

Corporative University and yours Configuration in the Work Education: a Review in the Organization and Academy Context

Universidade Corporativa e suas Configurações na Formação Laboral: uma Revisão no Contexto Acadêmico e Organizacional

ISSN 2177-8310
 DOI: 10.18264/eadf.v12i2.1752

Marcia Lopes Moraes Sella¹
Diego Fogaça Carvalho^{1,2}
Angela Meneghello Passos³
Angélica da Fontoura Garcia Silva^{1,4}

¹Universidade Pitágoras Unopar
 Anhanguera. Av. Paris, 675 - Jardim Piza.
 Londrina, PR - Brasil

²Universidade Anhanguera Uniderp.
 R. Alexandre Herculano, 1400 - Taquaral
 Bosque. Campo Grande, MS - Brasil

³Instituto Federal do Paraná. Av. da
 Liberdade, 855. Jardim Carnascialli,
 Londrina, PR - Brasil

⁴Universidade Anhanguera de São Paulo
 - Av. Raimundo Pereira de Magalhães,
 3305. Pirituba - São Paulo, SP - Brasil

*sella_mlm@hotmail.com

Abstract

The goal of this paper is to understand the configurations of the Corporate University according to articles published in journals in the fields of Education and Administration. Sixteen articles published in national journals from 2001 to 2019 are analyzed, with classification A1, A2, B1, B2 and B3, according to the CAPES journal classification system for the 2013-2016 quadrennium. As a result of the Content Analysis procedures, four categories of analysis emerged: 1: University for what? describing the main reasons that led to the adoption of the Corporate University configuration. 2: Who instructs? indicating which agents are responsible for instructing the people involved. 3: Who learns? presenting the means by which the trainings are directed and 4: Which Methods and Resources? discussing which resources are used for such training. In short, the research contributes to the understanding of existing configurations, pointing out that there is no ideal model. Each structure has its strengths and weaknesses, which serve as a basis for the implementation of future Corporate Universities.

Keywords: Corporative education. Corporate university. Teaching. Management. Content analysis. DL.



Recebido 02/08/2022
 Aceito 09/12/2022
 Publicado 09/26/2022

HOW TO CITE THIS ARTICLE

ABNT: SELLA, M. L. M. *et al.* Universidade Corporativa e suas Configurações na Formação Laboral: uma Revisão no Contexto Acadêmico e Organizacional. **EaD em Foco**, v. 12, n. 2, e1752, 2022. doi: <https://doi.org/10.18264/eadf.v12i2.1752>

Universidade Corporativa e suas Configurações na Formação Laboral: uma Revisão no Contexto Acadêmico e Organizacional

Resumo

Este artigo tem como objetivo compreender configurações da Universidade Corporativa de acordo com artigos publicados em periódicos das áreas de Ensino e Administração. São analisados 16 artigos publicados em periódicos nacionais, no período de 2001 a 2019, com classificação A1, A2, B1, B2 e B3, pelo sistema de classificações de periódicos da CAPES 2013-2016. Decorrente dos procedimentos da Análise de Conteúdo, emergiram quatro categorias de análise: 1: Universidade para quê?, descrevendo as principais razões que levaram à adoção da configuração da Universidade Corporativa. 2: Quem instrui?, indicando quais agentes são responsáveis pela instrução na formação das pessoas envolvidas. 3: Quem aprende?, apresentando os meios pelos quais são direcionadas as formações e 4: Quais Métodos e Recursos?, discorrendo sobre quais recursos são utilizados para tais formações. Em suma, a pesquisa contribui para a compreensão das configurações já existentes, apontando que não existe modelo ideal. Cada estrutura possui suas forças e fragilidades, que servem como base para a implantação de Universidades Corporativas futuras.

Palavras-chave: Educação corporativa. Universidade corporativa. Ensino. administração. Análise de conteúdo. EaD

1. Introduction

The changes that have taken place over the last few years in the world of work have led to a new demand for professional training in different areas of activity, not only in the academic context, so that professionals start to use other methods of work, teaching and learning, allowing greater mastery of Digital Information and Communication Technologies (DICT) and knowledge of their attributions. An example of these transformations is the use of applications for videoconferencing in interviews for new hires of people, making the processes increasingly digital.

Such changes can be easily understood when taking into account the scenario experienced by Covid-19, in which we are faced with an unknown environment and with the real need for strategic planning that supports the demands of a new teaching and learning model. Teaching, which was previously taught in person, was faced with a totally virtual environment, pressing professionals from the most diverse areas to reinvent themselves, using the technological potential to continue competing in the market.

Thinking about education is thinking about a topic that affects the whole of society. The Corporate University (CU), inserted in this context, benefits companies to achieve results and, at the same time, education to better train citizens. Bearing in mind that people are in constant professional development, the CU appears as a facilitating instrument in this trajectory, due to its practicality and agility in the methods and processes situated with the interest of companies.

In this way, the CU presents itself as a potential resource for the implementation of courses in a strategic way. It enables the application of different learning methods to overcome the challenges of contemporaneity, including TDICs, as the authors Proença and Liao (2020) also point out in their article on the

possibilities of using smartphones (cell phones) as a tool for producing videos in the classroom. of class. However, for the CU to be used to its full potential in different areas, it is necessary to know its structure and applications. Therefore, a critical analysis was established to direct the textual construction.

Based on the above, we aim to answer this question: How is the Corporate University configured in articles published in national journals in the areas of Teaching and Administration?

Although the CU was only implemented in Brazil in the 1990s, this learning format has been around since 1945, when it originated in the United States, having as its precursor the company General Electric, from Crotonville, being attributed to it the first case of success. , which was called Instituto General Motors, which offered the undergraduate course in Engineering, accredited by the North Central Association of Colleges and Schools (TARAPANOFF, 2004, p.17).

Still, this scenario needs to be uncovered. In other words, it is essential to prepare the academic for the reality of companies, without forgetting the unique meaning of educational institutions as trainers of people in their breadth.

