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Corporate University And Organizational Learning: Mapping Of The International Literature And Bibliometric Analysis

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Abstract:
Background: *This research aims to analyze the characteristics of international scientific publications on the subject of corporate university and organizational learning, and compose a theoretical framework capable of reflecting knowledge about these áreas.*
Materials and Methods: *For the mapping of publications, two international databases were used, Scopus and Web Of Science, which resulted in a bibliographic portfolio (BP) composed of 21 scientific articles selected with the aid of the Knowledge Development Process-Constructivist instrument (ProKnow-C).*
Results: *As main results, we have: (i) the author Richard Dealtry as a highlight of publications of Primary BP and References; (ii) the article ' Organizational learning: the contributing processes and the literature' as a featured article in the Primary BP References; (iii) the Journal of Workplace Learning as the journal that most published both in BP Primary and in References. As a result of the advanced variables, we have: (iv) in the Final PB co-authorship network, Christopher Prince as a prominent author; (v) as main keywords of the Final PB articles, "Corporate university or corporate universities" and " Learning or Organizational learning" stand out , being the axes of this research; (vi) for co-citations of the Final PB References, highlight the articles Corporate universities: driving force of knowledge innovation by Martijn Rademakers (2005), and Managing the corporate university watershed by Richard Dealtry (2002), both published by the Journal of Workplace Learning .*
Conclusion*: The contribution of this research is to offer a compilation of internationally recognized theoretical studies that allow researchers to identify and examine their characteristics and the evolution of themes, with this, the possibility of substantiating and deepening their studies. Likewise, that the results serve to support strategic decisions in organizations.*

Key word: *Corporate University; Organizational learning; ProKnow-C; Portfolio Selection; Bibliometric Analysis.*

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I. Introduction

Learning applied to the organizational environment is a comprehensive concept that has already been consolidated by the scientific community. Motivated by its scope, the debate branches out to different theoretical fields and dimensions on the subject. The discussion on the Corporate University (UC) theme is still recent (PRINCE et al., 2002) in the scientific field, - which can be evidenced by consulting the Portal de Periódicos da Capes-, but it has motivated many researchers to undertake studies , from different areas of knowledge, whose concepts, methods and theories have served as a reference for thinking about the binomial and its consequences.

In recent years, the concept of the corporate university has become more widespread among organizations and appears as a way of giving the areas of training, development and/or corporate education a more strategic dimension. In tune, companies around the world are intensifying their investments in corporate learning (RADEMAKERS, 2012), developing strategies that allow them to become more competitive. As a result, having

a UC as an organizational unit to drive corporate learning at a strategic level is becoming the norm for excelling, rather than the exception, as Rademakers (2012) notes.

Corroborating this perspective, Rademakers (2012) points out in his studies that the "art of strategy" is related to the act of learning, and that companies that stand out in corporate learning assume an advantage over their competitors. For the author, this happens through adaptive capabilities and the ability to be attractive to retain the best talent in the job market. Apparently, continuous adaptation to a dynamic and complex business environment requires organizational learning, while learning opportunities for individuals are important to attract, develop and retain (RADEMAKERS, 2012).

It is, therefore, in this context of new demands for competitiveness, innovation, performance and market expansion, that the corporate university emerges as a strategy designed, according to Castro and Eboli (2013), to prepare management and catalyze institutional changes. In consonance with the organizational objectives, the universities started to compose the agenda of the change process of the organizations.

In this way, as it is a model created within companies, it is of real interest to know the studies on the corporate university from the perspective of organizational learning, so that a scientific discourse capable of reflecting a position can be structured (AFONSO et al., 2011) on this topic, based on a fragment of international literature that portrays the range of relevant published and recognized knowledge, as well as its characteristics.

Given this context, the research question emerges: What are the characteristics of international scientific publications on the subject of corporate university and organizational learning? As a general objective, we seek to analyze the characteristics of international scientific publications on the topic of corporate university and organizational learning and compose a theoretical framework capable of reflecting academic knowledge on these areas. To sustain this general objective, the following specific objectives are: (a) Select a BP on the corporate university and organizational learning dimensions, (b) Identify highlights for the variables: authors, articles, journals, countries, co-authorship networks and co-citations, keywords and impact factor of the journals for the theme, based on the bibliometric analysis of the articles that make up the BP and their references (ENSSLIN et al., 2014).

However, as with other topics, the greatest difficulty for researchers lies in establishing rigorous selection criteria as part of a structured process of searching for relevant information and a methodology that aims to select a bibliographic reference supported by the rigor expected by the community. scientific (BORBA et al., 2020).

In this context of demands, ProKnow-C (Knowledge Development Process – Constructivist) has proven to be an effective tool in the selection of information, leading the researcher to follow a clear, objective and scientifically rigorous methodology (AFONSO et al., 2011; BORBA et al., 2020). It is important to point out that the researchers are a fundamental part of this process, being able, in some stages of the methodology, to influence the results obtained from their choices and references. However, this characteristic does not disallow the application of the methodology, since it follows certain steps and the decisions taken are justified by the researchers (AFONSO et al., 2011; BORBA et al., 2020), especially with regard to qualitative studies, as is the case of this one.

The relevance of this study is to promote reflections based on the analysis of the characteristics of publications that deal with corporate university and organizational learning, in order to highlight evidence that reveals how scientific research has related these two constructs. In the proponents' conception, such an investigation would have considerable significance for the study of contemporary organizational behavior as it outlines a scientific panorama to understand how knowledge and strategy are related in organizations (RADEMAKERS, 2012).

II. THEORETICAL BACKGROUND

Corporate Universities

The rapid rise of corporate universities since the early 1990s has proven to be more than just another management fad (RADEMAKERS, 2005). In the conception of Rademakers (2005), corporate universities evolved from mere training departments to integrated vehicles for knowledge transfer, exchange and innovation, within and between organizations.

In practice, supported by past studies, Rademakers (2005) ensures that the term "corporate university" is used to refer to a very wide range of organizational forms and systems. From the author's perspective, this multitude of different forms was captured in three major types of corporate universities, called "school", "college" and "academy". Meister (1998), an influential researcher on the subject, points out that the notion of corporate university is relatively new in the lexicon of management and employee development and, in this sense, some authors even make the statement that many corporate universities do not contain the word "university" in its nomenclature (MEISTER, 1998). Therefore, it becomes understandable that "learning institute" and "learning academy" are also included in the definition of corporate university from the author's perspective. As Meister (1998) suggests, there is more to the phenomenon than the use of labels.

In Allen's understanding (2002), there are minimum requirements for an organization to establish a corporate university. First, in addition to training, it must have managerial and executive development programs. Likewise, all proposed educational activities must contain a clear connection with the corporate strategy (ALLEN, 2002).

According to the mapped literature, it can be deduced that the success of corporate universities may depend more on their ability to manage and take advantage of the complex interaction of organizational learning subsystems, than on their ability to manage training and education programs (PRINCE et al.; 2002). The authors Prince et al . (2002) also add that corporate universities can be understood from the perspective of collaborating in facilitating social, technological and organizational practices that support the creation of knowledge and organizational learning.

In an ever-changing and information-drenched environment, as highlighted by Rademakers (2005), business leaders realize that leveraging and continually renewing the corporate knowledge base makes the difference between excellent or fair performance, or even worse, failure . From the author's perspective, it is up to organizations to anticipate the "rules of the game" by being able to continuously and quickly renew their knowledge base (that is, innovate their knowledge) deliberately using their existing knowledge resources, in order to equip themselves to maintain a good fit with its environment. Otherwise, organizations that do not have these skills take the risk of obsolescence (RADEMAKERS, 2005).

The view of Rademakers (2005) is consistent with the perception shared among the main scholars cited in his studies (such as theorists Prahalad, Tsoukas and Zack) that the knowledge used more actively within organizations is dynamic and tacit in nature. This type of organizational knowledge is difficult to decode and therefore even less easy to copy or translate into a database. The corporate knowledge base therefore becomes a source of competitive advantage as knowledge is not easily transferable or negotiable (RADEMAKERS, 2005).

In the same direction, Teece, Pisano and Shuen (1990) point out that for a company to have continued success and maintain a competitive advantage, it depends a lot on its available resources and capabilities, and this includes everything from the strategic management of its routines and structures, knowledge, to skills. However, using and protecting these resources, as well as exploiting them, requires substantial efforts and preparation, especially from individuals who work in companies. Here lies the ability and importance of executives (DEALTRY, 2005) to develop effective strategies that help the company to gain and/or preserve a certain competitiveness (GREER; LUSCH; HITT, 2017), in addition to retaining talent (RADEMAKERS, 2012).

