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Opportunity, Agility, and Adaptability**

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## INTRODUCTION

The 2022 INNODLE becomes possible with the support from various institutions including, the Bank Mandiri, Gramedia Group, Bank BRI, PT Telkom Indonesia, Accer and the following partners: BUKA Project European Union co-founded by Erasmus +; The Indonesian Association of Open and Distance Learning Professions (APJJI); The Moodle, EON Reality Singapore, and Microsoft Indonesia. The 2022 INNODEL is attended by presenters from various countries from Asia and Africa including India, Pakistan, Malaysia, Philippines, Nigeria and Indonesia.

The INNODEL promotes the dissemination of innovation in ODL to open the opportunities for making ODL more effective and inclusive. The INNODEL is created for serving the forum for educators, practitioners, policymakers, and educational technology providers to share their common interests. It is undeniable that ODL whatever the format will become a major tool for human capacity building due to its quality, flexibility, and interoperability to enable facilitating the new digital learning ecosystem.

The International Conference on Innovation in Open and Distance Learning has brought those intriguing issues in online learning and provides a forum of sharing, discussion, and consultation to nurture innovation in open and distance learning through the following topics:

1. Emerging Technologies in Education - EDUVERSE
2. E-content Management and Development
3. Technology in Teaching and Learning
4. Pedagogical Innovations
5. New Trends in Research and Innovation in ODL
6. University-Industry Cooperation for Lifelong Learning

The conference proceeding serves to collect the submitted paper that already been edited by the editorial team.

2022 INNODEL Chair,

Prof. Daryono, S.H., M.A., Ph.D.

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# CORPORATE UNIVERSITY AS AN INTEGRATIVE HUMAN RESOURCE DEVELOPMENT STRATEGY FOR DISTANCE EDUCATION AS PUBLIC ORGANISATION

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## **Abstract**

The Open University is a distance university with more than 400,000 students spread throughout Indonesia and 52 cities in 49 countries. The number of Universitas Terbuka employees is 2,538 people and they are spread over 39 regional offices. Currently, UT requires a human resource development system that can reach all of UT's human resources, and HR development activities can be carried out effectively and its success can be easily measured. To meet these needs, the choice is to form a corporate university. The corporate university is a learning method based on increasing employee capabilities to improve organizational performance to increase organizational growth to be more productive, efficient, and optimal. The development step is carried out through two stages, namely corporate university assessment and corporate university Strategy Masterplan development. In this paper, the components and steps for implementing the corporate university assessment and feature corporate university construction will be presented. Corporate university assessment is carried out through self-assessment of the enterprise learning system at UT and compiling the results of a strategic roadmap based on the results of the study. The measurement of the enterprise learning system includes an assessment of the inputs consisting of management commitment, learning function, facilities, learning solutions, learning technologists, learners, and learning culture. While the assessment of the process is carried out by assessing the UT learning value chain. Output is measured by learning performance indicators. Meanwhile, the corporate university features consist of the main components of learning strategy governance, learning focus, learning solution architecture, and learning solutions delivery system. UT, which operates remotely, has strong industrial characteristics, so an integrated and programmed HR development system is needed to produce output as expected and measurable.

Keywords: Corporate University, Corporate University assessment, Corporate University Strategy Masterplan development

## **1 INTRODUCTION**

Universitas Terbuka is a distance university with more than 400,000 students spread throughout Indonesia and 52 cities in 49 countries. The number of Open University employees is 2,538 people and they are spread over 39 regional offices and 1 overseas service. UT is also supported by 869 study groups and 50 service centers throughout Indonesia. The large number of UT students spread across various regions with unequal social conditions, unequal availability of internet access, unequal technical competence, and UT's industrial business processes make UT a complex organization. The high complexity of UT's business processes demands high competence from its managers.

As a university with a long-distance mode, UT's competency needs are very diverse, starting from the academic competency group, the managerial competency group, the academic technical competency group, and the administrative competency group. Each unit at UT requires various combinations of these competencies. The complexity of this competency requirement causes difficulties in developing HR competencies. The method of human resource development used by UT so far has not been able to carry out human resource development to meet the required competencies. The current HR development method is less integrated between training need analysis, development planning, development methods, monitoring, and post-training evaluation with the needs of the units.

