

INVESTIGATION THE STATUS OF CORPORATE
ACADEMIES IN TURKEY

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ABSTRACT

Now a days corporate academies are an indispensable strategic element for large-scale and development-oriented companies that considering the development strategies established in the continuous learning centric enterprises. Scope of the global competition between companies and rapid technological changes; it is the obligation of companies to establish their own learning systems and to create their own cognitive knowledge abilities. According to Dealtry (2012:16-21), institutional academies are aiming to provide a set of conditions under which the intended senior management can focus on the core executive activities needed to ensure that all managers and staff can reshape the corporate culture and achieve strategic learning suited to the challenging business environment. Therefore, the number of corporate academies in Turkey and in the world is increasing day by day. Where today's, companies think that corporate Academy is an important tool for solving basic sectoral knowledge problems and spreading their own unique self-tested managerial and technical knowledge to its members as well as to its outside cooperation. In this context, the main purpose of the study is to examine the foundation and systems of corporate academies within the companies in Turkey and to evaluate the academies by Jansik, kwakman and Streumer's corporate academies classification (Jansik et al., 2005:40-57). Research findings indicate that 28 institutional academies studied within the

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scope of the study mostly positing at operational and tactical classification however a few have reached the strategic level which is anticipated to create strategic advantages for the enterprises mentioned in the related literature.

Key Words: *Corporate Academies, Training, Technical Knowledge, Strategic management, Human Resource Management.*

Jel Codes: M12, A2, O15, J24

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ÖZ

Günümüz işletmelerinin sürekli öğrenme merkezine oturtulmuş gelişim ve büyüme stratejileri dikkate alındığında kurumsal akademiler büyük ölçekli ve gelişim odaklı olan şirketler için vazgeçilmez bir stratejik unsur olarak karşımıza çıkmaktadır. Firmalar arasında yaşanan küresel rekabet ve hızlı teknolojik değişiklikler, firmaların kendi öğrenme sistemlerini kurmalarına ve bilişsel bilgi kabiliyetlerini oluşturmalarını zorunlu kılmıştır. Dealtry (2012:16-21) göre, kurumsal akademiler, üst yönetimin, tüm yöneticilerin ve personelin kurumsal kültürü yeniden şekillendirip, zorlu iş ortamına uygun stratejik stratejiler elde etmelerini sağlamak için gereken temel yönetsel faaliyetlerine odaklanabileceği bir dizi koşul sağlamayı hedeflemektedir. Dolayısıyla da bu bağlamda dünyada ve Türkiye'de kurumsal akademilerin sayısı her geçen gün artmaktadır. Zira günümüzde kurumsal akademiler işletmelerin teknik bilgiyi üretme ve başta kurum üyelerine olmak üzere kurum dışındaki işbirliklerine yaymada önemli bir araç olduğunu düşünmektedirler. Bu kapsamda çalışmanın temel amacı, Türkiye'deki kurumsal akademiler Jansik, Kwakman ve Streumer¹ tarafından 2005 yılında önerilen Kurumsal Akademi sınıflandırması (Jansik et.al., 2005:40-57) kapsamında değerlendirmektir. Araştırma bulguları çalışma kapsamında incelenen 28 kurumsal akademinin ağırlıklı olarak operasyonel ve taktik sınıflandırmasında yer aldığı, yazında bahsi geçen işletmelere stratejik avantajlar yarattığı öngörülen stratejik düzeye henüz ulaşamadıkları yönündedir.

Anahtar Kelimeler: Kurumsal Akademiler, Eğitim, Teknik Bilgi, Stratejik Yönetim, İnsan Kaynakları Yönetimi.