In an effort to collaborate with the conceptual definition, Teece (1982) defines capacity as a dynamic improvement of business activities, whereas knowledge and competence are presented as connection elements between all organizational levels. In practice, organizations like 3M, focused on the speed of learning and innovation, are good examples of this.

It is in this context of demands and innovation that the emerging role that corporate universities can play in the development of cutting-edge organizations emerges (PRINCE et al.; 2002). Advancing the role of "managing training and education programs", studies by Prince et al. (2002) reveal that for a corporate university to be able to lead knowledge and learning initiatives, it will need, in addition to proactivity and capacity for inclusion, to place itself at the center of the organization and its decision-making, fulfilling what Dealtry (2005) calls "spaces in white at the chart."

Thus, the corporate university presents itself as an effective vehicle at the service of competitive advantage to coordinate, facilitate and nurture the processes that align, support and develop a learning culture within organizations (PRINCE et al.; 2002). In addition, they indicate that the failure of organizations (DEALTRY, 2005; RADEMAKERS, 2005) to provide organizational learning is partially due to their inability to integrate and coordinate a diverse range of functions, activities and processes, which, in some way, reveal the lack of clear accountability and ownership for learning within the organization (PRINCE et al.; 2002).

Organizational Learning

According to the mapped literature, authors point out a useful distinction within the literature on organizational learning (PRINCE et al.; 2002), which can be understood from a technical view of learning or as a social process.

Huber (1991) is associated with the first position which makes it possible to think about the role of corporate universities (PRINCE et al ., 2002) However, although this more "technical" understanding of organizational learning (AP) should not be discarded, it is certain that the The "social" view of learning as "socially constructed", as a political process and as a pillar in the architecture of organizational culture, is directly more relevant to the procedural analysis of corporate universities than the views adopted so far (PRINCE et al.; 2002) .

Furthermore, the concepts and different approaches of authors who have endeavored to understand the theory and practice of organizational learning are varied. Among these efforts is the reference work by Huber (1991) that discusses the importance of learning and also establishes four constructs for the theme: (i) the

acquisition of knowledge; (ii) the distribution of information; (iii) the interpretation of the information; (iv) organizational memory.

In addition to Huber (1991), Starkey (1998) and Crossan, Lane and White (1998) also contribute to understanding the concept and role of learning. In the perspective of Crossan, Lane and White (1998), organizational learning can be considered as an instrument of strategic renewal for the organization. Starkey's model (1998) is concerned with incorporating not only new knowledge about learning, but a learning methodology, the learning process, and how to learn. Two aspects are important in the perspective offered by the authors: the first, refers to the transfer of learning from individuals to groups and work teams and how this learning is institutionalized by the organization, while the second aspect deals with the relationship between the use of what has been learned and its effects on individuals, groups and teams.

In both Huber's (1991) and Starkey's (1998) views, the organizational learning process begins with knowledge acquisition, passes through information sharing, and ends with the exploration of organizational memory. Thus, learning starts from the individual towards the organization, in a cyclical way, closely associated with a process of adaptation to the environment, through the institutionalization of routines, procedures, structures, information systems, artifacts and symbolic elements, mission and organizational strategies (STARKEY, 1998).

Through the multiplicity of literature and conceptions on organizational learning, Dodgson (1993) suggests that for a more complete understanding of the complexity of this subject, a multidisciplinary approach is required, first of all, to particular aspects of organizational learning in each area.

It appears that Dodgson (1993) does not disregard that the deepening of learning is in the perspective as a "process" or as a "result", what he proposes is the notion of intersection of these two conceptions, inviting one to perceive that learning in organizations encompasses both the processes as well as the results. The author points out that organizational learning can be described as the way companies build, supplement and organize knowledge and their routines around their activities and within their cultures, and adapt and develop organizational efficiency by improving the use of broad skills of its workforce (DODGSON, 1993).

Corroborating the notion of Rademakers (2005) by highlighting the ever-changing environment and the need for continued renewal in the corporate knowledge base in the context of UCs, Dodgson (1993) underlines that AP faces beyond the challenge of “learning” and “not learning”, yet “unlearning” past behaviors that are redundant or unsuccessful. After all, knowledge grows and simultaneously becomes obsolete as reality changes. Understanding involves both learning new knowledge and discarding obsolete and misleading knowledge (DODGSON, 1993).

In this context of synergies, it is up to organizations to be able to continuously renew their knowledge base and deliberately use their organizational resources, in order to equip themselves and remain in tune with the environment (innovating, implementing and optimizing strategies), avoiding the risk of obsolescence. For this onslaught, the adoption of a CU as an organizational unit to conduct corporate learning at a strategic level can be a strategic measure in the competitive battle between organizations (RADEMAKERS, 2002).

III. METHODOLOGY

This section is divided into: (*i*) methodological framework of the research; (*ii*) intervention instrument; and (*iii*) procedures for selection of the Bibliographic Portfolio (BP).

BACKGROUND RESEARCH METHODOLOGY

According to the research problem, this study is characterized as exploratory, as it aims to compare the existing literature in order to support you researchers with knowledge referring The thematic and the object of study (RICHARDSON, 2008). It is configured as descriptive by describing the characteristics of a certain population or phenomenon or establishment of relationships between variables (VERGARA, 2013; RICHARDSON, 2008), in this case, helping to describe and interrelate the characteristics of PB It is your References Bibliographic. Still, it adopts the inductive logic for data analysis and, in terms of the research time horizon, it is longitudinal. As for the data collection, it was carried out between April and May 2022, based on scientific articles published and indexed in two international databases: *Scopus* and *Web of Science*. It should be noted that these two databases were chosen because of their wide access and because they involve Boolean commands in the title, abstract and keywords fields (ENSSLIN; WELTER; PEDERSINI, 2021).

As a qualitative research, it offers researchers the opportunity, when collecting data, to make an assessment of the bibliographic sources they are evaluating and the decision to consider them or not, according to their needs. In this sense, the selection of articles that make up the Final Bibliographic Portfolio of this research went through critical analysis, subjectivities and the set of references of its researchers (from the intellectual trajectories, their methodological and instrumental choices and the selection of sources), which are inherent to scientific knowledge.

EndNote X9, *Microsoft Excel* and VOSviewer *software* were used .

INSTRUMENT OF INTERVENTION

The intervention instrument used in this research was the *Knowledge Development Process – Constructivist (ProKnow-C)* , which originated at the Laboratory of Multicriteria Methodologies in Decision Support (LabMCDA) of the Federal University of Santa Catarina (UFSC). The process guided by this tool allows researchers to select from filters, specific scientific publications that meet the scientific recognition necessary for the development and evolution of study themes.

This process is structured in four distinct steps: bibliographic portfolio selection; bibliometrics; systemic analysis; and, formulation of research questions and objectives (DUTRA *et al* ., 2015). To this end, it takes into account the interests and boundaries of the researcher, giving them the ability to adjust according to their needs (BORBA et al., 2020). In this study, steps 1 and 2 were used, respectively, bibliographic portfolio selection and bibliometrics.

With regard to the first phase, it intends to define a research framework related to the research topic (ENSSLIN *et al* .,2014). The step entitled Bibliometric Analysis is considered as a "quantitative disclosure process of statistical data from a defined set of articles for the management of information It is of knowledge scientific of a given subject, carried out by a score in documents" *(*ENSSLIN et al., 2014, p. 7). In the author's definition, the bibliometric analysis of the BP References is considered for the purposes of comparing information, expanding the horizon of disclosure. *(*ENSSLIN et al., 2014).

In this research, the Bibliometric Analysis showed prominent variables of the BP and their respective Bibliographic References, presented in Table 1. For the basic variables, publications of the Primary BP and their References (References of the Primary BP) were confronted, whereas the advanced variables adv is m of Final PB analyses.

Table 1 – Variables considered in the Bibliometric Analysis of Primary and Final BP.

Bibliometric Analysis	**Basic Variables**			**Advanced Variables**			
Variables	**Authors**	**Articles**	**Journals and Annals**	**Coauthorship Network**	**Country Partnerships**	**Keywords**	**Quotations**
PB Primary	X	X	X				
Primary BP References	X	X	X				
Final PB				x	x	x	x

Source: Adapted from Borba *et al*. (2020).