For example, the HR Development Unit in Indonesia does not yet have a TNA that is integrated with the unit's competency development needs. As a result, proposals for activities still appear while the activity is in progress. Another consequence is the timing of the implementation of some of the training that is out of sync with the timing of the activities. Another example is the program implementation strategy that is not related to the training provided. Another thing is that the location of UT's HR is spread out, making HR development programs expensive. Some of these examples show that the current HR development system does not meet the needs of UT's HR development as a public enterprise (PTN BH). Currently, UT requires a human resource development system that can reach all of UT's human resources, and HR development activities can be carried out effectively and its success can be easily measured. To meet these needs, the choice is to form a corporate university.

Corporate University (CorpU) is a learning method based on increasing employee capabilities to improve work unit performance. CorpU can also be used to increase organizational growth and achievement of strategic programs. Learning techniques at Corporate University are oriented toward increasing employee competence. The ultimate goal is to maximize the performance of the work unit. To be able to meet the competency needs in an integrated manner, UT needs to increase the capacity of employee development by adopting an integrated learning system based on the Corporate University (Corp-U).

The corporate university is a management intervention that takes a company or organization into a new robust and sustained phase of business development that it would not achieve with its current levels of opportunity for thought leadership and styles of learning behavior (Dealtry, R. 2017). I define a corporate university as a function strategically aligned toward integrating the development of people within a specific organization (Grenzer, JW. 2006).

## **2 METHODOLOGY**

This paper is developed from a best practice on how UT as a public university develops a grand corporate university design.

## **3 FINDINGS AND DISCUSSION**

As a new policy, Corp-U is not yet recognized at UT. Leaders and staff are not familiar with Corp-U. Therefore, Corp-U needs to be introduced to policymakers. UT's experience in developing Corp-U has a long way to go. After being convinced that Corp-U is the right instrument to develop UT's human resources, the next step is to convince the leadership that UT is effective in developing UT's human resources.

There are five Steps to developing a Corp-U grand design. The stages of making the Grand-Design Corp-U start from;

### **3.1 Corp-U Assessment**

There are two activities in the Corp-U Assessment with independent assessments: Enterprise Learning System (ELS) and Feature Corp-U. ELS aims to see the level of readiness of functions within the organization to run an Enterprise Learning System. While Feature Corp-U aims to see what features should be owned by a Corp-U.

ELS has seven components, the first is the Fit and Management Commitment Strategy, which is how management supports and commitments to learning in the organization, the second is Learning Function and Organization, which is how the learning organization functions are carried out, and the third Facilities and Infrastructure are facilities and infrastructure that support the learning process. Furthermore, Learning Solutions are how to ensure the availability of learning solutions through adequate learning programs, Learning Technologists are how employees in the learning unit act as experts in learning, and Learners are how the readiness and responsibilities of learning

participants. The last component is Learning Culture, which is how the learning culture is in the learning participant organizations.

The process in the Learning System, or known as the Learning Value Chain (LVC) consists of five components, namely Learning Need Diagnosis, Acquiring Learning Solutions, Deliver and Deployment, Learning Impact Measurement, Learning Administration, Infrastructure, and Support System.

The feedback that must be applied in the Learning System is to ensure that the learning activities are monitored and given feedback so that the performance of the Learning System is increasing. The expected output is an increase in organizational performance related to learning carried out for learning participants.

Mapping in this self-assessment uses 6 assessment criteria. The criteria are as follows;

- a. Value 0: None
- b. Grades 1-2: Early Stage / Ad Hoc
- c. Grades 3– 4: Repetitive but Intuitive
- d. Score 5– 6: Defined Process
- e. Value 7-8: Monitored and Measured
- f. Value 9-10: Optimal

The results of the self-assessment mapping of the UT ELS are shown in Fig. 1 below.