Freire (2002, p. 14) points to the importance of true learning in which “students are transformed into real subjects of the construction and reconstruction of knowledge teaching, alongside the educator, also subject of the process”, that is, if it is a process of formation for life, developing the student’s responsibility, logical reasoning and greater autonomy in the academic context. Likewise, the “University”, in the organizational context, has specific purposes. According to Eboli et al. (2012, p.149), “the mission of the CU is to train and develop talents in business management, promoting the management of organizational knowledge (generation, assimilation, diffusion and application), in the midst of an active learning process and to be continued.”

This continuous improvement has been one of the key aspects for professionals in practice for specific results. In this sense, Filatro (2019, p. 14) brings the following expression: “competence is the mobilization of knowledge (knowledge dimension), skills (know-how dimension) and attitudes (wanting to be or do dimension)”.

Skills, competences and attitudes must go hand in hand and the UC as a driving source of this knowledge. On the effectiveness of the CU, Madruga (2017, p. 39) addresses the methodology as one of the Guiding Principles of the Corporate University and comments that the effectiveness of the CU lies in the performance of all phases of training, from the diagnosis of development actions and support of learning with students.

The relevance of training and its approximations lies in the understanding that the transformations that have taken place in people management lead to the real need to conceive the worker as a partner, recognizing the potential of the professional and from this assumption, realizing that developing continuing education will result in into greater benefits for herself.

Although CU is present in large companies, one of its success principles is related to the partnership between company and university. It is not a threat to education, but a highlight of the importance of integration between the two, and the company and the teaching institution accredited by the competent public bodies can promote the training of people in various learning contexts.

2. Methodology

To answer the question about the Corporate University, initially, it was thought of doing the survey only in the journals related to Education in search of articles that dealt with the Corporate University. It should be noted that the entire analysis process was supported by Content Analysis, understood in this context as a

[...] set of communication analysis techniques aimed at obtaining, through systematic and objective procedures for the description of the content of messages, indicators (quantitative or not) that allow the inference of knowledge related to the reception production conditions (inferred variables) of these messages. (BARDIN, 2016, p.48, author's highlight).

The process developed in the research can be summarized as follows:

1. Database Selection: scientific articles in Portuguese from journals evaluated in the 2013-2016 quadrennium by CAPES in extracts A1 to B2 in the Teaching area and from A1 to B3 in the area of Public and Business Administration, Accounting and Tourism. The insertion of B3 was necessary because the A1 journals in this area are not published in Portuguese;
2. Selection of keywords: the following keywords were used for articles in the Teaching area: "Corporate University" as it is the core of the study, "Training" term adopted in the field of management and "Professional Learning", term which refers to the professional training adopted both in teaching and administration. For the areas of Public and Business Administration, Accounting Sciences and Tourism, the search terms were: "corporate university OR corporate education" AND "training OR Qualification" AND "teaching";
3. Selection of the period: from 2001 to 2019, allowing greater amplitude to find articles related to the research objective. It is noteworthy that 2001 was the year of publication of the first article identified;
4. Application of criteria in the database: preparation and organization in spreadsheets;
5. Classification of articles: a pre-analysis was used, considering the titles and abstracts of the articles, following the rules of clipping. Only articles aimed at training and the corporate university could be considered;
6. Compilation of the data obtained: analysis and exploration of the selected material through careful reading, totaling 16 articles, five from the Teaching area and eleven from the Administration area;
7. Extraction of Data from Articles: information synthesized through categorization of data containing information provided by the articles;
8. Data synthesis: Interpretation of results based on the research objective and in accordance with the relevant articles;
9. Publication of Results.

3. Results and Discussion

After the refinement, the articles were read in full, meeting the criteria of Content Analysis. Table 1 shows the general result of the search performed.

Table 1: Search Result Qualis A1 to B3 - Teaching and Administration

QUALIS	Number of journals in the collection		Selected Journals		Periodicals with Satisfactory Articles		Number of Articles that make up the Corpus	
	Teaching	Adm.	Teaching	Adm.	Teaching	Adm.	Teaching	Adm.
A1	18	0	1	0	1	0	1	0
A2	51	54	2	3	1	1	1	2
B1	111	201	4	11	1	2	1	3
B2	125	181	6	10	2	2	2	1
B3	***	377	***	29	***	5	***	5
Total	1118		66		15		16	

Source: Designed by the authors

According to Chart 1, 1118 journals were searched. Of them, 66 were selected, but only 15 were relevant in the context of the CU and its structure for the research proposal.

Thus, the result of 16 articles in the areas of Teaching and Administration in Portuguese was obtained. In the material exploration phase, the texts were carefully read, in order to identify the potential of the CU and its structure in organizations, as well as the methodology used to understand if there is a parallel between the academic and organizational segments.

After finalizing the structuring of the articles, in which answers were sought for the CU configurations, it was noticed that data of different natures were obtained, but that responded to the research objectives. Therefore, the analysis continued to elaborate questions in order to meet the research objectives.

After the first procedure, the similarities between the authors' excerpts and the justifications presented were verified, which resulted in the joining of these data in a table and generated the emerging categories of the analysis. Chart 1 presents the questions and justifications that were configured as the basis for the units of analysis.

Chart 1: Summaries of the questions based on the selected articles

Categories	Explanation
1. University – what for?	Understand what was intended with the formations.
2. Who instructs?	Check who the trainers are.
3. Who learns?	Identify the individuals belonging to the training program, and may be employees, clients, managers or community.
4. What methods and resources?	Know what tools are available and how the trainings are carried out.

Source: Designed by the authors

In the first category, “What is the university for?”, related to training, the analysis of the purposes of the CU implementation is presented.