The next section will present the analyzes and interpretations of the methodological procedures adopted in the preparation of the BP and the Bibliometric Analysis that contribute to the characterization of international scientific research on the dimensions of corporate university and learning, which is the main objective of this study.

Before entering the next section, it is also important to consider that two surveys, albeit with interest in the same subject, can generate different bibliographic portfolios, while the increments of the active participation of the researcher and the presence of subjectivity, can promote different delimitations and motivations for each of the researchers (DUTRA et al., 2015) in the search *for* results .

PORTFOLIO SELECTION PROCEDURES BIBLIOGRAPHIC

The BP selection of international articles was carried out between 04/13/2022 and 05/04/2022, and followed the aforementioned search flow (Chart 1).

Chart 1 – Final PB selection process.

FINAL BIBLIOGRAPHIC PORTFOLIO SELECTION PROCESS	
Data collection period: 04/13/2022 to 05/04/2022.	
Theme: Corporate University and Learning	
I - ENTRY	
DEFINITION OF RESEARCH AXES AND KEYWORDS	
1. Corporate University	**2. Learning**
Corporate university* corporate* educational* university-enterprise cooperation school-company*	*Learning Knowledg* corporate* training*
CONSULTED DATABASE	
Scopus and Web of Science	
SEARCH COMMAND	
("corporat universit*" OR "corporat* educat*" OR "university-enterprise cooperation" OR "school-company") AND ("learning" OR "knowledg*" OR "corporat* training")*	
FILTERS (LIMITERS)	

English language publications.		
II – ARTICLE FILTERING		
Gross Goods Bank	**670** articles	*Web Of Science* (246) *Scopus* (424)
ADHERENCE TEST – KEYWORDS		
Reading the titles of five articles selected for adherence to the theme, according to the perception of the researchers. It was verified that the keywords were aligned with the research theme and, for this reason, it was not necessary to incorporate new keywords.		
Duplicate Article Filtering	**611** items (Bank of Non-Repeated Raw Items)	
Filtering Articles with Aligned Titles	**124** articles	
Filtering Articles for Scientific Recognition (Representativeness Index 96.80%)	Repository K: **55** most cited articles. Repository P: **69** least cited articles.	
Filtering Articles from Repository K by adherence to Abstracts	Repository A: **32** articles (non-repeated articles, with scientific recognition and with titles aligned with the research theme)	
Creation of the Database of Authors of Repository A	**46** authors	
Filtering Articles from Repository P (publications from the last 3 years and occurrence of authors in common from Repository A)	Repository B: **11** (articles with abstracts aligned with the research topic)	
Formation of Repository C (C = A + B)	**43** articles	
Filtering Articles from Repository C after Full Read	**17** articles	
Primary Bibliographic Portfolio Article Bank (PBP)	**17** articles	
Number of BP authors	**21** authors	
III - OUTPUT		
Clean References (emphasis on the Axes)	**82** articles	
References aligned with the Search by Title theme and not repeated	**50** articles	
Filtering Articles for Scientific Recognition (Representativeness Index 96.78%)	**18** articles	
Filtering of Articles by adherence of Abstracts	**9** articles (7 articles + 2 articles rescued by the author bank)	
Article Filtering after Full Reading	**4** articles	
Final PB Article Bank	**21** articles	
Number of authors of the Final PB	**26** authors	

Source: Survey results, 2022 (Adapted from BORBA et al., 2020).

Initially, two axes were defined for the execution of the bibliographic mapping process: *Corporate University* and *Learning* . Each of the axes had keywords that helped the search process. For the first Corporate University axis, the following keywords were used: *Corporat* universit*, Corporat* educat*, University-enterprise cooperation, School-company* . For the second axis, the following keywords were used: *Learning, Knowledg*, Corporate* training Development.* The *Boolean* expression used as a search command in the databases was *("corporat* universit*" OR "corporat* educat*" OR "university-enterprise cooperation" OR "school-company") AND ("learning" OR "knowledg*" OR "corporat* training").*

With regard to the applied filters, due to the restricted number of scientific publications in the intersection of the themes in both databases, - which, in advance, is already configured as a research opportunity - it was decided to apply a single filter to the articles: the English language. In this first search, 670 publications were identified to compose the Gross Articles Database, which were exported separately, from each database, to the *EndNote X9 Software* so that researchers could sequence the analyses. After composing the database of raw articles, the keywords adherence test was performed, that is, by reading the titles of five articles selected for adherence to the theme, where the keywords were verified and it was decided to incorporate a new one. keyword in the second research axis: *corporat* training.*

Then, the duplicate articles were filtered and the duplicates were excluded, which amounted to a total of 59, resulting in a bank of articles with 611 publications. Subsequently, the titles of the 611 publications were read, considering only those aligned with the research theme. From this reading, 487 were discarded and only 124 publications were maintained.

The next stage developed was dedicated to the scientific recognition of the selected publications by verifying the number of citations, based on a query carried out on the *Google Scholar website* . From now on, consultations established a representativeness of 96.80%, with publications with 12 or more citations. Considering the scientific recognition index, the 69 least cited articles were excluded and the 55 most cited articles became part of the Primary BP. Here, therefore, is the group of selected publications that meet the title alignment and recognition criteria scientific.

The subsequent step consisted of reading the abstracts of the publications, with 23 Primary BP publications being excluded for not being in line with the research topic and/ or for exceeding the publication profile filter limits . With the application of this filter, a total of 32 publications remained in the Primary BP that meet the criteria of: database of non-repeated publications, with aligned titles, articles with scientific recognition and English language.

As a way of identifying potential articles to be incorporated into the Primary BP, a check was made on the 69 articles discarded due to lack of scientific recognition (below 12 citations) meeting two criteria: articles from the last 3 years that have not yet had enough time to be cited and articles authored by one of the 46 authors that already make up the current Primary BP author bank (32 articles). With the use of these filters, it was identified that 16 articles could to do part of portfolio, with 9 recent articles (2020-2022) and 7 articles by authors who were already part of PB Primary. Of the 16 retrieved articles, the abstracts were read and, 11 of them, were aligned with the theme of the search. Therefore, the Primary BP becomes 43 articles for the full reading phase. After full reading, 26 articles were excluded for lack of alignment with the research, and a total of 17 articles were maintained, which now make up the Primary BP article database.

As the last step in consolidating the Final BP, the Representativeness Test was applied, which consists of analyzing the bibliographic references cited in the 17 articles of the Primary BP. After reading the titles of each of the bibliographic references of the Primary BP and, - maintaining the same delimitations of publication profile and language, discarding the articles already cited in the Primary BP, - it was possible to identify 82 articles aligned with the axes of the research. In a second filtering by titles, with the intention of identifying clean references (which contemplated the titles aligned with the research), 32 articles were discarded and a total of 50 articles were maintained for scientific recognition, which had an index of 96.78% of scientific recognition and corresponding to articles with ≥ (greater than or equal to) 70 citations. After applying the described cutoff line, 18 articles remained for reading the abstracts. In the abstract reading phase, 11 articles were discarded and 7 became part of the articles bank with scientific recognition, totaling a set of 10 authors.

As a strategy to identify yet other potential articles to be incorporated into the Final BP, a check was made on the 32 articles discarded due to lack of scientific recognition (below 70 citations) meeting two criteria: articles from the last 3 years that have not yet had time to able to be cited and articles that were authored by one of the 10 authors that already composed the bank of authors of the current BP (7 articles). With the use of these filters, it was identified that there were no recent articles and only 02 articles could to do part of portfolio, with authors who were already part of the BP Primary author database. Thus, of the 9 articles retrieved for full reading, 4 were not available for free access, 1 article was out of line with the research theme and 4 articles were accepted to compose the Final BP along with the 17 articles of the Primary BP. It is noteworthy, therefore, that the Final BP of this research has a bank of 21 scientific articles.

IV. RESULTS

After constituting the Final BP of the research, a bibliometric analysis was carried out in order to evaluate the characteristics and information of the articles (AFONSO et al., 2011; BORBA et al., 2020), demonstrating quantitatively, from the counting of documents, data with a view to managing information and scientific knowledge on the topics researched. Used in the most varied fields of knowledge, bibliometric studies contribute to the survey and analysis of reliable indicators (citation of co-citation) for evaluating scientific activity (CARRIZO SAINERO, 2000), helping researchers in mapping and characterizing research that, in this case, deals with on corporate universities and learning.

It is reiterated that the set of data used in bibliometrics comes from the 17 articles of the Primary BP and their respective bibliographic references (50 articles), which were extensively worked on and selected in the previous stage with ProKnow-C, resulting in a set *of* 21 articles.