INTRODUCTION

The educational and teaching that create knowledge are the most important asset of a human being. On the other hand in business world companies are recognized the power of knowledge employees and their contributions on companies especially reaching strategically goals and gaining competitive advantage among other firms. In traditional human resource management statements education and training constitute for improving employees job performance where training programs mostly designed for to prepare ones to current or other proper positions in the organizations to increases the skills needed for new task changes as well as helps the employee for changes that may arise from new Technologies in existing business, product markets or among customers (Noe, 2009: 309)

However common concepts of globalization of World and business markets, the notion of “corporate academies” or “corporate university” concepts becomes and seen as a new interesting instrument for companies in order to cope with global changes of trade markets. Meiser state that corporate academies are the strategical umbrella for developing and educating employee, customers and suppliers in order to achive the organizational strategies (Meister, 1998: 29) and Watson (1994) identify main task of corporate academies or universities as to provide a vehicle for constructing shared meaning through influencing and controlling process of learning as well as knowledge creation. Most importantly, an corporate academy is seen not only as the development of the competencies of employees or functions but also as the most important tool for the development of organizational skills such as learning, leadership, creative thinking and problem-solving culture (Allen, 2002: 9).Hence corporate academies seen as a new context that connect knowledge management to organizational learning through the knowledge creation (Prince and Stewart, 2002: 795). Based on those definitions corporate academies compose conjunction with organization’s strategic objectives by designing specific internal company own training programs, provide Professional accreditation for critical competencies of future managers as well as for staff to develop career progress in the organization (Holland and Pyman, 2006: 20).

Taking into account the roles attributed to corporate academies in the business world and the activities of creating corporate academies carried out by many businesses, this study examines the Turkish firms corporate academies aims, structure and development process, in order to guide the institutions who want to convert education units into academies by determining the general status of the academies operating in Turk companies.

1. LITERATURE REVIEW

According to Dealtry (2012:16-21), corporate academies or universities are aiming to provide a set of conditions under which the intended senior management can focus on the core executive activities needed to ensure that all managers and staff can reshape the corporate culture and achieve strategic learning suited to the challenging business environment. Thus corporate academies assumed as the main tool for organizations to realize a dynamic combine organizational culture to organizational based demands for knowledge in order to reformed organization as learning organizations. (Prince and Steward, 2002: 796-798). In this framework corporate academies can be evaluated as organizational learning mechanisms that are open to different learning methods which is targeting all internal and external stakeholders that centering on training and development at the organizational level in line with strategic goals of the companies with continuous learning motivation (Morin and Renaud, 2004: 300).

Thus strategical and technical values of corporate academies the number of corporate academies in world as well as in Turkish country are increasing day by day. Corporations assumed that their academicals will be solve their costly customize training difficulties, fundamental sectoral knowledge problems as well as corporate academies give opportunity to organizations dissemination of their own unique self -tested managerial and technical knowledge to firms members and its alliance (Nixon and Helms 2002; 146-149)

Also there same evidence that shows that there are monetary values of corporate academies for example a study which is consist on companies that spent at least twice as much money on employee development as compared to other companies followed performance and 17% to 35% better performance in terms of the Standard & Poor

index. In support of this it has also been observed that in the research the companies performing the training more performing better on the stock exchange market than the ones making less investments (Bassi et. al., 2000: 2).

In the context of those findings many scholars have conducted modeling studies on the structuring of academies in commercial enterprises in order to address the corporate academies development and implementing process.

According to Todd's study learning and development units in businesses have been structures in three different forms like centralized, decentralized and federated (Todd, 2009: 5-11). In the study conducted by Allen, corporate academies or universities are composed of 4 levels according to their activities such as academies that such give education, beside give education academies that provide training programs for senior managers, to offer courses that will provide academic credits based on their accreditation of training program or academies are offer courses that will provide academic credentials among universities where this level academies main aim to be gain an independent university title (Allen, 2002: 4-6). As also corporate academies could be classify as by their main purposes like comprehensive learning and development centers, top executive development centers, knowledge development centers, value chain effectiveness centers, cultural integration centers and so on (Deiser, 2012:14-20).

