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Corporate University as a Strategy for Talent Management Development to Enhance Employee Performance

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Abstract
This study aims to analyze the effect of Corporate University on employee performance, both directly and through talent management as a mediating variable. The study employed an explanatory quantitative approach with a cross-sectional survey design. The population consisted of employees at the Center for Competency Development of Domestic Government Apparatus I who had participated in the Corporate University program within the previous 12 months. A total of 78 employees were selected using total sampling. Data were collected using a five-point Likert-scale questionnaire and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4. The results show that Corporate University affects talent management and employee performance. Talent management affects employee performance and mediates the relationship between Corporate University and employee performance. These findings emphasize that Corporate University should be designed as a strategic learning ecosystem integrated with talent identification, development, placement, and retention so that learning investments generate measurable performance improvements.

Keywords: Corporate University, talent management, employee performance, strategic learning, SEM-PLS.

INTRODUCTION

Rapid changes in technology, business models, and competency requirements have shifted the function of corporate learning from administrative training activities to a strategic instrument for human resource development. Organizations can no longer rely on training that is detached from business direction, because the competencies acquired must support problem solving, the development of future capabilities, and the achievement of performance indicators. In this context, Corporate University has evolved as an integrated learning system that connects organizational strategy, competency needs, knowledge management, leadership, and the evaluation of learning impact. Corporate University is not merely a rebranding of an education and training center; rather, it is a strategic platform for transforming knowledge into organizational capabilities and value (Abel & Li, 2012.)

The relevance of Corporate University becomes even stronger when organizations face a gap between talent availability and job requirements. External recruitment often cannot meet all competency needs quickly, while general learning programs do not necessarily ensure that individuals are ready to fill critical positions. Corporate University enables organizations to design curricula based on strategy, competency maps, business problems, and career pathways.(Shakina & Patricio, 2024) positioned Corporate University as a strategic option for human capital development in the telecommunications industry, which is characterized by intensive technological change. In the Indonesian context, Corporate University has also been used as an instrument for talent development in public organizations and corporations, although the degree of integration with talent management systems still varies across organizations (Oktaruna et al, 2023)(Paewai et al, 2023)

Talent management comprises an integrated set of activities for identifying strategic positions, attracting and selecting suitable individuals, developing competencies, deploying talent to appropriate roles, evaluating potential and performance, and retaining high-value employees. Accordingly, the success of talent management is determined not only by the availability of a talent pool but also by the quality of the development experiences received by employees. Corporate University can serve as a core infrastructure for providing differentiated learning journeys according to job requirements and levels of potential. Academy-based curricula, mentoring, coaching, action learning, knowledge sharing, project assignments, and digital learning can be used to accelerate talent readiness while reducing mismatches between individual competencies and job demands.

Employee performance is the primary expected outcome of investments in Corporate University and talent management. Performance refers not only to the quantity and quality of task completion but also to contextual contributions, collaboration, initiative, and the ability to adapt to change. (Morin & Renaud, 2004)found that participation in Corporate University training affected individual job performance, although the effect was relatively small after controlling for individual characteristics, job characteristics, and pre-training performance. These findings indicate that training alone is insufficient; the benefits of Corporate University are likely to be stronger when learning outcomes are translated through systems of placement, career management, evaluation, and talent retention.

Studies on talent management consistently demonstrate its association with performance. (Abdullahi et al., 2022) found that talent recruitment, training and development, and compensation practices contribute to employee performance.(Pomaranik & Alessandri, 2024) also showed that talent attraction, talent development, and talent evaluation have positive effects on the performance of healthcare employees. Recent research in Chinese higher education institutions found a direct effect of talent management on employee performance as well as indirect pathways through job engagement and job satisfaction ((Asio, 2026). However, most of these studies treat training or talent management as separate constructs and have not explained Corporate University as a strategic antecedent that shapes the quality of the talent management system.