In pursuit of sustainability, many organizations prioritize trained and up-to-date professionals. In this sense, examples of CU presented by Carvalho and Cruz (2001), in the companies Brahma, Grupo Algar and Accor Brasil, and in Brahma, there is an organizational learning aimed at providing skills to meet the needs of customers and consumers. At the CU of Grupo Algar - Unialgar, the objective is to spread the values and culture of the group and develop leadership, and at Accor Brazil, in turn, it prioritizes training the company's professionals to ensure the company's growth and development of potential. of its human resources.

In the case of Petrobras, Almeida, Parisi and Stamato (2003) state that the purpose of using the CU was to improve through the creation of a *lato sensu* Postgraduation course at Petrobrás (MBA), in partnership with the Instituto de Pesquisas Contábeis, Atuariais da Faculdade de Economia e Administração da Universidade de São Paulo (Fipecafi/FEA/USP).

Thinking about the CU, developing the institution's staff, using a pilot project through the Improvement course in Public Bidding and Contracting, is a concern proposed by Bizelli and Darido (2013). In the same vein, on training in postgraduate courses, Queiroz and Scorsolini-Comin (2011) analyze the perceptions of students graduating from an MBA in the distance modality about the module of intellectual capital and people management.

Brandão (2006) describes the Corporate University model of a financial institution and seeks to understand the implications of the configuration of the development of professional skills in managing people in the organization, which can be developed with the help of various digital tools. One of them is exemplified by Scorsolini-Comin and Alves (2012), when they describe a professional training program based on Wiki technology — a platform that enables interactivity for the construction of knowledge, inserted in the Corporate Education practices of a Brazilian banking institution. In this sense, Bacich and Moran (2018) comment on the interaction and use of technology as a tool that enables the exchange and sharing of experiences, one of the possibilities being the use of communication applications, such as Hangouts and Skype, facilitating interaction between users. groups.

Knowing that one of the ways of learning is through reading, Odelius and Siqueira Junior (2008) identify which aspects influence the effectiveness of training, development and education (TD&E) policies and practices in the Information Technology area of a financial institution. In the same direction, Teixeira and Klug (2012) seek to highlight the technical character in the development of different virtual learning environments, the diversity of models, in addition to comparatively identifying the main characteristics of this form of teaching, relating the concepts of T&D with corporate teaching. virtual. This argument is also emphasized by Teixeira, Stefano and Campos (2015), when they analyze employee satisfaction with Distance Education provided by the CU of a national financial institution, focusing on the reaction and impact of training in the work environment.

The CU is present and with it professionals are trained to spread culture and share information. This is one of the foundations of Souza et al. (2016), when investigating the main organizational aspects found by the Corporate University of Banco do Brasil (Unibb) in the international scenario, an important concern for the sustainability of the organization. Filippim, Silva and Roman (2018) seek to understand the perception of Caixa employees linked to the West Superintendence of Santa Catarina (SC) about Universidade Caixa (CU) and its performance to ensure sustainability.

One of the concerns of Claro and Torres (2012) is the role of the pedagogue in the business environment, the authors argue about the contribution of educators inserted in the area of People Management and about their vision regarding the educational process in companies. The education of the pedagogue is acquired with all its complexity for the human construction and, therefore, makes it different and essential, especially in Corporate Education, in which the results depend on the team and each member, with their differences.

In the scenario of disruptive actions, training becomes a responsibility of the company and the employee; resources are needed for training to be effective and available to a greater number of people. However, studies indicate that most courses offered at a distance are directed to specific hierarchical levels. In other cases, courses are available to everyone, including partners. This was an argument by Ghedine, Testa and Freitas (2008), when they identified the characteristics of distance education initiatives via the Internet in large Brazilian private companies in the period 2002-2003.

Despite the evidence presented so far about the effectiveness of CU in companies, there are some controversies. One of them, presented by Silva and Balzan (2006), states that the implementation of training in companies by the CU points to a “gap” that involves completeness throughout life and makes its use more flexible as it does not depend on regulation for training. professional. For the authors, it is a commercialized education, in which the student becomes a customer when comparing the UC with traditional education. Reis, Silva and Éboli (2010) analyze the reflective practice to help Corporate Education. They present concepts and alert to the importance of reflection before, during and after the action, that is, the awakening of a reflective professional and the CU is another means for this.

The pedagogical project for the CU consists of working on the structure of actions that will guide learning, which are established through a theoretical framework and a methodology used for this purpose. In this sense, Grossi, Costa and Souza (2016) discuss the need to establish a pedagogical project for the foundation of the learning actions developed by the CU, similar to what is done in the academic environment, in order to obtain a consistent foundation that allows everyone to achieve their personal and professional goals.

In the context of the formation of the CU in organizations, the relevance of its structure and use in the advancement and monitoring of significant learning for organizational success, such as, for example, the concern to meet the expectations of customers and consumers, the sharing knowledge through the use of platforms or even the customization of the CU according to the companies' segment. In addition, the view that the professional in the teaching area can contribute to the didactic sequence to be incorporated into the CU structure through activities and themes in search of specific purposes according to the needs of each area. Thus, it would alleviate the annoyance and resistance to the CU on the part of some authors who believe in the CU only as an end in itself and in search of financial results. In this sense, the proposal presented in almost its entirety is a two-way street when thinking about training, where each individual also has the responsibility for their professional development supported by the CU in organizations

The second category, “Who instructs?”, sought to identify those responsible for professional training using the Corporate University. From this category, four subcategories emerged: “Employees, consultants and teachers”; “Teachers”; “Collaborators”; “Not applicable”. For coding, the criteria previously indicated were used. For greater understanding, follow Chart 2.

Chart 2: Who instructs?