However this study concentrate on Rademakers's (2005) theoretical and Jansinks and colleagues (2005) empirical descriptions' of corporate academies classification. Authors cited the fact that traditional training programs mostly focus on the competence gap in organizations on the other hand corporate university or academies have conducted activities that support the company's short-medium and long- term strategies and they are actively participated in strategic decision making process of companies. Jansinks and his colleagueus conduct a model which is firstly constituted theoretically by Rademaker's (2005) study as three major corporate university type referred as school, college and academy type. Authors identified training and learning centers of corporation with operational phase, tactical phrase and strategical phase of a corporate university which model titled as " Phases in the development of a corporate university"

where researchers analyses each phases empirically and theoretically among 28 corporate universities in Netherlands (Jansinks et.al, 2005).

According to the researchers, the academies positioned in the operational phase are defined as “Advanced Training Department” and the indirect and reactive relation occurs between company strategies and unit strategies. Corporate universities in this phase most focus on operational efficiency and strengthening the training efforts that relevant the company by bonding power. The tactical phase company strategies directly influence the training programs. The main goal is to reproduce and spread knowledge in such a way that a connection exist between company goals and individual development ideas (Rademakers, 2005:135). Jansinks and colleagues defined this phase as knowledge backbone. Last and advance phases defined as strategic phase or knowledge factory by Jansinks and his friends. In this phase, staff and students of the corporate university are committed to research projects that have goal of building a new strategically relevant knowledge. In this scope company can develop unique, customized, tailor made knowledge which gaining competitive advantage for the company. Hence in strategical phase corporate academies directly and proactively affect the corporate strategies and both strategies aligned together. Main aim of this training unit is to develop knowledge for company (Jansinks et al, 2005: 41-43).

Institutional academics first began to emerge in the United States in the mid-1910s as a continuation of the transformation in workplace organizations. Leading firms such as General Motors (GM) and General Electric (GE) established company schools at the beginning of the 1910s to make their routine operations more efficient and reduce human error. These schools, in addition to their activities during the foundation period, continued until the middle of the 20th century, with an emphasis on technical internal training and accreditation towards the business areas of the companies. When we look today, there are more than 2.000 institutional academies in the United States alone since 1980. However corporate academies in Turkey have begun to build after 1999-2001 crises in order to reduce training costs of firms especially banking and finance sector companies where it’s followed with telecommunication companies in the mid-2000s for companies education needs. Academies operating in Turkey serve training programs for dissemination of corporate knowledge among

companies' employees, increasing customer belongings and transferring vocational school, undergraduate and graduate level technical knowledge to its members. On the other hand number of Turkish corporate academies their structure and working aims are the unknown problems of those units that is waiting for a response. (http://www.tegep.org/tegep/eep/Specific/TEGEP/Upload/TEGE_P_infoline/TEGEP_Bilgi_Serisi_2_Kurumsal_Akademilere_Bakis-1.pdf) In this context the main purpose of this study is to investigate Turkey's companies academies in order to identify their positioning with model of Jansik, Kwakman ve Streumer's corporate academy positioning (Jansik et.al., 2005:40-57). At this point lack of authorized findings of Turkish corporate academies the main presume of this study is "the academies of firms in Turkey operate as training oriented units centered mainly on operational efficiency, hence we assumed that Turkey's corporate academies positioning between operational and tactical phases considering short historical development stage of Turkish academies in business world. Based on this perceptual assumption this study investigate the 28 Turkish corporate academies in order to identify their aims and situations.

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2. METHODOLOGY

2.1. Method of the Research

A descriptive approach was used in the present study in which the data were collected with qualitative methods. As its well known that qualitative research based on theory on understanding social events are connected in the environment is an approach that takes research and understanding to the forefront. The most frequently used qualitative methods are views. The interview will focus on people's perspectives, used to reveal feelings and perceptions is a very powerful method (Bogdan and Biklen, 1992). Based on this arguments the universe of the research constitutes the first 100 companies listed on the Stock Exchange Istanbul. However Field research consists of 28 companies' senior managers and human resource department managers that give support to this study. Hence sample of this research consist of 28 companies that indexed at Stock Exchange İstanbul. A face to face structured interview have been performed to our respondents in order to investigated our search assumption where additional statements of managers had been take in consider and integrating to our descriptive and interpreted analysis stage.