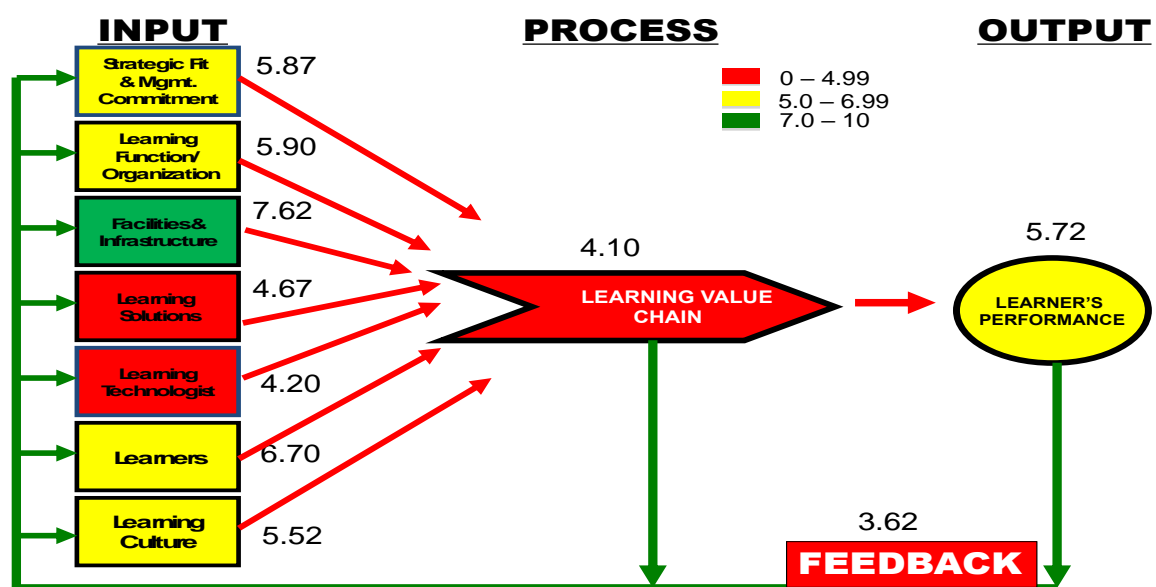


Figure 1. The ELS UT Mapping

The summary of Self-Assessment Results can be seen in Table. 1 of the following:

*Table 1. ELS UT Assessment Result*

HASIL ASSESSMENT : ENTERPRISE LEARNING SYSTEM

SUMMARY			
INPUT	MAX	MIN	AVG
Strategic Fit & Mgt Commitment	10	3	5,87
Learning Function / Organization	10	2	5,90
Facilities & Infra-structure	10	2	7,62
Learning Solutions	9	2	4,67
Learning Technologist	9	2	4,20
Learners	9	5	6,70
Learning Culture	9	2	5,52
<b>PROCESS</b>			
Learning Value Chain	9	2	4,10
<b>OUTPUT</b>			
Learner's Performance	9	2	5,72
<b>FEEDBACK</b>			
System Feedback	7	1	3,63

0 – 4.99

5.0 – 6.99

7.0 – 10

The results of the assessment in Table 1. show that the Feedback System has the lowest score of 3.63 out of 10, which means that the learning activities are monitored and given feedback so that the performance of the Learning System is increasing. While the highest score was in the Facilities & Infrastructure point which had the highest score of 7.62 out of 10, where UT already had a campus and adequate training facilities.

There are 5 components owned by UT, which are marked with yellow shading, but they still need to be improved because they are not optimal, namely Strategic Fit & Management Commitment (5.87 out of 10), Learning Function/ Organization (5.90 out of 10), Learners/Training Participants (6.70 out of 10), Learning Culture (5.52 out of 10), Learner's Performance (5.72 out of 10). Meanwhile, 4 (four) components that need improvement are Learning Solutions (4.67 out of 10), Learning Technologist (4.20 out of 10), Learning Value Chain (4.10 out of 10) System Feedback (3.63 out of 10)

The processes in these four areas have been carried out routinely but are still intuitive. A proactive approach still needs to be improved. To leverage quickly, organizations can increase their strengths or minimize their weaknesses. The second self-assessment carried out was to see what features a Corp-U should have. Implementation and management using the rules and framework of Corp-U.

Table 2. below shows the results of the mapping of Corp-U Features UT. The component with the highest score already owned by the organization and running well is the Learning Infrastructure (point 3.67 out of 5.0). This is consistent with the ELS self-assessment where the infrastructure has a high value as well.