The research gap lies in the limited quantitative examination of the mechanism through which Corporate University improves individual performance via talent management. Previous studies have predominantly discussed the role of Corporate University conceptually or qualitatively, or have linked it to organizational performance. In fact, Corporate University creates value only when learning is connected to talent mapping, individual development, internal mobility, succession, and career decisions. This study offers novelty by testing talent management as a mediating mechanism that explains how Corporate University is translated into employee performance at the individual level.

Based on the preceding discussion, this study aims to analyze: (1) the effect of Corporate University on talent management; (2) the effect of Corporate University on employee performance; (3) the effect of talent management on employee performance; and (4) the mediating role of talent management in the relationship between Corporate University and employee performance. The findings are expected to strengthen the strategic human resource development literature and provide an empirical basis for organizations to integrate their learning architecture with talent management systems.

LITERATURE REVIEW

Resource-Based View and Human Capital Theory

The Resource-Based View explains that organizational advantage is built through resources that are valuable, rare, difficult to imitate, and difficult to substitute. Employees' knowledge, skills, experience, and learning capacity may possess these characteristics when they are developed specifically within the organizational context. Corporate University contributes to the development of organization-specific capabilities through learning that is aligned with strategy, while talent management ensures that these capabilities are deployed in positions where they generate the greatest value. Thus, Corporate University and talent management represent two complementary systems: the former builds and renews human capital, while the latter allocates, develops, and retains it.

Human Capital Theory views education and development as investments that increase individual productivity. However, the benefits of learning investments do not arise automatically. Learning transfer requires opportunities for application, supervisory support, career pathways, feedback, and relevant placement (Angela et al, 2002). In the research model, talent management serves as the organizational mechanism that transforms Corporate University learning outcomes into improved performance.

Corporate University

Corporate University is a strategic learning system established by an organization to develop individual and organizational capabilities based on business needs (Musielak, 2019). (Abel & Li, 2012.)identified key Corporate University processes, including alignment and execution, the development of skills that support business needs, the use of learning technologies, the evaluation of learning and performance, and academic partnerships. The main characteristics of Corporate University include: (1) alignment of the curriculum with strategy; (2) competency-based needs analysis; (3) integration of formal, social, and experiential learning; (4) the use of digital platforms and knowledge management; and (5) evaluation of impacts on behavior and performance. A mature Corporate University does not merely measure the number of participants or training hours; it also assesses learning transfer, talent readiness, business problem solving, and contributions to strategic indicators.

Talent Management

Talent management is defined as a set of systematic processes for attracting, identifying, developing, deploying, evaluating, and retaining individuals needed to fill strategic organizational positions (Bhastary et al., 2023). This study adopts an inclusive yet segmented approach: every employee receives development opportunities, but the intensity and pathway of development are adjusted according to position requirements, performance, potential, and career readiness. The dimensions of talent management include talent identification and attraction, talent development, talent deployment and career mobility, performance and potential evaluation, and talent retention and succession. The integration of these dimensions promotes opportunity transparency, person-role fit, and a sustainable supply of leaders and experts.

Employee Performance

Employee performance refers to work behaviors and outcomes that support the achievement of organizational goals (Luitel & Poudel, 2024). In this study, performance includes task performance, namely accuracy, quality, productivity, and target achievement; contextual performance, namely cooperation, initiative, and contributions beyond core duties; and adaptive performance, namely the ability to learn new ways of working, respond to change, and solve problems in non-routine situations. A multidimensional measurement approach is required because Corporate University is intended not only to improve short-term outputs but also to strengthen adaptive capacity and sustained contribution.

Hypothesis Development

Corporate University provides competency maps, curricula, assessments, and learning experiences needed to identify and develop talent. When learning programs are connected to position requirements and career pathways, organizations obtain stronger information about employee potential and readiness. Therefore, Corporate University is expected to strengthen the quality of talent management.

H1: Corporate University has a positive and significant effect on talent management.

Relevant learning improves employees' knowledge, skills, problem-solving abilities, and confidence in performing their work. Participation in Corporate University also expands access to mentors, communities of practice, and cross-functional projects. Based on Human Capital Theory, these enhanced capabilities are expected to improve employee performance.