2.2. Data collection tools,

The data were collected through an interview form which was constituted with 2 set of sub-questions sections. In first section six questions addressed to investigated properties of corporate academies. The second part of questionnaire involves 36 open ended questions that focus on establishment process of academies, integrations of corporate's master strategies with corporate academies strategies, target groups of academies and classifications of training programs topics where those parameters adapted from definitions of Jansik et.al (2005) positioning model. We were also asked a single self-evaluation question to our respondents for classify their academic based on Jansik and his colleagues' 3 positioning stage.

3. FINDINGS

Descriptive statistics of our sample firms are given in Table 1. When looking at the sectoral distribution of firms in the sample we found that 18 % (n=28) composed of banking finance, automobile and holding company that it followed by telecommunication firms where number of employees of our sample firms mostly constituted 5001 and over. Findings showed that 14 percentage (n=28) of interviewed managers positioning as director.

Table 1. Descriptive Statistics of Firms

Sector	Frequency	%	Number of Employees	Frequency	%
Banking and Finance	5	18	0-100	1	4
Durable consumer goods	2	7	101-500	2	7
iron and steel industry	1	4	501-1000	2	7
Holding company	5	18	1001-2500	4	14
Automotive industry	5	18	2501-5000	3	11
Retail	1	4	5001 and over	16	57
Telecommunication	3	11	Titles of participant managers	Frequency	%
Transportation	1	4	Principal manager	4	14
Production	2	7	Assistant General manager	2	7
Textiles	2	7	Group manager	1	4
Tourism	1	4	Director	14	50
			CoDirector/ Manager	2	7
			Specialist	1	4

In field study we also dispute the academies relative position within the organization chart. Our respondents are mentioned that 82 percent of corporate academies position under human resource department where 17 percent of academies located and directly reported to chief executive officer or board of director. Number of employees in academies and their distributions are given on Table 2. (Insider educators from other departments are not given on this table)

Table 2. Employees Distributions in Academies

70		Number of Employees in Corporate Academies in executive level		Frequency	%
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		3-4		9	32
		5-6		5	18
		7 and over		3	11
		Number of Employee in Corporate Academies in specialist level		Frequency	%
		1-5		16	57
		6-10		3	11
		11-15		1	4
		16-20		1	4
		21-25		4	14
	26 and over		3	11	
	Number of Outsourced Employees in the Corporate Academy		Frequency	%	
	Not existent		10	36	
	1-5		12	43	
	6-10		2	7	
	11-15		0	0	
	16-20		1	4	
	21-25		1	4	
	26 and over		2	7	

During the interview conducted by the researcher, managers point out that 75 percent of the participant corporate academies in the survey had their own web site or educational management platform besides the website of the company and 86,1% of them had their own special education areas.

In second part of the field study we asked respondents 4 sub -section part of questions in order to investigate academies establishment or creation decisions, target population for training programs and

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training program content, how they set the corporate academies vision and mission statements as well as how they integrate corporate master strategy with academies vision. Answers of each sections are seen on Table 3, Table 4, Table 5 and on Table 6.

Table 3. Answers of Managers about Their Institutional Academies' Establishment Process

Who decides the installation decision or requirement of your training unit first?	Frequency	%
Education/ human resources dept. manager	6	21
Senior management	21	75
Objectives / obligations from partners	1	4
What is the main aim/purpose of your training dept. or unit?	Frequency	%
To realize the education demands of the corporation units	19	68
Reduce costs of education by training with internal resources	12	43
Designing training programs in accordance with the short-medium term goals of the company or its units	22	79
Designing training programs that meet the long-term goals of the company or its units	22	79
To discover and Management of in-house information	17	61
How long is the goal of the establishment aimed / targeted?	Frequency	%
1 year	6	21
2-3 year	14	50
4 year and over	8	29

As you seen on Table 3, 75percent of (n=28) firms academies generated by senior managers decision in order to Designing training programs in accordance with the short-medium term goals of the company or its units as well as reaching long-term corporate goals (79%) where half of the managers assumed that their academies will be reach those goals within 2-3 years.

