-authorship analysis among countries was conducted using VOSviewer software. This analytical step is essential for identifying research clusters and informing future research agendas in a more structured and globally connected manner. The network visualization generated by VOSviewer illustrates patterns of collaboration between countries actively contributing to the field of Corporate University studies (see Figure 4).

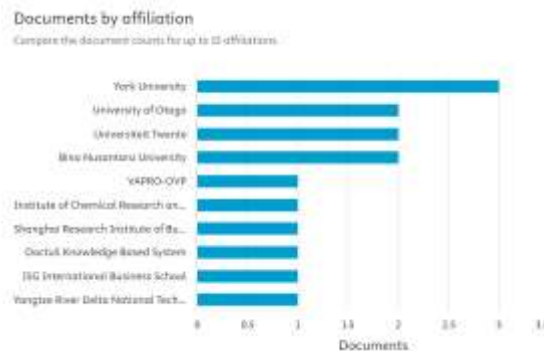
Figure 4. Country Collaboration Network on Corporate University Research



Source: Output VOSviewer software (2025)

The findings reveal that interest in the Corporate University concept is not limited to countries with long-established corporate learning traditions, but is also emerging in diverse global contexts, including both developed and developing nations. Countries such as the United Kingdom, United States, Russian Federation, and Indonesia appear prominently in the network, indicating a growing international awareness of the strategic role Corporate Universities play in shaping institutional learning models. This reinforces the relevance of Corporate University frameworks beyond the private sector and underscores their growing adoption within public sector environments. In addition to geographical distribution, the analysis of institutional affiliations shows that York University (Canada) leads with three publications, followed by University of Otago (New Zealand), University of Twente (Netherlands), and Bina Nusantara University (Indonesia), each with two publications. Other contributing institutions include ISG International Business School (France), Yangtze River Delta National Technology Innovation Centre (China), and Shanghai Research Institute of Building Science (China), each with one publication (see Figure 5).

Figure 5. Institutional Co-authorship Network on Corporate University Publications



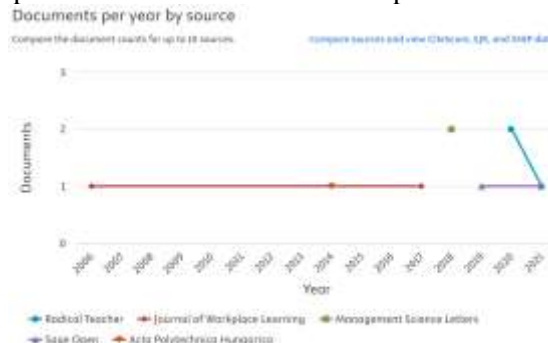
Source: Scopus Database (2025)

This distribution reflects a cross-continental interest in Corporate University research, not only within higher education institutions in Western contexts but also among universities and research organizations in Asia and emerging economies. It indicates that the study of Corporate Universities is gaining traction across institutional environments with diverse learning and development mandates. Furthermore, the source analysis of the 48 articles shows that the journal *Radical Teacher* has published the highest number of articles (3), followed by *Journal of Workplace Learning*, *Management Science Letters*, and *SAGE Open* with 2 articles each. Other journals, such as *Acta Polytechnica Hungarica*, contributed one article, illustrating that research on Corporate Universities is still relatively dispersed across various publication platforms (see Figure 6).

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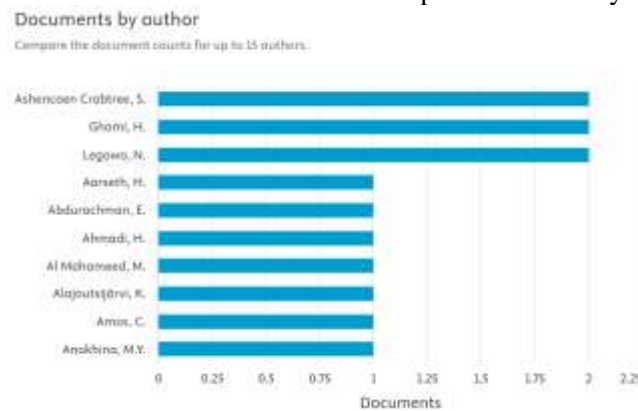
Figure 6. Top Sources of Publication for Corporate University Research