Subcategories	Frequency	Categorized articles
1. Employees, consultants and teachers	4	Bizelli e Darido (2013); Souza <i>et al.</i> (2016); Brandão (2006); Carvalho e Cruz (2001).
2. Teachers	2	Almeida, Parisi e Stamato (2003) e Queiroz e Comin (2011).
3. Employees	4	Ghedine, Testa e Freitas (2008); Odelius e Siqueira-Junior (2008); Scorsolini-Comin e Alves (2012) e Teixeira, Stefano e Campos (2015).
4. Not applicable	6	Filippim, Silva e Roman (2018); Silva e Balzan (2007); Reis, Silva e Eboli (2010); Teixeira e Klug (2012); Claro e Torres (2012) e Grossi, Costa e Souza (2016).

Source: Designed by the authors.

The first subcategory — “Employees, teachers and consultants” — resulted in the accommodation of four units of analysis.

A contribution proposed by the authors Bizelli and Darido (2013) is that, being in a scenario conducive to human development, the Universidade Estadual Paulista Júlio de Mesquita Filho (Unesp) uses its teaching staff to train its collaborators through a project- pilot, since, to a large extent, its resources are already available. At other times, speakers are used, that is, updates are sought, taking partners that promote greater growth. This prevents knowledge from being restricted to a single source. In this perspective, Souza *et al.* (2016) point to the CU as a means of internationalization for Banco do Brasil. They argue that there is a strategy of using the support of people who already work in another country to contribute to the dissemination of training, but, in general, they appointed the consultant who had proficiency in the official language of the country.

Brandão (2006) highlights that if there is internal expertise, the contents are prepared by the specialist employees themselves. And if it concerns external expertise, market experts are invited to jointly build content and methodologies. With regard to partnerships, they predominantly occur in the scope of formal education, whose priority criteria for choosing have been the reputation and costs offered by traditional educational institutions. The teachers are the employees themselves, usually directors, managers, analysts, with different backgrounds.

Carvalho and Cruz (2001), having as a reference the CU of solid companies in the national market, present the existence of a multidisciplinary team. This is made up of Ambev, with its leaders (managers, directors and supervisors) as multipliers; Unialgar, whose associates are multipliers and external consultants; Accor Group, with external professionals and consultants from the Academy.

In the second subcategory, “Teachers”, two units of analysis were grouped. The study by Almeida, Parisi and Stamato (2003), at the CU of Petrobras, mentions the partnership with the educational institution Fipecafe/FEA/USP to adapt the material to the needs and characteristics of distance education and reveals that one of the benefits was the obtaining certificates recognized by the Ministry of Education (MEC), in addition to the know-how of teaching knowledge. Queiroz and Comin (2011) emphasize the students’ perception in the modules of a CU with emphasis on the support given by teachers and tutors in the teaching and learning process.

In the third subcategory, “Employees”, three units of analysis were grouped. Ghedine, Testa and Freitas (2008), when identifying Distance Education via the Internet (Eadi) in large Brazilian companies, realize that most courses take place in a self-instructional format, for development, and receive guidance to run the

courses during working hours. However, employees highlighted problems with time management; therefore, companies started to offer courses on time management. In some cases, support is provided from a tutor, typically an employee who is trained to perform in the role.

Odelius and Siqueira-Junior (2008) argue that the researched technology area uses, in its TD&E actions, internal multipliers, selected and trained to act in this role. Multipliers are professionals who have some experience and who, as they have acquired skills with the functions performed, are key people to disseminate the procedures and processes of the activities.

In the research by Scorsolini-Comin and Alves (2012), the multiplication of knowledge takes place in the form of interactive learning. That is, professionals contribute by recording the knowledge acquired and sharing what they know through an educational action program in a Wiki environment, a platform that enables interactivity.

In the studies carried out by Teixeira, Stefano and Campos (2015), the employee acquires knowledge independently. The authors describe that the employee himself, using a self-instructional system, carries out the courses through a functional key in the online environment.

Finally, the fourth subcategory, "Does not apply", was defined as such because the authors did not focus on the people involved, but on a specific topic. In it, the following articles were grouped: Filippim, Silva and Roman (2018); Silva and Balzan (2007); Reis, Silva and Eboli (2010); Teixeira and Klug (2012); Claro and Torres (2012) and Grossi, Costa and Souza (2016).

It is understood in the category called "Who instructs?" an already present contribution of professors providing opportunities for the existing link in the traditional university and, at other times, their active presence as partners in organizations, being a way to "oxygenate" and incorporate new knowledge into the work environment. The dissemination and sharing of ideas and information is also present, promoting not only the existing intellectual capital, but the exchange of experiences with external professionals and greater autonomy among all those involved.

The third category, "Who learns?", was intended to identify individuals belonging to the training programme. Thus, four subcategories emerged, namely: "Employees and managers"; "Employees, customers, suppliers and partners"; "Customers (students)"; "Not applicable". For a better understanding, Chart 3 presents the subcategories, the frequency and the works accommodated.

Chart 3: Who learns?

Subcategories	Frequency	Categorized articles
1. Employees and managers	12	Carvalho e Cruz (2001); Almeida, Parisi e Stamato (2003); Silva e Balzan (2007); Comin e Alves (2012); Claro e Torres (2012); Souza <i>et al.</i> (2016); Bizelli e Darido (2013); Odelius e Siqueira Junior (2008); Teixeira e Klug (2012); Filippim, Silva e Roman (2018); Ghedine, Testa e Feitas (2008) e Teixeira, Stefano e Campos (2015).
2. Employees, customers, suppliers and partners	1	Brandão (2006).
3. Customers (students)	1	Queiroz e Scorsolini-Comin (2011).
4. Not applicable	2	Grossi; Costa; Souza (2016) e Reis, Silva e Eboli (2010).

Source: Designed by the authors.

In the first subcategory, “Employees and managers”, 12 works were grouped by similarity in meaning.

Carvalho and Cruz (2001) report on training that seeks alignment and updates to provide the necessary skills for managers and employees of companies. Thus, Ambev seeks organizational learning, aimed at providing competence to meet the needs of customers and consumers. Unialgar intends to spread the values and culture of the group and the development of leadership. The Accor Group aims to train professionals to ensure the company's growth and the development of the potential of its human resources. Almeida, Parisi and Stamato (2003), discuss the training of employees to know and update laws and regulations, making it possible to understand that updating becomes fundamental in a reality in which information becomes obsolete very quickly.