Table 4. Target populations/groups of academies and distribution of their training programs

What target groups can benefit from your training unit's activities?	Frequency	%
Sales channels outside of dealers and company employees	15	54
White-collar workers or employees	27	96
Workers families	7	25
Group companies	22	79
Blue-collar workers	19	68
customers	8	29
Students	10	36
Subcontractors and suppliers	7	25
Under which headings does the training unit classify its activities?	Frequency	%
What are your training topics?		
Behavioral training	23	82
Training design studies	22	79
Education technology studies	20	71
Leadership training	26	93
Customer training	12	43
Sales channels training	18	64
Technical training	22	79
Technical service trainings	8	29
International cooperation or collaborations	13	46
University and other schools partnerships	20	71
Supplier industry / supplier training	7	25
Talent management training	18	64

While reviewing our sample academies target groups our results noted that 96 percent of them focus on white collar employees where it followed with Group Company's employee (79%) and blue-color employees.

According to Jansink, Kwakman and Streumer's (2005) model of corporate academia positioning, institutional academies are positioned according to the way they are related to company strategies and how they are aware of company strategy (indirect and reactive, direct and reactive, direct and proactive). Based on this assumption we set some sort of questions in order to understand and investigate our sample firms academies departmental vision and mission statements development process by how they performed by whom to performed and valid of period of time. Answers are given in Table 5.

Table 5. Managers answers about corporate academy strategies development process

Are your academy have a specific vision, mission statements and strategies?	Frequency	%
YES	25	90
NO	3	10
How long does your academy's strategies cover?	Frequency	%
1-2 year	5	18
3-4 year	10	36
5 year and over	13	46
Are the strategies of your training unit determined at the highest level by the participation of others as managers?	Frequency	%
Corporate academy / education / human resources managers	5	18
Other unit managers or Managers representing company functions	3	11
Senior management	20	71

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Finally it was asked to answer some questions about how the subjects relate the institutional strategies to the academia strategies. In this context, we comprised three questions where questions and answers given on Table 6, in order to investigate interconnections of master corporate strategies with academies' action plans and strategies. Our respondents mentioned that, their company's strategies and your training unit's strategies interconnected with each other partly (68 %) where corporate's strategy directly affecting academies action plans and strategies on the other hand changes of academies plan partly effected master plans of the firms.

Table 6. Integration of Corporate Strategies and Academy Strategies

Are your company's strategies and your training unit's strategies interconnected?	Frequency	%
Not connected	0	0
Partly connected	19	68
All strategies are linked directly	9	32
Is a deviation from your training unit's goals and strategies affecting your company's strategy?	Frequency	%
It does not affect	9	32
It is affect only related units	15	54
It directly affects the company strategy	0	0
It is indirectly affects the company strategy	4	14
Does a deviation in your company's goals and strategies affect the strategy of your training unit?	Frequency	%
It is directly affects training units strategies	14	50
Partly affected There may be training or program cancellations	14	50
It does not affect	0	0

During free interviewing process all of the 28 companies' managers denoted that they are not aware of the Jansink, Kwakman and Streamers' (2005) corporate positioning model of corporate academics until now. In this direction, we were asked to managers, identify their corporate academics according to corporate academics positioning model of Jansink, Kwakman and Streumer (2005) by given sentences Where operational stage defined as "The unit that organizes training activities within the company" tactical stage identify as "a business partner who supports the implementation of company or function strategies" and at last strategic stage defined as " a very important strategic partner that creates a leverage effect in the identification and realization of company strategies ". While reviewing given answers, we found that 14.3% of mangers identify their corporate academics at operational stage, 57.1 % of mangers positioning their academics in tactical stage where 28.6 percent of them set their academics in strategical stage.