Source: Scopus Database (2025)

In addition to sources of publication, this study also examined the most active contributors in the field by analyzing author productivity. Based on the Scopus data, Ashencaen Crabtree, S., Ghomi, H., and Legowo, N. emerged as the most prolific authors, each contributing two publications to the Corporate University literature. Other notable contributors include Aarseth, H., Abdurachman, E., Ahmadi, H., Al Mahameed, M., Alajoutsijärvi, K., Amos, C., and Anokhina, M.Y., each with one publication (see Figure 7).

Figure 7. Most Productive Authors in Corporate University Research



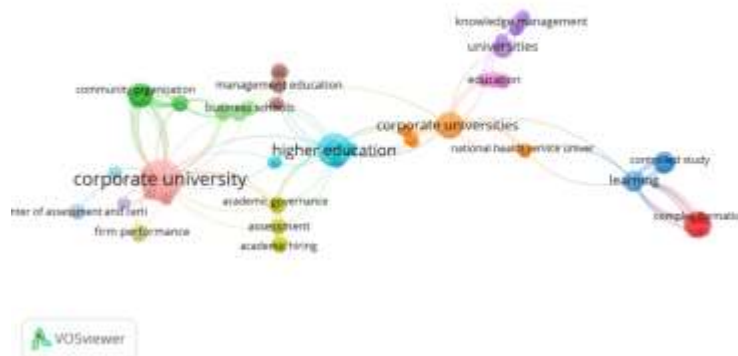
Source: Scopus Database (2025)

This author-level analysis reveals a relatively limited number of scholars consistently engaging with the Corporate University discourse. The fragmented authorship pattern indicates that the field is still emerging and has yet to form a well-established scholarly community. Consequently, there is considerable room to strengthen academic networks and develop deeper intellectual foundations particularly in relation to the role of Corporate Universities in advancing learning and development strategies within public sector organizations.

RQ3: What conceptual frameworks, recurring keyword associations, and thematic groupings have emerged to shape the current intellectual structure of Corporate University research?

This review examined 48 peer-reviewed articles retrieved from the Scopus database, selected based on rigorous inclusion and exclusion criteria. To map thematic trends and identify emerging research clusters, VOSviewer software was used for co-occurrence analysis of author keywords. This bibliometric approach provides valuable insights into the intellectual landscape of Corporate University research and highlights both theoretical contributions and practical implications, particularly for the development of learning strategies within public sector institutions. From a scholarly standpoint, the metadata analysis enables researchers to recognize dominant constructs and underexplored variables that may serve as entry points for future studies. For practitioners, these findings support the design and implementation of more effective and sustainable Corporate University models tailored to evolving organizational needs.

Figure 8. Co-occurrence Network of Author Keywords in Corporate University Research



Source: Output VOSviewer software (2025)

Table 2. Keywords by Author

Rank	Keywords	Total Link Strength
1	Corporate University	67
2	Learning	46
3	Satisfaction	22
4	Mentor	18
5	Skill	18
6	Digital Literacy	15
7	E-learning	15
8	Assessment	15
9	Assessment Center	13
10	Knowledge Management	7
11	Organizational Performance	6
12	Organizational Change	6
13	Learning Organization	5
14	Strategic Alignment	5
15	Talent Development	2

Source: Output VOSviewer software (2025)