Ghedine, Testa and Freitas (2008) discuss training for employees in operational areas or strategic levels, indicating that training is not intended for everyone. The survey shows that most companies (seven) direct their courses only to a specific hierarchical level, while one of the companies surveyed uses courses for all levels — operational, tactical and strategic — and, in some cases, offers courses for companies partners.

Scorsolini-Comin and Alves (2012) show the training with the aim of rescuing and disseminating knowledge in their daily activities in a Brazilian financial institution. Bizelli and Darido (2013) present the development of the staff of the educational institution that used a pilot project through the Improvement course in Public Bidding and Contracting. Odelius and Siqueira Júnior (2008) analyze the training and personal and professional improvement of the company's staff of a financial institution composed of employees and managers. Teixeira and Klug (2012) highlight the technical nature of the formation of a company whose object is to provide services in the area of technology and customized content for the training and continuing education of employees, which was done through the process called In company.

In this sense, it is understood that training is offered to various hierarchical levels of employees, including stakeholders. Filippim, Silva and Roman (2018), as well as Odelius and Siqueira Junior (2008), researched the training of employees in a financial institution. In this specific case, we worked with employees and managers of SR Oeste de Santa Catarina (SC) and with CU managers on the subject of sustainability.

Likewise, Teixeira, Stefano and Campos (2015) investigated CU training in two bank branches in a city in the south-central region of Paraná.

Finally, understanding that knowledge must be shared, Souza et al. (2016) deal with training as a way to disseminate the necessary knowledge, maintaining the local culture in countries.

The second subcategory, “Employees and stakeholders”, involves employees, customers, suppliers and partners. When describing the model of a financial institution, Brandão (2006) realizes that training involved not only employees, but also customers, suppliers, partners, with whom the university establishes exchanges of educational actions within the scope of formal and/or non-formal education.

There was also a third subcategory, “Clients (students)”, which led to the accommodation of a unit of analysis. Seeking to measure the effectiveness of the course offered in the distance education modality, Queiroz and Scorsolini-Comin (2011) research an MBA and analyze the students' perception of the module of intellectual capital and people management.

Finally, the fourth subcategory, “Not applicable”, accommodated two articles: Grossi; Coast; Souza (2016) and Reis, Silva and Eboli (2010), as both do not clearly present who are the subjects who learn in the context of their investigations.

In view of the arguments presented, it is observed in the category entitled “Who learns?” a multiplicity of people and professionals for training and updating in specific areas, but it is also noticed that in some cases the updating of content is not intended for all members of the organization, being only in specific

and command functions, which leads us to thinking that such activities might not be relevant to the organization's results, that is, more mechanized activities, with few changes.

The fourth category, "What are the methods and resources?", sought to recognize the tools and methods used by the Corporate University for professional training, from which four subcategories emerged: "Onsite and Distance Learning"; "Presential"; "Distance Teaching (DL)"; and "Not applicable". For coding, the structure already explained was maintained. This summary can be consulted in Chart 4.

Chart 4: What are the methods and resources?

Subcategories	Frequency	Categorized articles
1. In-person and distance learning	8	Carvalho e Cruz (2001); Almeida, Parisi e Stamato (2003); Brandão (2006); Teixeira, Stefano e Campos (2015); Souza et al. (2016); Filippim, Silva e Roman (2018); Bizelli e Darido (2013) e Teixeira e Klug (2012).
2. In-person	1	Odelius e Siqueira Junior (2008).
3. DL	4	Queiroz e Scorsolini-Comin (2011); Scorsolini-Comin e Alves (2012); Ghedine, Testa e Freitas (2008) e Grossi, Costa e Souza (2016).
4. Not applicable	3	Silva e Balzan (2007); Reis, Silva e Eboli (2010) e Claro e Torres (2012).

Source: Designed by the authors.

The dynamics developed by the companies is perceptible, with a concern in relation to everyday, therefore, group learning, in addition to the cognitive perceived development by the Accor Group, object of study by Carvalho and Cruz (2001), who developed practical exercises and recreational activities, was made possible by having a physical space.

The structure for training is characterized differently for each of the institutions. At Ambev, it is composed of TV Universidade Ambev, Internet and Intranet, and the courses are developed in a modular structure of learning and group learning. At Unialgar, the Internet, Intranet and Distance Education (courses available online) are used, with learning taking place through internal case studies, experiential courses with dynamics. In the Accor Group, the resources are the Internet and the Intranet, which provide the development of recreational activities, practical exercises, prior work and projects after the course.

Almeida, Parisi and Stamato (2003) describe Petrobras' training structure: videoconferencing rooms, which have PictureTel multipoint equipment and a technical manager to support the teacher. For better use of classes, readings and previous development of exercises and case studies are proposed. The following resources are used: video camera, microphones, loudspeakers, televisions, VCRs, microcomputers, microcomputer video signal transformers. And the learning method, although not mentioned, it seems to refer to the modality known as Flipped Classroom or "inverted classroom".

As it is a financial institution, a reference in the implementation of a Corporate University, it is possible to perceive, in the organization researched by Brandão (2006), a complete structure with regard to the training of professionals, which prepares this employee for activities related to the incumbent charge. The educational programs and actions are presented in face-to-face, with 114 courses, and virtual or self-instructional, with approximately 74 courses.

Teixeira, Stefano and Campos (2015) proposed courses offered at a Financial Institution. The courses last from 2 to 12 hours and are available online. In training using e-learning, material is offered in digital and physical format. Access to the training material occurs through the Intranet, in the UC system.

Studies carried out by Souza et al. (2016) describe a strong distance education culture: 70% of the training hours held annually are distance learning; 26%, face-to-face; and 4%, on the job. One of the advantages for this to occur is the portal with bilingual navigation, English and Spanish.