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4. RESULTS

Main aim of this study is to investigate Turkish firms' academies structures and positioning in the organizations. Results show that most of the academic establishment decision taken by senior managers (Table 3) in order to design training programs to facilitate reaching the short-medium and long term goals of the company or its units. However only 17 managers identify the aim of academies as discovering in-house information. Hence the results obtained from our sample have convinced us that the reason for the establishment of the academies is mainly to carry out activities at the point of reaching the corporate educational demands and institutional goals. In same scope when the answers given by the subjects to the question of who can benefit from the training and development activities are examined, managers cited that academies training programs mostly target and design for company members such as White and blue color employees and group company members as well as based on this target this distribution of training programs titles aligned. Those evidence thought us that our sample academies mostly positioning on operational stage of Jansink et al. (2005) positioning model. In field study of Jansink et.al (2005) which is implementing on 12 Netherlands corporate universities, authors find out that all corporate universities have aligned their learning and training activities toward organizational goals. However only 4 corporate cited that knowledge

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transfer and knowledge -sharing is an issues of their corporate universities where in theoretical study of Rademakers (2001,2005) and empirical study of Jansinks et.al 2005 noted that knowledge innovation and knowledge sharing are the core indicators' of strategic or academy based positioning of corporate academies. (Jansinks et.al., 2005: 49, Rademakers, 2005) Based on those evidence we could say that our findings are similar with related literature findings.

In their original study Jankinks et al (2005) and Rademakers (2005) identify the some sort of features to operational, tactical and strategical stages of corporate academies like target groups, major activities and link with corporate master strategies. In this context operational or school type training units typical features are enhancing efficiency of training programs, bundling training activities within the organization where interconnections between training units strategies with corporate strategies identify as "indirect and reactive". On the other hand college or tactical type training units described by knowledge transfer and exchange units where main purpose of these units aligning organizational goals and individual competences hence deriving training programs from corporate strategy. Authors were characterized linkage between corporate and training unit strategies as direct and reactive. Based on those classification we identify our sample academies practices and training programs titles. Our findings showed that training programs of academies mostly focus on leadership, behavioral and technical training (frequencies over 20) where talent management trainings taken 18 score hence we assumed that our sample academies take place somewhere between operational to tactical stage.

Answers of managers about integration of Corporate Strategies and Academy Strategies give some information's to us for analyzing academies positioning. Most of the mangers mentioned that company and training units strategies partly connected to each. While checking interviewee 's answers of "if deviation occurred in academicals strategies how this this change **affecting your company's strategy?**" **which question** designed for to test the most advanced stage of academics that development of unique , tailor made knowledge for gaining competitive advantage through other companies where Rademakers (2005) defined this stage as "knowledge factory", our 9 respondents respond this question as it does not affect as well as 15 of them said that it is affected only related units. This findings give an

important evidence for us that Turkish corporate academies located between operational through tactical stage however they cannot come on strategical stage. In same scope answers of reverse questions (“Does a deviation in your company's goals and strategies affect the strategy of your training unit?”) that measuring tactical stage where Rademakers (2005) identify this stage as college where this type of training units directly and reactively link with companies master strategy, distributions of answers heavily cluttered on -It is directly affects training units strategies and Partly affected, there may be training or program cancellations. Hence we could said that Turkish academic mostly positioning between operational and tactical stage. Hence purpose of this study is to positioning our sample academics by using Jenkings model. However our discussion and interview results showed that Turkish academics positioning on mostly operational rarely on tactical stage where companies managers set their academies mostly on tactical stage (57.1 % of mangers positioning their academies in tactical stage where 28.6 percent of them set their academies in strategical stage.) 14.3 of responds positioning in their corporate academies as operational stage, 57.1 % of mangers positioning their academies in tactical stage where 28.6 percent of them set their academies in strategical stage.

This results showed that education and training issues hot topics of Turkish senior manager’s agenda. However our findings indicate that Turkish corporate academies or universities positioning between operational to tactical place. A setting as a knowledge factory which is identify as strategical stage is a still an unattainable target for those companies. This results have several arguments first reason would be a history of Turkish corporate academies or universities. Corporate academies or university is a new topic for our Turkish firms. The second reason is developing and implementing innovative training programs is a very costly process for organizations where our managers also noted that issue as reduce cost of education by internal training centers was the one of the main purpose of establishing academies. Third reasons might be the higher education systems of Turkey where Turkish higher education mostly concentrate on theoretical knowledge rather than practical knowledge hence our 19 respondents mentioned this problem with to realize the education demands of units as well as on free discussion sections of our field research. And also distribution of training programs title give evidence and support about our claim. Besides those obstacles,

development of corporate academies among corporations is an important improvement for Turkish industries in order to cope with foreign competitors.