*Table 2. Results of Self-Assessment of Home Corp-U UT*

0.0 - 2.0	RED	NO
2.1 - 4.0	YELLOW	SOME EXTENT
4.1 - 5.0	GREEN	YES

No.	CORPORATE UNIVERSITY FEATURE	GROUP ASSESSMENT							MAX	MIN	AVG
		#1	#4	#5	#6	#7	#8	#9			
1	LEARNING FOCUS	2	3	3	1	2	3	1	3	1	2,14
2	LEARNING INFRASTRUCTURE	4	4	4	4	4	2		4	2	3,67
3	KNOWLEDGE MANAGEMENT	3	4	4	2	2	2	2	4	2	2,71
4	LEARNING SOLUTION ARCHITECTURE	4	2	2	1	2	2	2	4	1	2,14
5	LEARNING SOLUTION FACULTIES										
	5.1 Business Academies	2	3	3	2	3	2	2	3	2	2,43
	5.2 Competency Schools	2	3	3	3	4	2	2	4	2	2,71
	5.3 Organization Culture Development School	4	3	3	4	3	1	2	4	1	2,86
	5.4 Leadership & Talent Development Institute	3	2	2	1	3	3	3	3	1	2,43
	5.5 Assessment Centre	2		2		1	1	3	3	1	1,80
	5.6 Organization Learning Research Centre	4		4		4	1	2	4	1	3,00
	5.7 Suppliers/Customers Development School	4	2	4	4	4	1	3	4	1	3,14
	5.8 Alliances & Partnership Centre	2	2	4	1	4	2	2	4	1	2,43
6	LEARNING SOLUTIONS DELIVERY SYSTEMS	4	3	3	3	4	4	2	4	2	3,29
7	LEARNING STRATEGY GOVERNANCE	3	2	2	1	1	2	2	3	1	1,86

The Learning Focus and Assessment Center Components scored 1.86 and 1.80, which are the two components with the lowest scores, so these should be the focus of the Strategic Roadmap drawn up.

### 3.2 Corp\_U Strategy Masterplan Development

Corpu Strategy Masterplan Development is the second step that must be carried out so that the implementation of Corp-U UT is more focused and systematic, and takes into account the results of self-assessment. The results of the preparation of the UT Corp-U Masterplan consist of 3, namely the UT Corp-U Strategic Roadmap, the detailed Project Plan for 2022 – 2023, and the Killer Program for 2023.

The UT Corp-U Strategic Roadmap, activity begins with the preparation stage which will be carried out in 2020 with activity initiation activities, presentations to get full support from management, as well as the preparation of a Corp-U implementation budget, and carrying out a Corp-U Workshop



so that all stakeholders have the same perception associated with CorpU. The adoption in 2022 begins with benchmarking companies that have implemented Corp-U and conducting self-assessments.

Implementation activities will begin in 2023, which include activities (1) implementation of Identification of learning needs & Preparation of Curriculum & Talent Capabilities, (2) preparation of CorpU-based learning design and development, (3) Full Implementation of Post-Training Evaluation, and (4) Preparation of the UTCorpU Implementation Quality Manual and implementation of implementation audits, as well as (5) Implementation of the Learning Council Meeting. It is hoped that in 2024, Corp-U UT can gain world recognition through the implementation of strengthening and developing Corp-U UT, as well as the development of Corp-UT with 70% technology-based implementation.

The Detail Project Plan for 2022 – 2023 is to prepare a Detailed Project Plan from the UT Corp-U roadmap, which includes: Strategic Direction, Strategic Key Program, and Innovative Program, as well as Key Performance Areas (KPA), needed to monitor the implementation of Corp-U UT. Strategic Direction contains the Intention / Objectives for the Establishment of CorpU-UT, Vision & Mission, Learning Service Standards, and Learning Culture to be formed through Corp-U UT. Designing and building the corporate university is a journey of discovery and there must be a clear vision of the benefit that is being sought after otherwise the adage -if you don't know where you're going any road will take you there- is also true in this area of business development ((Dealtry, R. 2017)

The proposed Killer Program for 2022 – 2023 is the Leadership Development Program, Academic Product Development Training Program, Academic Service Development Training Program, Technical Training Program for Education Personnel, and Research and Publication Competency Improvement Program.

### **3.3 UT Corp-U House Development**

There are 8 important components in the Corp-U house, including the Business Academy, Competency School, Organization Culture School, Leadership & Talent Development Institute, Assessment Center, Organizational Research Center, Supplier / Customer Development Center, and Alliance & Partnership Center. The Open University Corp-U House which is prepared refers to UT's

organizational structure and the results of self-assessments that have been carried out previously. At the UT Corp-U house, there are 3 main components, namely the Main Competency Development Field, the Organizational Core Competency Development Field, and Enablers (supporters).

### 3.4 UT Corpu Governance

After the preparation of the UT Corp-U House, the next stage is to develop Governance to ensure that the U Corp-U House can be implemented properly. The following Figure 4. is the Governance compiled for UT Corp-U. The purpose of the preparation of Governance is to ensure that Ownership of Learning involves all levels of positions and all work units so that the programs carried out in the implementation of Corp-U get support from all components within the organization, especially from work units that require capability development to support the improvement of organizational performance.