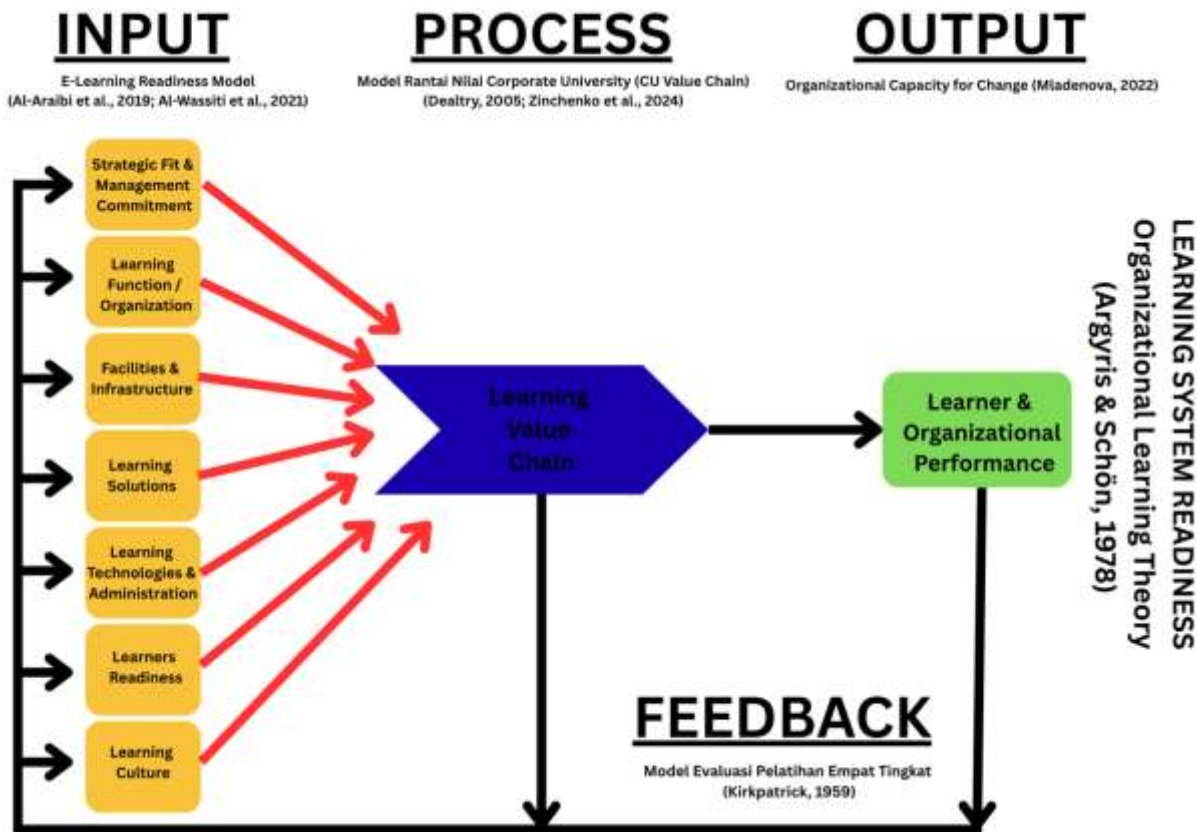
As visualized in Figure 8, the most frequently occurring keywords include: *Corporate University* (67), *learning* (46), *satisfaction* (22), *mentor* (18), *skill* (18), *digital literacy* (15), *e-learning* (15), *assessment* (15), *assessment center* (13), *knowledge management* (7), *organizational performance* (6), *organizational change* (6), *learning organization* (5), *strategic alignment* (5), and *talent development* (2). These findings indicate that the literature is largely concentrated on themes related to strategic learning, digital transformation, and employee development reflecting the evolving role of Corporate Universities in supporting institutional performance. Despite growing interest in the field, prior research remains relatively limited in scope. As seen in Figures 3 and 4, the majority of studies are clustered in a small number of countries and institutions, suggesting a need for broader international perspectives and more diverse empirical contexts. Expanding the geographical and organizational coverage of Corporate University research particularly in developing countries and public sector settings can enrich the field and support more contextually relevant learning and development frameworks.

RQ4: What foundational building blocks and systemic readiness elements are essential to implement an effective Corporate University within government institutions?