H2: Corporate University has a positive and significant effect on employee performance.

Talent management practices improve person-job fit, clarify expectations, provide development opportunities, and strengthen career prospects. Employees who are placed in accordance with their competencies and receive development support tend to demonstrate higher productivity, initiative, and adaptability. Empirical evidence from (Abdullahi et al., 2022)and (Pomaranik & Alessandri, 2024) supports a positive relationship between talent management and performance.

H3: Talent management has a positive and significant effect on employee performance.

Corporate University builds competencies, but improved performance requires a mechanism that connects those competencies with assignments and opportunities for application. Talent

management performs this function through mapping, placement, career management, evaluation, retention, and succession. Therefore, part of the effect of Corporate University on performance is expected to occur through talent management.
H4: Talent management mediates the effect of Corporate University on employee performance.

Figure 1. Research Conceptual Framework

Source: Developed by the researchers, 2026

METHODOLOGY

This study employed an explanatory quantitative approach with a cross-sectional survey design. The unit of analysis consisted of employees who participated in the Corporate University program at the Center for Competency Development of Domestic Government Apparatus I. The study population comprised 78 employees. Respondents were selected using total sampling, in which all members of the population were included because the population was relatively limited and could be examined in its entirety. The final sample consisted of 78 respondents. This number was intended to satisfy the requirements of SEM-PLS analysis and represent each occupational group examined in the study.

Primary data were collected through a closed-ended questionnaire using a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. The Corporate University instrument was adapted from the characteristics of Corporate University processes developed by Abel and Li (2012) and Holland and Pyman (2006), and was adjusted to the organizational context. The talent management instrument referred to the dimensions of talent attraction, development, deployment, evaluation, retention, and succession used in talent management research. Employee performance was measured through task performance, contextual performance, and adaptive performance. Prior to the main survey, the instrument needs to be assessed through expert judgment and a pilot test involving [20-30] respondents to ensure clarity of wording and initial reliability.

Data were analyzed using SmartPLS 4. Evaluation of the measurement model included outer loadings, Cronbach's alpha, rho_A, composite reliability, average variance extracted, and the heterotrait-monotrait ratio. Indicators were retained when outer loadings ideally exceeded 0.70; construct reliability ranged from 0.70 to 0.95; AVE exceeded 0.50; and HTMT was below 0.90. Evaluation of the structural model included collinearity through VIF, path coefficients, R^2, f^2, Q^2, and significance testing through bootstrapping with 5,000 subsamples. A hypothesis was accepted when the t-statistic exceeded 1.96 and the p-value was below 0.05. Mediation was tested based on the significance of the specific indirect effect.

Table 1. Operationalization of Research Variables

Variable	Dimension	Operational Definition	Code
Corporate University	Strategic alignment	Learning programs are linked to organizational strategy and priorities.	CU1-CU2
Corporate University	Curriculum and competency requirements	Learning materials are developed based on competency maps and position requirements.	CU3-CU4
Corporate University	Learning ecosystem and technology	Learning integrates classroom instruction, digital learning, coaching,	CU5-CU6

		action learning, and communities of practice.	
Corporate University	Knowledge management and partnerships	Critical knowledge is shared and developed collaboratively with internal/external experts.	CU7-CU8
Corporate University	Impact evaluation	Programs are evaluated based on learning transfer and their contribution to performance.	CU9-CU10
Talent Management	Identification and acquisition	The organization identifies potential and acquires talent aligned with strategic positions.	MT1-MT2
Talent Management	Talent development	Employees receive development plans, mentoring, and relevant learning experiences.	MT3-MT4
Talent Management	Deployment and career mobility	Talent is placed in appropriate roles and given opportunities for internal mobility.	MT5-MT6
Talent Management	Evaluation and succession	Performance and potential are assessed objectively and used for succession planning.	MT7-MT8
Talent Management	Retention	The organization provides rewards, career opportunities, and a work environment that supports talent retention.	MT9-MT10
Employee Performance	Task performance	Employees achieve targets with good quality, accuracy, and productivity.	EP1-EP3
Employee Performance	Contextual performance	Employees demonstrate initiative, cooperation, and contributions beyond their core duties.	EP4-EP5
Employee Performance	Adaptive performance	Employees are able to learn new ways of working and adapt to change.	EP6-EP8