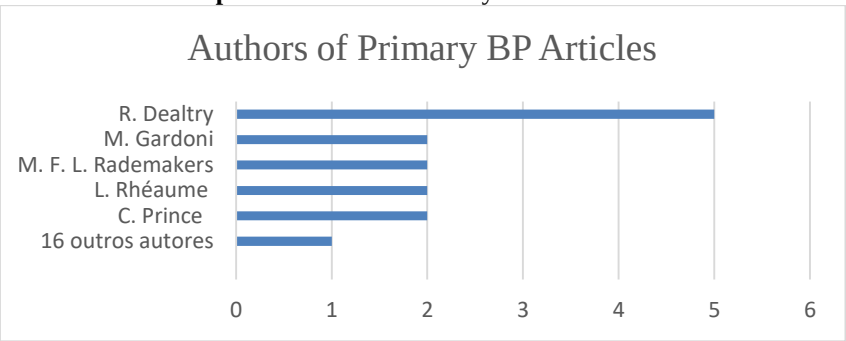
ANALYSIS BIBLIOMETRICS OF BASIC VARIABLES

Three basic variables were considered in the bibliometric analysis: (i) Authors of BP articles and Primary BP References; (ii) Featured articles from Primary BP and the Primary BP references, and their scientific recognition; (iii) Outstanding journals and their impact factor in the *JournalCitation Reports (JCR),* from *the Web Of Science.*

Authors of Articles in the Primary Bibliographic Portfolio and References

The first variable analyzed was that of the authors of the Primary BP articles, which consists of a bank of 21 authors. R. Dealtry was the author who contributed the most with articles in the constitution of the Primary BP, presenting 5 occurrences, all publications as a single author. He is considered the outstanding author of this PB. Subsequently, with 2 occurrences each, are the authors C. Prince, L. Rhéaume, MFL Rademakers and M. Gardoni, as shown in Graph 1. The other authors, who represent 76.19% of the total number of authors, contributed with only 1 occurrence each, as shown in Graph 1. It is noteworthy that, together, L. Rhéaume and M. Gardoni published the article entitled *"The challenges facing corporate universities in dealing with open innovation",* published in 2015 and which has 45 citations, as verified on Google *Scholar* (05/24/2022).

Graph 1 - Authors of Primary BP Articles.

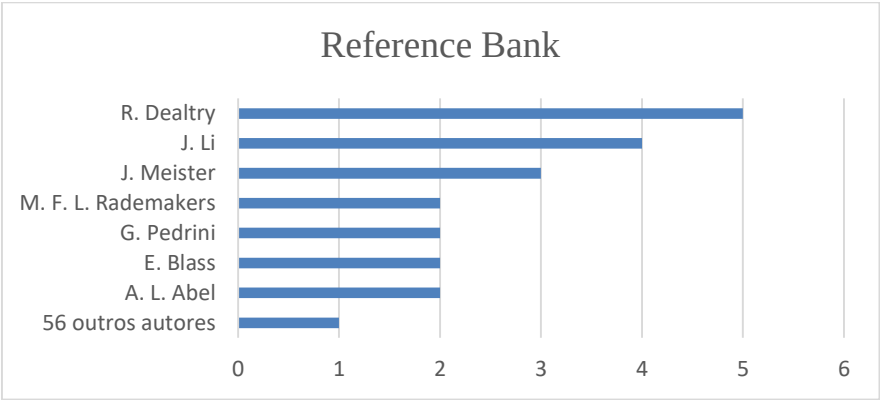


Source: Survey results, 2022.

With regard to the scientific trajectory of the authors, Richard Dealtry was the author who most collaborated with publications in Primary BP, but has publication metrics available on *Google Scholar* (05/24/2022) for consultation. He has been Professor of Strategic Management at the International Management Centers, and is a visiting professor at university business schools. Considered an authority on the dynamics that contribute to the success of the corporate university, he has extensive international experience in organizational development and renewal initiatives. He has written many articles and books, and is president of G-ACUA - Global Association of Business Universities and Academies. He was the Professional Practice Editor for the *International Journal of Workplace Learning*.

Still on the first variable, now applied to Primary BP References, 63 authors were identified who offer their scientific contributions. It is noteworthy that of the total number of authors, 84.12% (53 authors) contributed with only 1 publication, and 7 authors (11.11%) published 2 or more articles. Another consideration is that the same 7 authors accounted for a total of 20 publications. R. Dealtry was featured in publications with 5 articles. J. Li had the second best frequency contributing with 4 articles, and author J. Meister stood out with 3 articles. The authors AL Abel, E. Blass, G. Pedrini and MFL Rademakers had a frequency of 2 articles, as shown in Graph 2.

Graph 2 - Authors of the Primary BP Reference Bank.



Source: Survey results, 2022.

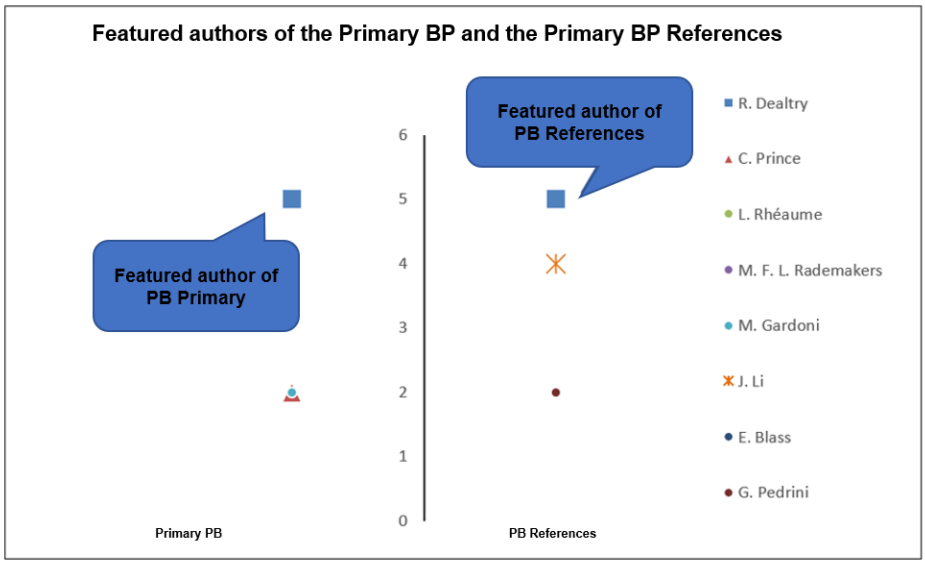
In the analysis of the database of authors of the Primary BP References, it was possible to identify that the authors were also cited by other authors that constitute the Primary BP, as is the case of Richard Dealtry who, in addition to standing out as the featured author of the Primary BP, also stands out as an author cited 5 times in the database of authors of the Primary BP References.

Coming in second with 4 citations is Jessica Li, followed by Jeanne C. Meister cited 3 times in these references. articles, and Ma rtyn FL Rademakers, quoted twice in the references of Primary BP articles, with 453 citations on *Google Scholar* (05/24/2022). Three other authors also contributed with 2 citations and the other authors contributed with only 1 citation each.

By crossing the data of the Primary BP authors with the authors that were used as references for the preparation of these articles (the Primary BP References), it was possible to identify that authors such as R. Dealtry and MFL Rademakers were used as references. Authors such as JC Meister, despite his renowned career in the subject of this study, and G. Pedrini were discarded from the Final PB for not having their articles aligned with the objectives of this research. Five were the Featured Authors of the Final PB: R. Dealtry, C. Prince, L. Rhéaume,

M. Gardoni and MFL Rademakers. Graph 3 illustrates, based on the frequency, the position and prominence that the authors assume in the Final BP. Therefore, R. Dealtry is considered the most relevant and prominent author in this study.

Graph 3 – Outstanding Authors in Final BP.



Source: Survey results, 2022.

It should also be considered that the five authors highlighted above have consolidated lines of research in studies on corporate universities and learning, with curricula consistent with publications aligned with the themes of this theoretical study, and which serve as their contribution.

Featured Articles in the Primary Bibliographic Portfolio and References

Another analyzed variable deals with the scientific recognition of Primary BP articles and Primary BP Reference Articles. For this variable, data were extracted from individual queries on *Google Scholar*, during the characterization phase of the article bank. Graph 4 compiles and illustrates the results of the Primary BP Outstanding Articles, taking into account their scientific recognition ,based on the number of citations they present on the indicated platform.