### 3.5 Developing of Learning Focus Strategy

The last step in the stage of making the Grand-Design Corp-U is to develop a learning focus for the Corp-U UT. Figure 2. The following illustrates the Learning Focus Strategy of Corp-U of UT

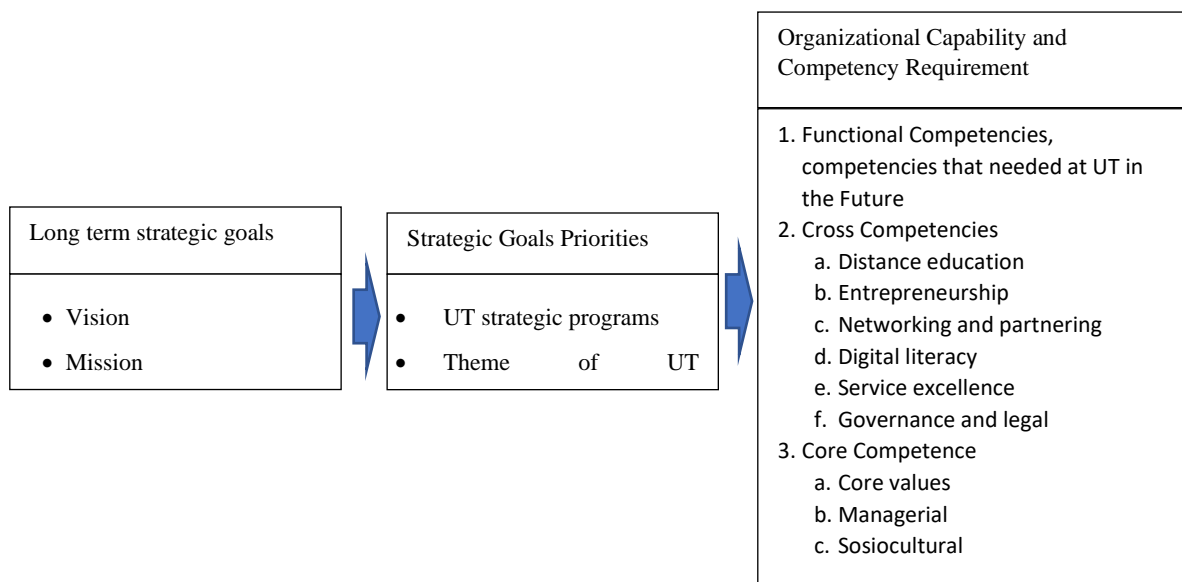


Figure 2. Developing UT Corp-U Learning Strategies

From the Learning Strategy that has been prepared above, the next step is compiling each competency group's details and definitions. The next step is to describe the competency needs at each level of the position.

With these Five Steps, the Grand Design Corp-U of the Open University was formed and the next step was the implementation of the UT Corp-U so that learning based on increasing employee capabilities to improve the performance of UT work units and organizations would be realized even though UT is now a PTN BH meaning half private and government. According to Fauziah, N.M, and Prasetyo, W.A (2019) in private organizations, the ultimate goal of a Corporate University lies in the profits that companies will get from maximizing human resource training that is in line with business strategy (profit-oriented focus) while in government organizations, Corporate University functioned to create more professional human resources for the apparatus, as well as having a mindset and culture-set that reflects higher integrity and performance in the context of excellent service to the community.

#### **4 CONCLUSION**

Thank you to Ms. Anna Maria and the Team for helping UT develop the System of UT Corpu. The funding for this development comes from UT. Thanks to the Chancellor for funding the development of the UT Corpu System.

Open University is a tertiary institution with a large and scattered number of students. To be able to carry out the mandate of providing higher education services to all levels of society, UT needs the support of highly competent human resources. The method chosen by UT to develop HR effectively is a corporate university. The Corp-U method is an effective method for implementing systematic, integrative, and sustainable human resource development. The corporate university is a learning method based on increasing employee capabilities to improve organizational performance to increase organizational growth to be more productive, efficient, and optimal.

UT's experience in building Corp-U was not easy. The decisive initial effort was to convince top managers that Corp-U was the solution for developing UT's human resources. The next step is to conduct a corporate university assessment and then conduct a corporate university strategy master plan development. The development of the corporate university Strategy Masterplan is carried out

through the stages of UT Corp-U House Development, UT Corpu Governance, and Developing a Learning Focus Strategy. The corporate university features consist of the main components of learning strategy governance, learning focus, learning solution architecture, and learning solutions delivery system. With these steps, it is hoped that an HR development system will be created that can produce output as planned and measurable.

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