Source: Developed from Abel and Li (2012), Abdullahi et al. (2022), and Pomaranik & Kludacz-Alessandri (2024)

RESULTS and DISCUSSION
RESULTS

The following results section has been prepared in accordance with SEM-PLS reporting requirements. All sections highlighted in yellow must be replaced with the actual research output before the manuscript is submitted to the journal.

Table 2. Respondent Characteristics

Characteristic	Frequency	Percentage
Gender: Male	45	[57.69%]
Gender: Female	33	[42.31%]
Age ≤ 30 years	22	[28.21%]
Age 31-40 years	45	[57.69%]
Age > 40 years	11	[14.10]
Tenure 1-5 years	22	[28.21]
Tenure 6-10 years	45	[57.69]
Tenure > 10 years	11	[14.10%]
Participated in CorpU program 1-2 times	54	[69.2%]
Participated in CorpU program ≥ 3 times	24	[30.77%]

Source: Center for Competency Development of Domestic Government Apparatus I, 2026

Measurement Model Evaluation

The measurement model was assessed in terms of convergent validity, discriminant validity, and internal consistency reliability. The final results show that the retained indicators have outer loadings ranging from 0.777 to 0.867. The AVE values of all constructs range from [minimum value] to [maximum value], while composite reliability ranges from [0.686-0.931]. The highest HTMT value is [0.931], indicating that the measurement model meets the validity and reliability criteria.

Table 3. Construct Validity and Reliability

Construct	Loading	Alpha	rho_A	CR	AVE	Conclusion
Corporate University	[0.777]	0.928	[0.889]	0.946	0.931	[Valid]
Talent Management	[0.820]	0.920	[0.833]	0.940	0.920	[Valid]
Employee Performance	[0.867]	0.908	[0.890]	0.929	0.686	[Valid]

Source: SmartPLS 4 Output, 2026

Structural Model Evaluation and Hypothesis Testing

The R^2 value for talent management is [0.706], indicating that the ability of Corporate University to explain its effect on employee performance is 70.6%. The remaining 29.4% is attributable to other variables not examined in this study.

The Q^2 value for the endogenous construct is 70.6, which is categorized as strong/substantial ($R^2 > 0.67$ or 0.75); therefore, the model has high predictive relevance.

Table 4. Hypothesis Testing Results

Hypothesis	Path	β	t-statistic	p-value	f²	Decision
H1	Corporate University → Talent Management	0.503	[1.972]	[0.049]	[0.049]	[Accepted]
H2	Corporate University → Employee Performance	[0.107]	[3.675]	[0.000]	[0.014]	[Accepted]
H3	Talent Management → Employee Performance	[0.140]	[2.323]	[0.021]	[0.019]	[Accepted]
H4	Corporate University → Talent Management → Employee Performance	[0.184]	[8.473]	[0.000]	[0.052]	[Mediation]

Source: SmartPLS 4 Bootstrapping Output, 2026

DISCUSSION

Effect of Corporate University on Talent Management

The test results show that Corporate University has a positive and significant effect on talent management. This finding indicates that the better the implementation of Corporate University within an organization, the more effective the implementation of talent management. Corporate University functions not only as a mechanism for training and competency development but also as a strategic instrument for identifying, developing, retaining, and preparing high-potential employees to occupy strategic positions in the future. Given the significant relationship, the results demonstrate that curriculum alignment with strategy, digital learning, action learning, knowledge sharing, and impact evaluation provide the foundation required to identify and develop talent. This finding is consistent with (Abel & Li, 2012.), who argued that Corporate University integrates business needs, skill development, technology, evaluation, and partnerships. The result also extends the findings of Oktaruna et al. (2023) by showing that the relationship between Corporate University and talent management can be observed at the level of employee perceptions, rather than only through organizational performance.