The greatest scientific recognition was given to the article *"Corporate universities: driving force of knowledge innovation"* by M. Rademakers, published in 2005, which has 187 citations. The article deals with CUs as strategic weapons in the competitive battle between companies, countries and international economic power blocs. In the research, three major types of CUs are identified and linked to their strategic role as a driving force for knowledge innovation.

In second place in the *ranking* of highlights is the article published in 2002, *"Corporate universities – an analytical framework",* co-authored by authors C. Prince and J. Stewart, with 115 citations. The article offers a contribution to the understanding of the concept of corporate university in the form of a conceptual framework, based on concepts of knowledge management, organizational learning and learning organization. The study suggests that the success of future corporate universities may depend more on their ability to manage and leverage the complex interplay of PA subsystems, and less on their ability to manage training and education programs.

The third position is occupied by the authors L. Rhéaume and M. Gardoni who, jointly, published in 2015, *"The challenges facing corporate universities in dealing with open innovation"*, currently with 45 citations. The article discusses the rapid rise in popularity of corporate universities since the 1990s, and how knowledge management is becoming imperative to the survival and growth of companies in most industries. The authors highlight three objectives for the study: Why invest in corporate universities? Which model to adopt? What are the main challenges faced by corporate universities when dealing with the adoption of an open innovation approach? Among the results is that the corporate university is a means of systematizing continuous training.

With 37 citations, R. Dealtry occupies the fourth position with the article *"Achieving integrated performance management with the corporate university"*, published in 2005. The study presents perspectives on the evolution of best practices in the management of UCs. The authors provide contextual *insights* into the many challenges and critical issues that need to be addressed and resolved if UC's potential is to be fully realized as an ultimate agency for managing the organizational *psyche that learns in knowledge-intensive environments.*

Following, with 32 citations, the authors L. Rhéaume and M. Gardoni position themselves again with the article *"Strategy -making for innovation management and the development of corporate universities",* of the year 2016. This study highlights the importance that elaborating a solid and coherent innovation strategy seems crucial in many sectors, even more so in turbulent environments where clear guidelines help managers to allocate R&D resources internally or acquire technologies abroad from the company. Its results support the corporate university as a tool that can stimulate individual and organizational learning. However, it can only become a strategic and influential tool in knowledge management if enough resources are devoted to its development and, furthermore, managers adopt a long-term perspective.

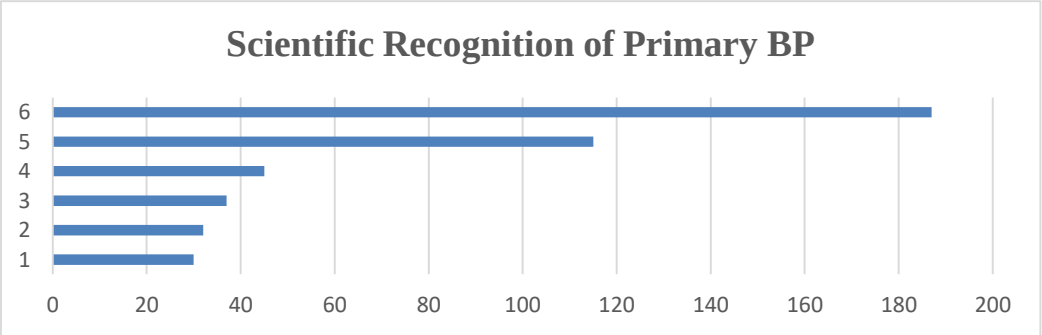
The sixth position is occupied by the study entitled *"Corporate universities of the future"*, authored by SA Stumpf, with 30 citations and published in 1998. In this study, the author considers that UC leaders need to define their business situation in order to leverage the university there, minimizing problems, seeking and selecting opportunities and guarding against the threats of an environment of economic, political, social and technological changes. The results of the study indicate that, to meet this challenge, leaders must be able to provide each stakeholder group with a clear sense of mission, vision and strategy to achieve their goals. Consider, then, that training quality leaders is the mission of most CUs.

With 27 citations and published in 2001, another study by R. Dealtry *"How to configure the corporate university for success"*, appears in the seventh prominent position. In it, the author explores ideas and processes that can materialize the concept of UC as a dynamic business development platform. In its results, Dealtry outlines an approach to achieving strategic fit by combining a dynamic approach to strategic learning with the resource capabilities offered by the growing portfolio of corporate university schools of thought.

Finally, *"Developing a Robust Model of the Virtual Corporate University"*, by E. Sandelands, dated 1997, appears framing the cut-off line for recognition of articles, with 25 citations. The article describes a virtual UC model from the workplace learning paradigm, where it seeks to understand the roles of academic and professional institutions as external forces in the development of rigorous models of UCs that meet the learning needs of individuals and organizations.

Through the data collected on the scientific recognition of the cited articles, it was verified that: (*i*) together, these articles represent the percentage of 75.22% of the total citations; (*ii*) although R. Dealtry is the featured author, the merit of scientific recognition goes to the article by M. Rademakers with 37.55%; (*iii*) there is co-authorship among the most relevant articles; (*iv*) 75% of the studies were published between 2001 and 2016, totaling recognition of 88.95%; (*v*) the most recent studies were published by L. Rhéaume and M. Gardoni in the years 2015 and 2016, representing 25% of the studies and joint scientific recognition of 15.46%; (*vi*) the least recent study is that of the author E. Sandelands, with scientific recognition of 5%.

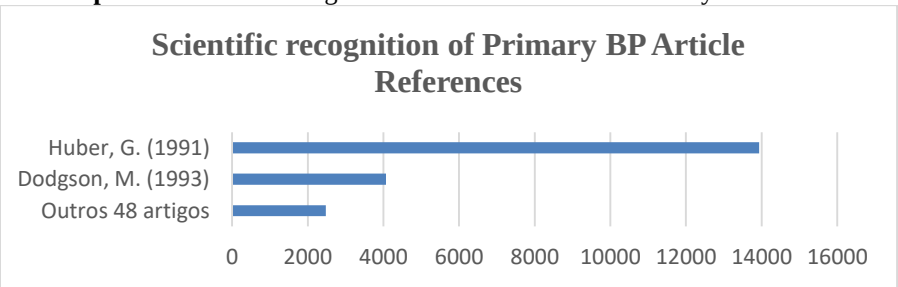
Graph 4 – Scientific Recognition of Primary BP Articles.



Source: Survey results, 2022.

With regard to the articles in the Primary BP References, it is observed that the article that occupies a prominent place is *Organizational learning: the contributing processes and the literature*, by G. Huber, published in 1991. With 13,936 citations in the *Google Scholar* (05/24/2022), the publication individually represents 68.06% of the total citations of the References of Primary BP articles, as shown in Graph 5.

Graph 5 – Scientific recognition of the References of Primary BP Articles.



Source: Survey results, 2022.

Huber's (1991) article deals with AP, and evaluates and articulates four constructs related to organizational learning (knowledge acquisition, information distribution, information interpretation and organizational memory). The article indicates an evolution on the theme "learning from experience", however it states that the literature on knowledge acquisition is multifaceted and that there is still a lack of cumulative work and integration between researches. Likewise, the literature on organizational search is not very mature.

It should be noted that 30 years after the publication of this article, much has been developed and legitimized on the topic of organizational learning. PA is an established field of study, whose central discussion is about knowledge, its appropriation by organizations and the notion of continuous change. As it is the oldest article in the References database, dating from 1991, it concentrates a much higher number of citations than the other articles, - which may be an indication that some articles have not yet reached relevance because they are more recent. Finally, it should be noted that this study was later incorporated into the Primary BP (17 articles) based on the representativeness test, and was one of the 4 articles incorporated into the Final BP (21 articles). With regard to the spelling of the title, in the search for references it was captured with the spelling *Organizational learning: the contributing processes and the literature,* but in other searches it may appear as *Organizational learning: the contributing processes and the literature.*

The second most representative article is authored by M. Dodgson and was published in 1993, *Organizational learning: A review of some literature.* On *Google Scholar* has 4,066 citations, which represents 19.85% of the total bank of Primary BP References. In it, it is discussed that PA is the focus of attention by a wide range of literatures: organizational theory, industrial economics, economic history and business studies, management and innovation. Branches of Psychology are also revealing on the subject. In the article, Dodgson proposes to evaluate the various literatures by examining the *insights* they provide from three topics: the objectives of organizational learning, the learning processes in organizations, and the ways in which organizational learning can be facilitated or impeded. The research results indicate that more than particular aspects of organizational learning raised by the various literatures, a multidisciplinary approach is required for an understanding of its complexity.