Filippim, Silva and Roman (2018) seek insights on the topic of sustainability and describe the implementation of the courses. In addition to a portal, the CU investigated by them has physical campuses. On the CU portal, educational actions were observed in distance, face-to-face or mixed modalities, many aimed at learning about sustainability.

There is a concern to disseminate information from other areas of knowledge. In this way, Bizelli and Darido (2013) seek to understand the formation of the institution's staff using a pilot project through the Improvement course in Public Bidding and Contracting.

In the blended and modular modality, Bizelli and Darido (2013) comment that the course adopted the Moodle platform, having content produced and made available by the team of the Distance Education Center (Nead) and by TV Unesp and regarding the weekly activities, the authors report which were carried out in the Virtual Learning Environment (VLE) including tools such as forums, chats, and the elaboration of texts accompanied every moment of the activities. The closing of the module was carried out in person, when the course participants were distributed in rooms and accompanied by tutors with different expertise.

Blended teaching in the training of Unesp's servers, commented by Bizelli and Darido (2013), was also present in the studies by Teixeira and Klug (2012), covering teleclasses. The training and development channels are complemented by e-learning, available in the customized VLE, through the In Company process, integrating technologies such as satellite transmission, IP videos and web streaming.

The second subcategory, called "Onsite", presents the CU experience in the financial institution researched by Odellius and Siqueira Junior (2008). Regarding the structure, the authors comment that the financial institution's policy sets limits on the number of hours of training per employee, imposing a minimum of 30 hours per semester and a maximum of 200 hours per year. All face-to-face training offered by the technology department, including the reaction assessment at the end of the course, is the responsibility of the CU.

A third subcategory was formed and entitled "EaD". In it, four works were grouped. The studies by Queiroz and Scorsolini-Comin (2011) showed the effectiveness of the Intellectual Capital and People Management module in the *lato sensu* course in partnership with a private teaching institution in the Business area. The structure is as follows: distance mode (400 hours duration); Intellectual Capital and People Management module (36 hours long) with three classes of 12 hours each. Participation in forums, reading articles, conducting questionnaires and access to classes available in virtual environments (teleclasses) are part of the entire course.

Scorsolini-Comin and Alves (2012) present an interactive system, using the Wiki tool in the banking institution, that is, they share information autonomously and collaboratively. In practice, articles are created by company employees, then validated by the CU and released to be didactic material for completing distance courses on the same creation platform.

The continuing education researched by Ghedine, Testa and Freitas (2008) encompasses companies whose training centers are exclusively dedicated to the training of their employees. Resources such as chats and discussion lists were used. The forum was not suitable due to the large number of participants.

As for courses, most companies prefer to adhere to the so-called "shelves", which are already ready and, in general, are more affordable. In some cases, an adaptation is made. Grossi, Costa and Souza's (2016) assumptions about the pedagogical project of a financial institution were based on the teaching and learning process in the domains of its CU.

In the fourth and last subcategory, “Not applicable”, works that did not define the methods and resources of the CUs investigated were grouped: Silva and Balzan (2007), Reis, Silva and Eboli (2010) and Claro and Torres (2012).

Finally, the category represented by “What are the methods and resources?” presents the connection of tradition and innovation in learning where the blackboard and chalk are not extinguished, but appear with a new model incorporating new techniques and computational tools that add agility and increasingly present information. In this configuration, data and information are made available allowing greater reach and in the most varied environments inside or outside the organization using existing resources.

4. Conclusion

Here we return to the main question that fostered this investigation: “How is the Corporate University configured in articles published in national journals in the areas of Teaching and Administration?” To seek an understanding of what we intended to answer, some strategies guided our actions, among them, the assembly of the collection, the methodological procedures used for the selection of articles and the constitution of research and analysis units. In this process, we found 16 articles that represent the configuration of the CU in publications in the national journals analyzed. As a result of these articles, 4 categories were constructed and it was noticed that the meanings of the UC from the perspective of the analyzed articles are summarized in them: “What is the university for?”; “Who instructs?”; “Who learns?” and “What are the methods and resources?”

In the first category — “University for what?” — we found the desires that led organizations to implement the UC in their environments. Some organizations intend to spread the culture and values; others seek specific training for the activities performed; and others focus on training and setting up courses.

The second category—“Who instructs?” — sought to identify those responsible for professional training using the UC. In most cases, the employees themselves act as internal multipliers, and in some cases they may be professors at educational institutions or even specialists in areas when specific topics are addressed.

The third category — “Who learns?” — refers to individuals belonging to the training program, indicating a direction for the training of employees and managers in search of improving their functions, still stakeholders. In this case, the target audience is made up of customers, suppliers and partners, customers and consumers in search of greater competitiveness for the sustainability of the business. One factor that needs attention is evaluation, which is not used or, when it is, does not reach the expected potential.

The fourth category — “What are the methods and resources?” — refers to tools and methods used for professional training at the CU. There is the presence of face-to-face and distance education, and there may be hybrid teaching. However, distance education occurs with greater incidence using internal case studies and other playful methods, in addition to the use of technological resources, such as videoconferencing, VLE, forums, chats and manuals developed by the employees themselves, with the rare presence of the pedagogue.

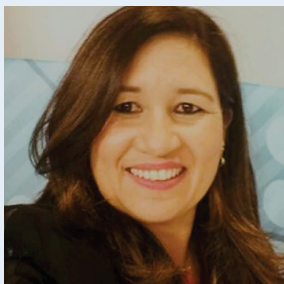
Observing the configurations of the CU researched, based on the reports presented, it is understood that the partnership of educational institutions is important to follow the evolution of the market and its aspirations. It also highlights the importance of the teaching role to enhance continuing education and the construction of knowledge of those involved inside and outside educational institutions.