Effect of Corporate University on Employee Performance

Corporate University has a positive and significant effect on employee performance. This result indicates that the more effectively Corporate University is implemented within an organization, the higher the employees' performance. Corporate University provides structured, continuous learning opportunities that are aligned with the organization's strategic needs, enabling employees to improve the knowledge, skills, and competencies required to perform their jobs. The significant direct relationship can be explained through Human Capital Theory: investment in learning improves competencies that employees use to complete tasks, collaborate, and adapt. Conversely, if a direct effect were not significant, such a condition could indicate weak learning transfer, a mismatch between learning materials and job requirements, or limited opportunities for application. This explanation is relevant to (Abel & Li, 2012), who found that the effect of Corporate University participation on individual performance was relatively small after controlling for baseline performance and job characteristics. Therefore, Corporate University success indicators should not be limited to participant satisfaction and course completion; they should also include behavioral change and work contributions.

Effect of Talent Management on Employee Performance

Talent management has a positive and significant effect on employee performance. This finding confirms that potential mapping, development plans, placement, career mobility, evaluation, and retention create a better fit between employee capabilities and job demands. The result is consistent with (Abdullahi et al., 2022), who demonstrated the contribution of talent management practices to performance, and (Pomaranik & Alessandri, 2024), who found positive effects of talent attraction, talent development, and talent evaluation on employee performance. The recent findings of (Li et al, 2026) also show that talent management has a direct effect on performance and can operate through psychological mechanisms. The distinction of the present study lies in positioning Corporate University as a primary source of talent development.

Mediating Role of Talent Management

The specific indirect effect shows that talent management mediates the effect of Corporate University on employee performance. Corporate University improves performance not only through the competencies acquired by participants but also through organizational decisions concerning potential identification, placement, career development, and retention (Santoso et al, 2026). The type of mediation is categorized as indirect-only, based on the significance of the direct and indirect paths. This finding represents a major contribution of the study because it explains the black box between strategic learning and performance. In practical terms, organizations need to connect learning records, assessment results, project assignments, performance reviews, and talent profiles within a single data architecture so that completion of Corporate University programs influences development and career decisions (Zhang, 2024),(smagina, et al 2025)

Managerial Implications

First, organizations need to design Corporate University curricula around critical capabilities and strategic positions rather than merely following annual training lists. Each program should have competency targets, application projects, business sponsors, and indicators of learning transfer.

Second, assessment and learning outcomes must be connected to the talent management system. Learning journeys for high-potential employees, experts, and prospective leaders should be differentiated according to competency gaps and succession needs.

Third, Corporate University evaluation should employ layered metrics covering participation, competency mastery, behavioral change, speed of job readiness, internal mobility, talent retention, and performance improvement. Such integration enables Corporate University to function as a talent engine rather than merely as a learning provider.

CONCLUSION

This study concludes that Corporate University affects talent management and employee performance. Talent management affects employee performance and mediates the relationship between Corporate University and employee performance. These findings indicate that the effectiveness of Corporate University is determined by its ability to connect organizational strategy, competency needs, learning experiences, potential mapping, career development, placement, and talent retention. Therefore, Corporate University should be managed as a strategic learning ecosystem that is integrated with the talent management cycle and performance measurement.

This study is limited by its cross-sectional design, the use of a self-reported questionnaire, and the context of the Center for Competency Development of Domestic Government Apparatus I, Bukittinggi Sector; therefore, causal interpretations and generalization should be made cautiously. Future research may use longitudinal designs, objective performance data, multigroup analysis based on job type, and moderators such as learning culture, supervisory support, or digital learning readiness. The author identities, sample characteristics, all statistical values, and hypothesis conclusions must be completed using actual data before submission.

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