Additionally, the two articles together represent 87.91% of the total citations of the Primary BP References. In this sense, the 48 articles resulting from the filtering add up to 2,473 citations, totaling only 12.09% of the total number of citations.

Featured Journals and Annals and their Impact Factor in the Journal Citation Reports (JCR)

The third feature analyzed refers to the journals that publish the most on corporate university and organizational learning. In the same investigation, the impact factor that these journals have on the scientific community was also assessed. Those indicators portray the total number of times a journal was cited by all journals included in the database in the JCR year. For this research, the year 2021 was adopted as a reference and the base in data for consulting the impact factor was the *IsiKnowledge* from the *Isi – Web of Science*, called *Journal Citation Reports* (JCR).

With regard to the Primary BP made up of periodicals, the *Journal of Workplace Learning* stands out, with area of concentration in education and educational research, with 8 published articles. The JCR impact factor is 1.170 and its scope encompasses formal, informal and incidental learning in the workplace for individuals, groups and teams, as well as work-based learning and off-the-job learning for the workplace. The magazine aims to explore the organizational, political, resource and other factors that influence how, when and why learning takes place.

On the other hand, it was found that the other journals have only one occurrence each. Thus, regarding the impact factor of the 9 journals that contributed to the constitution of the Primary BP with only 1 article, the following journals stand out with the highest impact factors: Journal of Knowledge Management (8,689 citations), *Scientometrics* (*3,801* citations), *Journal of Management Development* (2,901 citations), *Career Development International* (2,443 citations), *International Food and Agribusiness Management Review* (1,515 citations),

Journal of Workplace Learning (1,170 citations), and *International Journal on Interactive Design and Manufacturing* (1,041 citations).

It is noticed that, although the *Journal of Knowledge Management* is not the journal that contributed the most in the primary BP of this study, with publications on the UC and AP dimensions, it is the journal that has the highest impact factor in the scientific community. *However, the data indicate that the journal has given little prominence to the binomial UC and AP. The same interpretation fits the other journals with a higher impact factor and that do not encourage the publication of themes in their editions.*

In terms of the Primary BP Reference Bank, the *Journal of Workplace Learning* stands out with 6 articles published. The journal, previously qualified, has a JCR impact factor of 1.170 and focuses on education and educational research.

The second journal that most published articles is the *Journal of European Industrial Training*, with 5 occurrences. For this journal it was not possible to find the impact factor in *IsiKnowledge* from the *ISI – Web of Science*, called *Journal Citation Reports* (JCR). The journal declined its activities in 2011. In the third prominent position, with 2 occurrences, are the following journals: *Career Development International, Human Resource Development International, Training & Development* and *Workforce.*

O *Career Development International,* from the areas of Applied Psychology and Management, it draws on research from different subject areas and makes connections to many academic disciplines, organizational practices, policy development in the emerging knowledge economies and learning societies of the modern world. It advocates issues of theory and practice that can be addressed at the individual, organizational and societal levels. The journal has a JCR impact factor of 2.443.

Focused on the management area, *Human Resource Development International* is a journal dedicated to promoting aspects of practice and research that explore issues of individual, group, and organizational learning and performance. The journal is committed to questioning the divide between practice and theory; between the practitioner and the scholar; and between traditional and experimental methodological approaches. It is committed to exploring the development of organizations and the lifelong learning of people and their collectivity (organisation), their strategy and their policies, from all parts of the world. The journal has an impact factor of 1.455.

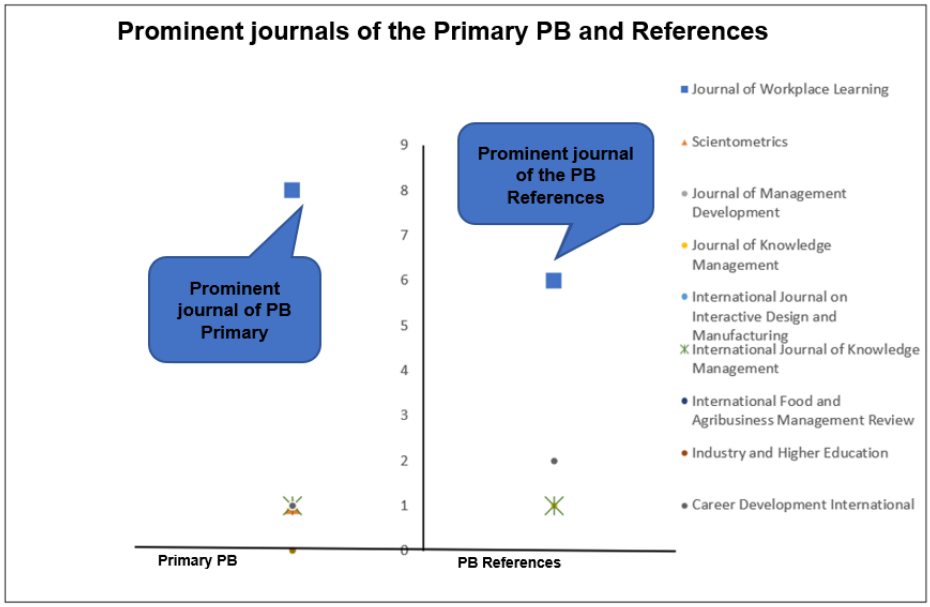
The Journal *Training & Development,* in the areas of Applied Psychology and Business, has a JCR impact factor of 192 for the year 2001, the year in which it ended its activities. *Workforce,* a journal that covers the areas of Applied Psychology and Management, presented an impact factor (JCR) of 42 in 2000, the year in which it declined its activities. On the other hand, it was found that the other 31 journals have only one occurrence each, contributing to the constitution of the Primary BP Reference database with only 1 article.

Based on the characterization of the journals, it appears that of the six that were highlighted, three declined their activities: *European Industrial Training, Training & Development and Workforce*. This justifies the low impact factor or the unavailability of indexes for consultation. As for the other three, - *Journal of Workplace Learning, Career Development International* and *human Resource Development International* -, it appears that they are focused on publications in the areas of Education, Applied Psychology and Management. Among the results, it is emphasized that, focused on Education, the *Journal of Workplace Learning*, also as a highlight in PB Primary it is the journal that most facilitates the debate in the UC and AP dimensions.

Another point of analysis takes place in the comparison between the two sets of journals of the Primary BP (total of 10) and the References of the Primary BP (total of 37). When compared, it is identified that only 4 journals are contained in both sets. They are, with their respective occurrences in the Primary BP and in the Reference database: *Journal of Workplace Learning* (8; 6), *Journal of Knowledge Management* (1;1), *International Journal of Knowledge Management* (1;1) and Career Development International (1;2). It is reiterated, therefore, that the *Journal of Workplace Learning* is the journal that most contributed to the elaboration of the Final BP of this study, being the magazine most receptive to the theme, as illustrated in Graph 6.

Among the main purposes of the magazine is the intention to collaborate so that the individual maximizes opportunities and their performance in the work environment. For this, it welcomes publications that deal with the following topics: formal and informal learning interventions, knowledge management, training effectiveness and others.

Graph 6 – Featured periodical of Primary BP and References



Source: Survey data (2022).

ANALYSIS BIBLIOMETRICS OF ADVANCED VARIABLES

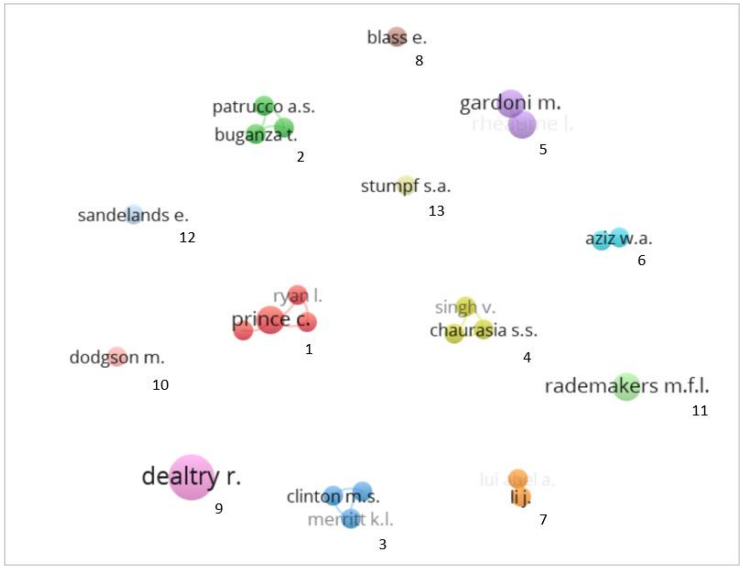
advanced variables were considered in the bibliometric analysis: (*i*) Final BP co-authorship network; (*ii*) Publication partnership between countries; (*iii*) Keywords of Final BP articles; (*iv*) Co-citations of Final BP References. For the crossing of advanced variables, *VOSviewer* was used, which is a *software* tool to create maps based on network data, from articles downloaded in CSV format from *Scopus Base*. It is important to highlight that of the 21 articles in the Final PB, only 1 article was not found in *Scopus Base*, *Organizational Learning: The Contributing Processes and the Literatures* , authored by *by* Huber (1991), being the most cited article in the Reference database and part of the Final PB.