RECOMMENDATIONS

Efforts to corporate academies in Turkey are increasing in number in recent years. As suggested in the hypothesis on propositions, although there are no individual studies for the same purpose, it is possible to make a comparison by comparing the findings of research conducted on institutional academies and the findings of research conducted on this field. Such a comparison is considered to give an assessment of the chances for academic institutional context and location of the development process in Turkey.

There some limitations of this research; main limitation is size of our sample, we can only reach 28 firms as well as our interview questions covered only 37 questions. Hence Moreover for these identified findings to be validated, further studies are required of training units in different education units and comparisons with other countries related research findings where we could not reach the other studies findings in same scope. As this study was aimed at a small size firm in a specific population the narrowness of the sample may have affected the results. This should be borne in mind while interpreting the findings of this study.

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ÖZET

Günümüzde işletmeler pek çok farklı yol ve yöntemle varlıklarını sürdürme gayretindedirler. Bu kapsamda azalan kaynaklar, artan pazarlar kurumlar arasındaki rekabeti ve varoluş cabasını artırmaktadır. Günümüzün rekabet koşullarında organizasyonların rakiplerinden daha iyi buluşlar, düşünceler ve uygulamalar yoluyla farklılaşması gerekmektedir. Söz konusu farklılaşmayı ise işletmeler bünyelerindeki yüksek kalifiyeli personelin düşünce ve fiziksel gücü ile sağlamaya çalışmaktadırlar. Bu noktada karmaşık ve sürekli değişen bir dünyaya başa çıkabilmek için, işletmelerin yetenekli ve bilgili insanlara duyduğu ihtiyaç giderek artmakta ve mevcut personelin ve yöneticilerin işletmeye katkı sağlayacak beceri ve bilgiye sahip olması hayati bir öneme sahip olmaktadır. Zira firmalar arasında yaşanan küresel rekabet ve hızlı teknolojik değişiklikler, firmaların kendi öğrenme sistemlerini kurmalarına ve bilişsel bilgi kabiliyetlerini oluşturmaları mecburiyetine yol açmıştır. Bu kapsamda son 10 yılda sayıca artan kurumsal akademiler söz konusu rekabet ortamında işletmeler arasında fark yaratacak rekabetçilik gücünün oluşmasında ve devamlılığının sağlanmasında önemli stratejik birimler olarak görülmektedir. Dealtry (2012:16-21) göre, kurumsal akademiler, üst yönetimin, tüm yöneticilerin ve personelin kurumsal kültürü yeniden şekillendirip, zorlu iş ortamına uygun stratejik stratejiler elde etmelerini sağlamak için gereken temel yönetsel faaliyetlerine odaklanabileceği bir dizi koşul sağlamayı hedeflemektedir.

Kurumsal akademiler, bağlı bulunduğu şirketin çalışanlarının ve müşterilerinin, tedarikçilerinin ve bayilerinin tüm eğitim ve gelişim faaliyetleri için stratejik bir şemsiye sunmaktadır. Bu kapsamda bir kurumsal akademi sadece çalışanların veya fonksiyonların yetkinliklerinin geliştirilmesinden değil, öğrenme, liderlik, yaratıcı düşünme ve problem çözme kültürü gibi organizasyonel becerilerinin geliştirilmesi için de en önemli araç olarak görülmektedir (Allen, 2002: 9).Kurumsal akademilere atfedilen öneme bağlı olarak son dönemlerde pek çok işletme tarafından kurumsal akademiler kurulmuştur. İş dünyasında kurumsal akademilere olan ilgi akademik çevrelerde de yankı bulmuş söz konusu şirket akademilerinin kendilerinden beklenen faydayı sağlamak bağlamında nasıl bir yapılanmaya gittikleri mercek altına alınmıştır. Bu kapsamda yürütülen pek çok çalışma bulunmaktadır. Örneğin Todd (2009) kurumsal akademileri örgütlenme biçimine göre; merkezi, merkezi olmayan, federal (Todd,2009:5-11) olmak üzere 3 başlıkta tanımlamıştır. Allen (2002) ise hizmet türüne göre kurumsal akademileri; kapsamlı öğrenme ve geliştirme kurumu olarak faaliyet gösteren kurumsal akademiler, üst düzey yönetici eğitim ve gelişim merkezi olarak kurumsal akademiler, profesyonel eğitim merkezi olarak kurumsal akademiler, üst yönetim ve en üst endüstri paydaşları için diyalog platformu olarak faaliyet gösteren kurumsal akademiler olmak üzere 4 bağlamda