Thus, the CU is considered a great manifestation for the formation of people. The approaches/trends of this model is something that has been increasingly highlighted in the corporate world, as we can see in the analyzed articles. Such action provides a set of alternatives for teaching and learning that goes beyond

academic learning, allowing, on several occasions, a self-learning in the construction of knowledge, but with the appropriate direction to the function.

In short, the research contributed to the understanding of existing models. This understanding makes it possible for future models to be improved and for the use of Corporate Education in organizations to be enhanced.

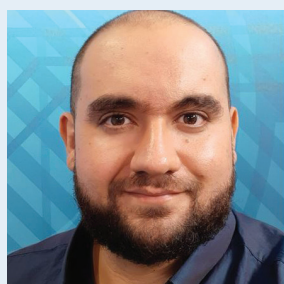
Biodata and contact details of the authors



SELLA, M.L.M. is a professor of undergraduate courses at Universidade Pitágoras Unopar Anhanguera. He has a master's degree in Methodologies for the Teaching of Languages and its Technologies from Universidade Pitágoras Unopar, specialization in People Management and a degree in Administration - Londrina/PR. His topics of interest focus on Corporate University and Management, Distance Education, Teaching and Learning and Teacher Training.

ORCID: <https://orcid.org/0000-0002-2339-5127>

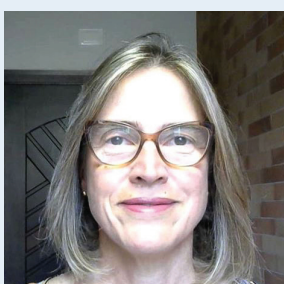
E-mail: sella_mlm@hotmail.com



CARVALHO, D. F. is a permanent professor in the Stricto Sensu Graduate Programs in Methodologies for the Teaching of Languages and their Technologies at Pitágoras Unopar Anhanguera University and a Masters in Science and Mathematics Teaching at Anhanguera Uniderp University. He has a postdoctoral degree in Science Teaching and Mathematics Education from the State University of Londrina (UEL) - PR. Its topics of interest are centered on teacher training and branch out into the following developments: learning assessment, textual analysis, innovations in the teaching and learning process and Rural Education.

ORCID: <https://orcid.org/0000-0002-4984-6344>

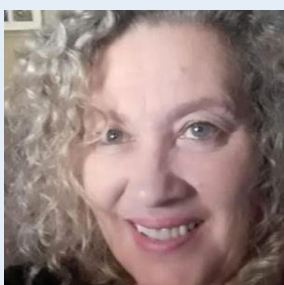
E-mail: diegofocarva@gmail.com



PASSOS, A. M. is a teacher of Basic, Technical and Technological Education at the Federal Institute of Paraná (IFPR) - Campus Londrina. He has a post-doctorate, doctorate and master's degree in Science Teaching and Mathematics Education from the State University of Londrina (UEL) - PR. His research interests include teaching and learning in mathematics and science, teacher education.

ORCID: <https://orcid.org/0000-0001-8843-9357>

E-mail: angela.passos@ifpr.edu.br



GARCIA SILVA, A. F. is a professor at the Postgraduate Programs in Methodologies for Teaching Languages and its technologies at Unopar and Mathematics Education Unian-SP. He completed his doctorate in Mathematics Education at PUC-SP. His research interests include Curriculum, Teaching and Learning and Teacher Education. Participates in the research group FORCHILD - Teacher Training: Curriculum, History, Language and Professional Development.

ORCID: <https://orcid.org/0000-0002-2435-9240>

E-mail: angelicafontoura@platosedu.com.br

Thanks

The present work was carried out with the support of the Coordination for the Improvement of Higher Education Personnel - Brazil (CAPES) - Financing Code 001 and the Foundation for the Development of Research in Higher Education (FUNADESP).

References

- ALMEIDA, L.; PARISI, C.; STAMATO, M. Considerações sobre o uso da videoconferência como elemento viabilizador de EAD em um ambiente multiponto: o caso da Petrobras. **Revista Educar**, Curitiba, n.21, p.99-116, 2003. Disponível em: <https://revistas.ufpr.br/educar/article/view/2125>. Access in: nov. 2020
- BACICH, L.; MORAN, J. **Metodologias ativas para uma educação inovadora: uma abordagem teórico-prática**. (Desafios da educação). – Porto Alegre: Penso, 2018
- BARDIN, L. **Análise de Conteúdo Tradução de Luiz Antero Reto**, Augusto Pinheiro, São Paulo: Edições 70, 2016.
- BIZELLI, J. L.; DARIDO, M. C. O processo de construção da Unesp Corporativa. **Rev. Iberoam. Estud. Educ.**, Araraquara, v.8, n.2, p.513-528, 2013. Available at: <https://periodicos.fclar.unesp.br/iberoamericana/article/view/6540>. Access in: nov. 2020
- BRANDÃO, R. G. Gestão de pessoas e as universidades corporativas: dois lados da mesma moeda. **Rev. Adm. Empresa**. São Paulo, v. 46, n. 2, abr./jun. 2006. Available at: <http://dx.doi.org/10.1590/S0034-75902006000200003>. Access in: nov. 2020.
- CARVALHO, R. P.; CRUZ, D. M. Universidade Corporativa: uma nova estratégia para a aprendizagem organizacional. In: CONGRESSO BRASILEIRO DO ENSINO DE ENGENHARIA – COBENGE, 29., 2001, Porto Alegre. **Anais** [...]. Brasília, DF: Abenge, 2001. p. x-y. Available at: <http://www.abenge.org.br/cobenge/arquivos/18/trabalhos/IUE012.pdf>. Access in: nov. 2020
- CLARO, J. A. C. S.; TORRES, M. O. F. Pedagogia empresarial: A atuação dos profissionais da educação na gestão de pessoas. **Revista Contrapontos**, Itajaí v. 12, n. 2, p. 207-216, maio/ago. 2012. Available at: <https://siaiap32.univali.br/seer/index.php/rc/article/viewFile/2214/2245>. Access in: nov. 2020
- EBOLI, M. **Educação Corporativa no Brasil: mitos e verdades**. São Paulo: Gente, 2004.
- EBOLI, M. *et al.* **Educação Corporativa: fundamentos, evolução e implantação de Projetos**. São Paulo: Atlas, 2012.
- FILATRO, A.; CAVALCANTI, C. C. *et al.* D.I 4.0: Inovação em educação corporativa. São Paulo: **Saraiva Educação**, 2019.
- FREIRE, P. **Pedagogia da autonomia: Saberes necessários à prática educativa**. 25. ed. São Paulo: Paz e Terra, 2002.
- FILIPPIM, E. S.; SILVA, R. M. F.; ROMAN, D. J. Aprendizagem para a sustentabilidade: o caso da universidade corporativa caixa. RMS: **Revista Metropolitana de Sustentabilidade**, São Paulo, v.8, n. 3, set./dez. 2018. Disponível em: <https://revistaseletronicas.fmu.br/index.php/rms/article/view/1408>. Access in: nov. 2020.
- GHEDINE, T.; TESTA, M. G.; FREITAS, H. Educação a distância via internet em grandes empresas brasileiras. **Rev. adm. empresa.**, São Paulo, v. 48, n. 4, out./dez. 2008. Available at: <https://www.scielo.br/j/rae/a/j7RBWdf9ph6zfxhWCqSXgBG/?lang=pt>. Access in: nov. 2020.