Coutoria Network

In terms of co-authorship, as illustrated in Map 1, Cluster 1 has the largest network of authors (4 researchers), and who form the largest number of connections compared to the 13 groups. In this Cluster, C. Prince is the most distinguished author for having published 2 papers, one co-authored with J. Stewart, and the other co-authored with L. Ryan and P. Turner. Additionally, Clusters 2, 3 and 4 group together researchers who, in the composition of the Final BP, published only 1 joint article. The researchers M. Gardoni and L. Rhéaume (Cluster 5) jointly published 2 articles. The researchers from Cluster 6 and 7, on the other hand, contributed with a joint publication within each cluster. Otherwise, 46.15% of the total number of Final BP authors did not establish co-authorship networks, contributing with individual publications. Comparing the results, it is concluded that the portfolio is composed of both individual and collective publications, with fairly equitable distributions.

Examining Clusters 8, 10, 12 and 13, it was also verified a collaboration of a single article by each researcher and, for cluster 11, the collaboration of 2 articles by Rademakers. The author R. Dealtry assumes a prominent place in the Final PB for having contributed with 5 articles, without establishing networks, according to Map 1.

Map 1: Co-authorship Networks



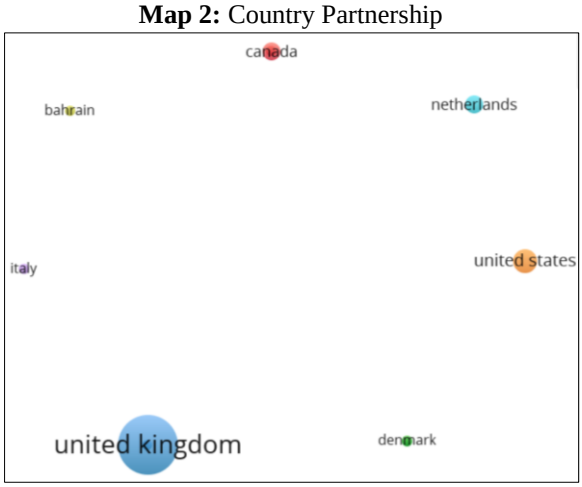
Source: Survey data (2022).

With regard to authors who contributed with 2 or more joint articles, only M. Gardoni and L. Rhéaume meet this requirement. Finally, with regard to the 25 authors of the Final PB that were used as a reference to support the 21 articles that make up the Final PB, they appear as the most cited: MFL Rademakers (55 citations); R. Dealtry (50 citations); C. Prince (36 citations); and M. Gardoni and L. Rhéaume (25 citations). The results corroborate the findings in Graph 4. On the other hand, when establishing the criterion of 1 or more articles, online or not, M. Dodgson appears as the most cited with 1,120 citations. The researchers WA Aziz and S. George had no citation.

Country Partnership

This variable examined the countries where the greatest number of partnerships between researchers for publications occurred. Applying the filter of 1 publication per country, the results indicated a total of 10 countries, which were distributed in 7 clusters, with 3 connections (links). Analyzing from the filter of 2 publications by country, only these countries met the filter: Canada, United States, Netherlands and United Kingdom. As far as partnerships are concerned, there was no outstanding country, with the following countries having established a single partnership: Canada and France, Denmark and India, and Australia and the United Kingdom. However, in an individual analysis, the United Kingdom appears as a prominent country in the publication of articles in this BP with 10 publications (1,247 citations), establishing a unique partnership with Australia. In the sequence of publications by country, the United States occupies second place with 3 publications, totaling 50 citations and, with two publications, are Canada and the Netherlands with, respectively, 25 and 55 citations.

Map 2: Country Partnership



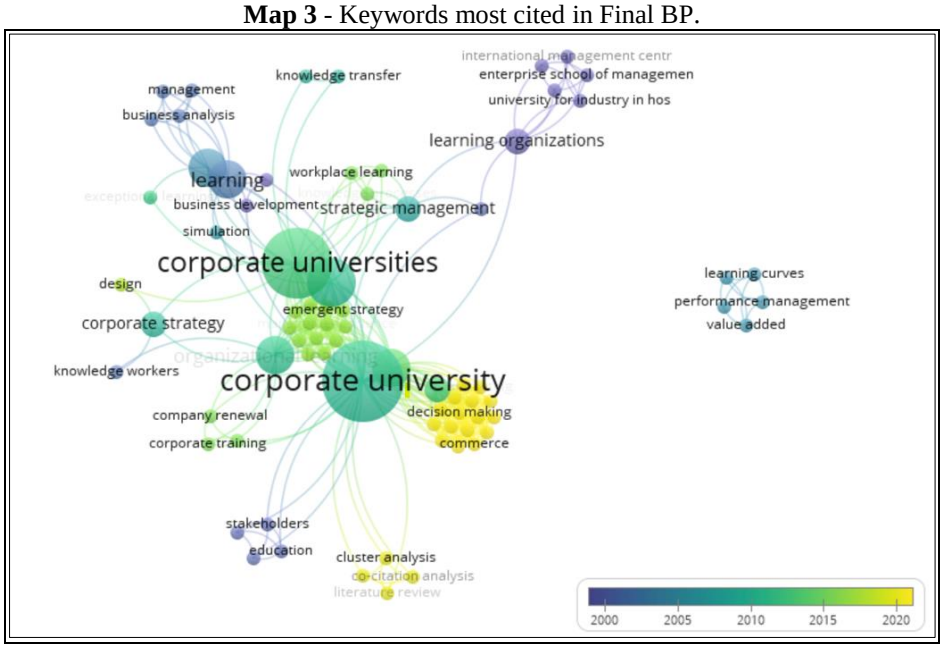
Source: Survey data (2022).

Corroborating the results, the study by C. Prince and J. Stewart (2002) points out that the United Kingdom is the country that has emerged in research on the subject and, in their analyses, ensures that the UCs went beyond the reclassification of departments and established HR functions. The authors propose a framework that contributes to the understanding of the UC concept. Furthermore, they suggest that the success of the CUs of the future may depend on their ability to manage and take advantage of the complex interaction of organizational learning subsystems and less on their ability to manage training and education programs (PRINCE et al., 2002*)*.

Keywords of Final BP articles

Another analyzed variable refers to the set of keywords most used in Final BP articles. It was possible to identify 77 keywords, as shown in Map 3. It is noteworthy that for each of the keywords, its occurrence in the articles was calculated.

Map 3 - Keywords most cited in Final BP.



Source: Survey data (2022).

Examining the quantitative of 77 words, it was evidenced that six keywords were most cited, among them, "*Corporate university* or *corporate universities"* and "*Learning* or *Organizational learning"* , respectively with 13 and 6 occurrences, with power link 85 and 35, being the axes of this research, - which indicates the adherence of the selected keywords to the research in relation to its theme. *Corporate* universit** is the keyword that stands out and promotes the most links among the 21 articles.