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Figure 9. Learning System Readiness Framework for Public Sector Corporate University Implementation

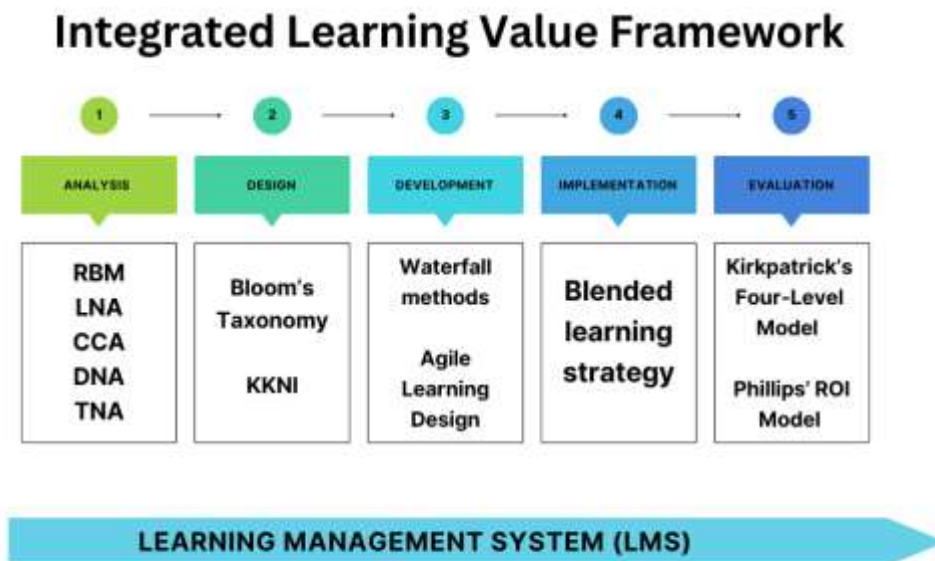


Source: Author’s elaboration based Input–Process–Output (IPO) (Branch, 2009)

To effectively implement a Corporate University within government institutions, a comprehensive readiness framework is essential. Drawing on Organizational Learning Theory and integrating insights from middle-range models, this framework outlines four foundational dimensions: input readiness, learning process, feedback and evaluation, and performance outcomes. The first phase, Input Readiness, emphasizes the foundational infrastructure and cultural alignment necessary for initiating Corporate University systems. This includes seven core elements: strategic fit and leadership commitment, the structure of the learning function, availability of learning infrastructure, development of tailored learning solutions, administrative systems, learner readiness, and an enabling learning culture. The second phase, Learning Process, draws on the Corporate University Value Chain model, highlighting curriculum development, delivery mechanisms, cross-unit collaboration, and the cultivation of a continuous learning mindset. Third, the Feedback and Evaluation stage incorporates Kirkpatrick’s (2009) Four-Level Training Evaluation Model to assess program impact ranging from learner reactions and knowledge acquisition to behavioral change and organizational outcomes. Finally, Learning Output and Performance Impact considers the organization's capacity for change, reflecting how learning systems contribute to enhancing workforce competence, strategic alignment, and overall institutional performance. This structured model serves both as a diagnostic tool and a strategic guide, ensuring that Corporate University initiatives are grounded in systemic readiness and aligned with the unique demands of public sector transformation.

RQ5: How is an integrated learning system structured and implemented to support the effective realization of Corporate University goals in the public sector?

Figure 10. Integrated Learning Value Framework (i-LVF) for Public Sector Corporate University Development



Source: Author's elaboration based on ADDIE model (Adeoye et al., 2024)

To answer RQ5, this review introduces the Integrated Learning Value Framework (i-LVF) a strategic model for designing and managing sustainable learning systems within public sector Corporate Universities. The i-LVF framework integrates the classic ADDIE model (Analysis, Design, Development, Implementation, Evaluation) with the Results-Based Management (RBM) approach and modern digital infrastructure through Learning Management Systems (LMS). This combination ensures both accountability and adaptability in delivering value-driven learning experiences.