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sınıflandırılmıştır. Deiser (2012) ise kurumsal akademilerin kuruluş amacını merkeze alarak tanımlamayı tercih etmiştir.

Bu çalışmada ise Rademaker's tarafından 2005 yılında teorik olarak önerilen sonrasında Jansinks ve arkadaşları (2005) tarafından pratikte de sorgulanan üç safhalı kurumsal akademi pozisyonlama çalışması merkeze alınarak çalışmaya destek veren 28 işletmenin kurumsal akademisi değerlendirmeye alınmıştır.

Jansik, Kwakman ve Streumer'a göre (Jansik ve diğ., 2005: 40-57) yetkinlik açıklarına odaklanan geleneksel eğitim ve gelişim programlarına ek olarak kurumsal akademiler şirketin kısa-orta-uzun vadeli stratejilerini destekleyen faaliyetler de yürütmesi gerekliliğine dikkat çekerek kurumsal akademilerin şirketin stratejik karar alma mekanizmalarında etkin olarak yer alması gerektiğini vurgulamışlardır. Söz konusu bakış açısından hareket ile araştırmacılar kurumsal akademilerin şirket içinde konumlandırılması, amaç ve hedefleri, şirket stratejileri ile ilişkileri ve ana faaliyet alanları doğrultusunda 3 faz (Operasyonel Faz, Taktiksel Faz, Stratejik Faz) bağlamında incelemişlerdir. Bu çalışmada da Jansink ve arkadaşları tarafından önerilen üç fazlı model dikkate alınarak Türkiye'de faaliyet gösteren akademiler mercek altına alınmış ve konumlandırılmaya çalışılmıştır. Bu kapsamda yürütülen ilk saha araştırma evreni çalışmasında Türkiye'deki kurumsal akademilerin sayısı ile ilgili net bir rakam veya araştırma olmadığı bulgusuna ulaşılmıştır. Söz konusu veri sorunu dikkate alınarak çalışmada Borsa İstanbul'da ilk 100'de yer alan ve yapılan telefon görüşmelerinde çalışmaya destek vermeyi kabul eden 28 şirketin kurumsal akademileri incelenmiştir. Saha araştırması yarı yapılandırılmış bir görüşme yöntemine dayanmaktadır. Bu kapsamda Jansink ve arkadaşları tarafından önerilen fazlar dikkate alınarak kurumsal akademilerin üst düzey yöneticileri ile birebir görüşmeler yapılmıştır. Yürütülen görüşmelerde kurum temsilcilerinden kurumsal akademilerin kuruluş şekli ve amacı, kurumsal akademilerin hedef kitleleri ve sunduğu hizmetler, kurumsal akademilerin çalışan profili ve sayısı, akademi stratejileri ve kurum stratejileri ilişkilerini sorgulayan sorulara cevap vermeleri istenmiştir. Saha çalışması bulgularını araştırma kapsamında incelenen 28 kurumsal akademinin ağırlıklı olarak operasyonel ve taktik faz sınıflandırmasında yer aldığını, yazında bahsi geçen işletmelere stratejik avantajlar yaratacağı öngörülen stratejik faz düzeyine henüz ulaşamadıkları yönündedir. Araştırma kapsamında elde edilen diğer bulgu ve değerlendirmeler çalışmada ayrıca tartışılmıştır.