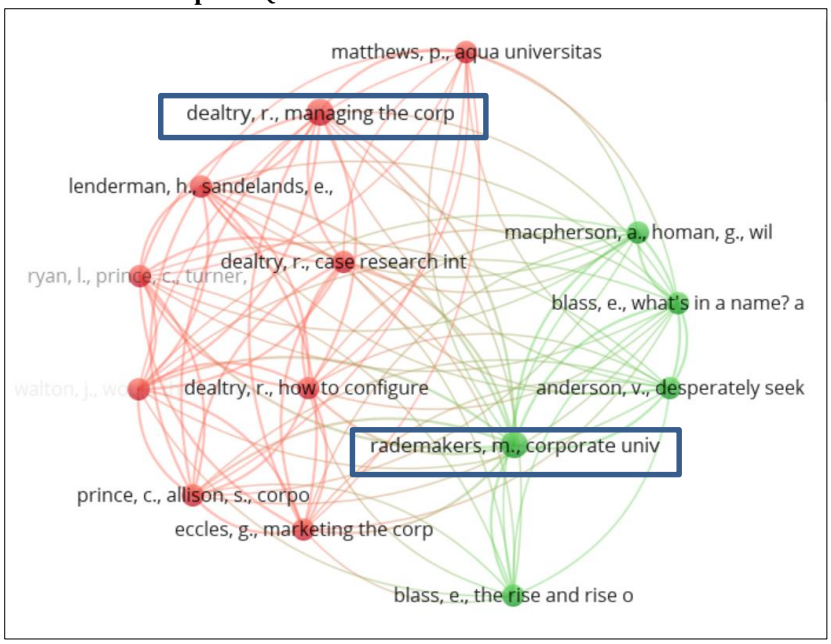
Furthermore, Map 3 demonstrates that the keywords *Knowledg management, Innovation and Competitive advantage* were also highlighted, and they were some of the keywords used in the 21 articles.

Cocitations of the Final BP Bibliographical References

When examining the 21 articles of the Final PB, it was noticed that they have some important characteristics for the analysis. One of them is the co-authorship network that is established between the articles, when grouping them in Portfolio format. It was noticed that the 21 articles together add up to a bank of 672 bibliographical references, as shown in the map below. Among the co-authorship results, 672 articles were grouped into 20 clusters, which formed a network with 20,362 connections (links), with a connection strength (links) of 20,406.

When applying the cut line of 2 or more articles, there is a reduction of the reference bank to 14 articles, being grouped into 2 clusters with a network with 90 connections (links), presenting a strength of connection (links) out of 134. In this filtering, 4 of the articles already make up the Final BP of this research, as shown in Map 4.

Map 4 – Quotations of Final BP References.



Source: Survey data (2022).

From the applied filters, there are two clusters resulting from the cocitation network: *Cluster* 1 (red color) and *Cluster* 2 (green color) . Co-citation measures the degree of connection between two or more articles, through the number of documents where the publications are cited, simultaneously, composing subnetworks. With regard to the green *cluster* , it consists of 5 articles, with emphasis on the article *Corporate universities: driving force of knowledge innovation* , published in the *Journal of Workplace Learning*, by MF *L*. Rademakers. The red *cluster* is composed of 9 publications, with emphasis on the article by R. Dealtry, *Managing the corporate university watershed* , published in 2002, in the *Journal of Workplace Learning* .

The article by M. Rademakers (2005) presents the highest scientific recognition of Primary BP with 187 citations. In the publication, the author makes an effort to explain why CUs are emerging worldwide as strategic weapons in the competitive battle between companies, countries and international economic power blocks. Regarding the co-authorship network, he established 13 connections (links) with other publications, from 3 documents. R. Dealtry describes process innovations to improve UC performance during adverse periods in the corporate decision environment, when the consequences of strategic thinking and contemporary aspirations of senior management are undermined by market reality and economic factors. This publication achieved prominence in the reference co-citation network, establishing 13 connections (links) with other publications, based on 3 documents. Therefore, both articles established subnetworks with the 14 articles of the co-authorship network, from 3 documents each.

V. FINAL CONSIDERATIONS

Just as every researcher builds his studies based on past studies (CABRINI GRACIO; TANNURI DE OLIVEIRA; DE MATOS, 2009), this research also focuses on previous works, in order to analyze the research that characterizes the cycle of scientific production on the university theme corporate and organizational learning. Therefore, the main objective was to characterize the publications that deal with these themes, allowing, among the specific objectives: (i) to select a BP on the corporate university and organizational learning dimensions, (ii) to identify the highlights of this BP for the variables: authors, articles, journals, countries, co-authorship and co-citation networks, keywords and impact factor of journals for the theme, based on the bibliometric analysis of the articles that make up this BP and their bibliographic references (ENSSLIN et al., 2014).

Web of Science and Scopus databases , and subsequent analysis of basic and advanced characteristics, it was possible to draw an overview of the behavior of this field of research and its evolution. For this, a structured process was adopted for selecting a theoretical framework, made possible by the ProKnow-C intervention instrument.

Until reaching the Final BP of 21 articles, the authors went through several steps: selection of international databases; definition of research axes and keywords; inclusion of criteria and search commands; filtering the articles bank (from titles, abstracts to full reading of articles); checking the number of citations and JCR impact factor; Rigorous research on each of the indicators and variables in the analysis.

As for the results, the analysis of the basic variables indicates that: (i) the most cited author both in Primary BP and in Primary BP References is R. Dealtry with 5 publications, all publications as a single author; (ii) the main article in the Primary BP is "orporate universities: driving force of knowledge innovation" by M. Rademakers (2005), with 187 citations; (iii) the outstanding article in the Primary BP References is Organizational learning: the contributing processes and the literature by G. Huber (1991), with 13,936 citations, individually representing 68.06%; (iv) the journal of prominence and its impact factor in the JCR both in Primary BP and in the References is the Journal of Workplace Learning , with a JCR impact factor of 1.170 and, respectively, with 8 and 6 articles published.

In the advanced variables, we have the following results: (i) n the network of co-authorships of BP Final C. Prince is the outstanding author. The most cited authors are: MFL Rademakers; R. Dealtry; C. Prince; and M. Gardoni and L. Rhéaume, with respectively 55; 50; 36; and 25 citations. On the other hand, when establishing the criterion of 1 or more articles, networked or not, M. Dodgson appears as the most cited with 1,120 citations, and R. Dealtry for having contributed with 5 articles, without establishing networks; (ii) in the partnership of publications between countries, no joint publications were found, and the United Kingdom stands out as the number 1 country in the publication of articles with 10 publications, with a total of 1,247 citations; (iii) regarding the keywords of the Final BP articles, it was evidenced that six keywords were the most cited, among them, " Corporate university or corporate universities" and " Learning or Organizational learning" , respectively with 13 and 6 occurrences, being the axes of this research; (iv) in the co-citations of the Final PB References, emphasis on the articles Corporate universities: driving force of knowledge innovation , by MF L. Rademakers (2005), and for Managing the corporate university watershed , by R. Dealtry (2002), both published by the Journal of Workplace Learning.

The present study partially corroborates the results of the systematic review carried out by Singh, Verma and Chaurasia (2019), Mapping the themes and intellectual structure of corporate university : co-citation and cluster analyses , as some of the articles belonging to the Final BP of this work were also highlighted in the authors' BP. In this context, the consonance between the two surveys is presented as a path that offers indications about the profile of publications on the subject, even demonstrating that there is a strong tendency for research on Ucs to be related to the competitive advantage of organizations.

As possible limitations include: (i) the bibliographical research was restricted to articles in English, indexed in only two databases and available with free access; (ii) the knowledge generated is based on references and characteristics selected by the researchers, which is crossed by subjectivities; (iii) the restricted number of articles published in journals on the axes and keywords generated the need for filtering only by language; (iv) it may be that the bias towards a research paradigm has led researchers to discard important incidents or observations (SILVA; RUSSO; DE OLIVEIRA, 2018) disregarding in some of the steps some article important to the research theme; (v) articles that were not available in full for free were discarded.

For future research, it is recommended: (i) broadening the research to other databases, including national ones; (ii) expansion of the research to other languages, with other characteristics; (iii) deepening the research in order to better understand the formation bases of the UC theme, based on the evolution map of the theme; (iv) expansion of efforts in formulating the definition of UC based on the elements and results identified in this research; (v) investigate the emergence of new elements in studies of a theoretical nature that can complement the summary of this research; (vi) summarize the literature map of the 21 BP articles; (vii) expansion of the review to empirical studies and research; (viii) application of phases 3 and 4 of the ProKnow-C process : systemic analysis and formulation of research questions and objectives.

As a theoretical contribution, this research offers a compilation of internationally recognized theoretical studies, organized in the form of a bibliographic portfolio, which serves for researchers to identify and examine the evolution of the corporate university theme from the perspective of organizational learning, with this the possibility of substantiating and deepening your studies.

As a practical contribution, it is expected that the results of this research will serve as a basis for organizations and their executives to assess how the corporate university can conduct organizational learning, thereby developing strategies that allow them to become more competitive. The knowledge compiled in this fragment of literature can support strategic decisions aimed at competitiveness and innovation.

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