- GROSSI, M. G. R.; COSTA, J. W. da; SOUZA, C. B. J. Proposta pedagógica no contexto da educação corporativa. **Revista Temas em Educação**, João Pessoa, v.25, n.2, p.36-55, 2016. Disponível em: <https://periodicos.ufpb.br/ojs2/index.php/rteo/article/view/22792/0>. Access in: nov. 2020.
- MADRUGA, R. **Treinamento e desenvolvimento com foco em educação corporativa**. – 1.ed. – São Paulo: Saraiva Educação, 2018.
- MORAN, J. M. **Mudando a educação com metodologias ativas**. In: Convergências midiáticas, educação e cidadania: aproximações jovens. 2015. Available at: http://www2.eca.usp.br/moran/wp-content/uploads/2013/12/mudando_moran.pdf. Access in: jul. 2022
- ODELIUS, C.; SIQUEIRA JUNIOR, F. Aspectos que influenciam a efetividade de políticas e práticas de TD&E na área de tecnologia da informação de uma instituição financeira. REGE: **Revista de Gestão**, São Paulo, v. 15, n. 4, p. 85-100, out./dez. 2008. Available at: <http://www.revistas.usp.br/rege/article/view/36655>. Access in: nov. 2020.
- PROENÇA, A. R. da C.; LIAO, T. Celular, Sala de Aula e Produção de Vídeos: MOOC para Formação Audiovisual de Professores. **EaD em Foco**, V10, e923. 2020. doi: <https://doi.org/10.18264/eadf.v10i1923>. Access in: jul. 2022.
- QUEIROZ, J.; SCORSOLINI-COMIN, F. **A percepção de alunos sobre o módulo de capital intelectual e gestão de pessoas em um curso de MBA na modalidade a distância**. PG&C: Perspectivas em Gestão & Conhecimento, João Pessoa, v.1, n.1, p.92-105, jan./jun. 2011. Available at <https://periodicos.ufpb.br/ojs2/index.php/pgc/article/view/8991>. Acesso em: 08 nov.2020.
- REIS, G.; SILVA, L.; EBOLI, M. A prática reflexiva e suas contribuições para a educação corporativa. REGE: **Revista de Gestão**, São Paulo, v. 17, n. 4, p. 403-419, out./dez. 2010. Available at <https://www.revistas.usp.br/rege/issue/view/3042>. Access in: nov. 2020.
- SCORSOLINI-COMIN, F. S.; ALVES, I. N. Utilização da tecnologia wiki na educação corporativa: contribuições para um debate. **Revista Brasileira de Orientação Profissional**, São Paulo, v. 13, n.2, p. 209-222, dez. 2012. Available at: <https://pesquisa.bvsalud.org/portal/resource/pt/psi-59411>. Access in: nov. 2020.
- SILVA, M. W.; BALZAN, N. C. Universidade corporativa: (Pré) tendência do ensino superior ou ameaça? **Revista de Avaliação da Educação Superior**, Sorocaba, v. 12, n. 2, p. 233-256, ago. 2007.
- SOUZA, E. *et al.* Aspectos organizacionais da internacionalização de universidades corporativas brasileiras. **Revista Organizações em Contexto**, São Bernardo do Campo, v.12, n. 24, jul./dez. 2016. Available at: <https://www.metodista.br/revistas/revistas-ims/index.php/OC/article/view/6713/pdf>. Access in: nov. 2020.
- TARAPANOFF, K. (org.). **Educação Corporativa: contribuição para a competitividade**. Brasília, DF: Petróleo Brasileiro e CNI/Secretaria de Tecnologia Industrial, 2004.
- TEIXEIRA, A. V.; KLUG, D. C. Relações da aprendizagem em programas de treinamento e desenvolvimento por meio de ambientes virtuais. **Administração de Empresas em revista**, Curitiba, v. 1, n.7, p. 114-129, 2012. Available at: <http://revista.unicuritiba.edu.br/index.php/admrevista/article/view/471/360>. Access in: jul. 2021.
- TEIXEIRA, G.; STEFANO, S. R.; CAMPOS, E. A. R. de. E-Learning, percepções sobre satisfação no treinamento à distância em instituição financeira: reação versus impacto. Race: **Revista de Administração, Contabilidade e Economia**, Joaçaba, v. 14, n.1, p. 225-250, 2014. Available at: <https://portalperiodicos.unoesc.edu.br/race/index>. Acesso em: 10 jul. 2021.