1. Analysis (Strategic Learning Diagnosis)

The analysis phase focuses on aligning learning efforts with organizational vision, mission, and strategic priorities. Using RBM principles, it involves a series of diagnostics, including Learning Needs Analysis (LNA), Competency Classification Analysis (CCA), Development Needs Analysis (DNA), and Training Needs Analysis (TNA). These tools are used to identify core competencies, assess competency gaps, and build the foundation for personalized development through the Individual Development Plan (IDP) and the Human Capital Development Plan (HCDP). The outcome is a strategic Learning Blueprint that guides the organization's learning architecture and capability development.

2. Design (Curriculum Architecture & Pedagogical Strategy)

In the design phase, learning objectives and curriculum structures are formulated based on Bloom's Taxonomy, which covers cognitive, affective, and psychomotor domains, and the Indonesian National Qualification Framework (KKNI), ensuring clear competency levels. This phase produces comprehensive curriculum documents, program syllabi, and adaptive learning pathways that integrate real-world contexts relevant to public sector environments.

3. Development (Learning Content Production)

The development stage involves producing high-quality, engaging learning materials. A dual approach is adopted: Waterfall methods for linear content development and Agile Learning Design for iterative content that evolves based on learner feedback. Deliverables include visual and audio learning modules, facilitator guides, participant handouts, quizzes, case studies, and instructional practice sheets all aimed at ensuring consistency and clarity in delivery.

4. Implementation (Blended Learning Delivery)

Implementation utilizes a blended learning strategy that combines online and face-to-face modalities. This phase includes planning and coordinating training schedules, managing instructors and learning facilities, handling

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participant logistics, and ensuring smooth delivery of learning sessions. Continuous monitoring, evaluation, and real-time reporting are embedded to ensure the learning process remains responsive and aligned with organizational goals.

5. Evaluation (Learning Impact & ROI Assessment)

Evaluation is guided by Kirkpatrick's Four-Level Model and Phillips' ROI Model to assess the effectiveness and impact of learning initiatives. This includes measuring improvements in individual capability, behavioral changes, and knowledge transfer. At the organizational level, evaluation focuses on cost efficiency, performance improvement, and long-term return on learning investment (ROLI), thereby ensuring accountability and strategic contribution to institutional success.

6. Integration (Digital Learning Ecosystem)

Finally, all learning processes are integrated into a centralized digital system through a Learning Management System (LMS). This digital ecosystem allows for end-to-end tracking of learning outcomes, centralized content and course management, and data-driven insights for continuous learning enhancement. By linking learning systems to broader institutional performance metrics, the LMS ensures that the Corporate University remains agile, scalable, and impactful in the long term.

CONCLUSION

This systematic literature review reveals that Corporate University research, while still emerging, demonstrates growing academic interest, particularly in the last decade. The analysis of publication trends, geographic and institutional contributions, and author networks (RQ1 and RQ2) suggests that the topic is increasingly relevant, yet remains underexplored, especially in public sector contexts and developing countries. The thematic and keyword analysis (RQ3) further highlights key conceptual areas—such as strategic learning, digital literacy, and organizational development—that shape the current intellectual structure of the field. These findings indicate that Corporate University research is gradually evolving from a fragmented discourse into a more coherent scholarly domain. Moreover, this review offers two significant conceptual contributions. First, the Learning System Readiness Framework (RQ4) identifies the foundational conditions necessary for successful Corporate University implementation in public institutions, emphasizing strategic alignment, cultural readiness, and performance-focused outcomes. Second, the Integrated Learning Value Framework (i-LVF) (RQ5) presents a holistic model that combines RBM, ADDIE, and LMS integration to enable structured, adaptive, and impact-driven learning systems within government agencies. Together, these frameworks provide a strategic foundation for advancing both the theory and practice of Corporate University development, particularly in enhancing institutional capacity and public sector learning performance. Future research is encouraged to empirically validate these frameworks and expand scholarly engagement with Corporate University models across diverse organizational and national contexts.

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