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Strategy Architecture of Business Development at Toyota Learning Center

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KEYWORDS	ABSTRACT
competencies gap, external analysis, internal analysis, strategic architecture, TLC	Toyota Learning Center (TLC) has the potential to grow further due to market demand. However, in 2023, Toyota Learning Center experienced a significant decline in profitability and a low client retention rate. This reflects the challenges faced by the Toyota Learning Center in maintaining business growth and profitability amid the ever-changing market dynamics. This study aims to analyze the competency gap using the Importance-Performance Analysis matrix, analyze internal & external factor and design the strategic architecture for the business development of the Toyota Learning Center. Based on the gap analysis results, there are 9 parameters related to the curriculum, training facilities, instructors, and business expansion in quadrant I that need to be prioritized (high level of importance but require performance improvement). From the results of internal and external analysis, simulation-based facilities and comprehensive development programs are resources that provide a sustainable competitive advantage. Partnerships with VR/AR technology suppliers are opportunities that need to be optimized, and content plagiarism by other companies is a threat that needs to be minimized. The Strategic Architecture is structured over the period from 2025 to 2030, grouped into three stages: strengthening competencies, business growth, and excelling performance, to achieve the vision and mission of the Toyota Learning Center as a provider of the best learning experience in the automotive and cross-industry sectors.

Introduction

According to the Global Market Insights report (2023), the global market for Corporate Learning and Development is estimated to reach USD 446 billion by 2026, with an annual growth of 8% from 2021 to 2026. Along with this growth, the Learning Center business concept has become one of the businesses that has great opportunities (Voros, 2023). In Indonesia, more and more companies are developing Learning Centers

to train their employees, along with increasing investment in employee training programs. This training is important in improving the quality of human resources, productivity, and competitiveness of the company (Insights, 2021).

Toyota Learning Center is an example of a Learning Center that provides training according to industry needs, focusing on human resource development and improving organizational capabilities. Toyota Learning Center (TLC) is a training center established by Toyota Motor Manufacturing Indonesia (TMMIN) to ensure the capabilities and skills of TMMIN employees, as well as related business partners, meet the current and future business needs (Darung & Kristinae, 2020). TLC focuses on the development of knowledge, skills, and attitudes based on the Toyota Way, Toyota Production System (TPS), as well as functional training programs from global, regional, and local content. The vision of Toyota Learning Center is Contribute to Nation: Good Thinking, Good Product. To achieve this vision, the mission of Providing the best learning experience while promoting Toyota value & culture is needed (Patel et al., 2022).

Although Toyota Learning Center has great potential in the market, in 2023, its revenue and profitability will experience a significant decline (Kim, 2019). In addition, this decline is accompanied by low client retention rates. The current business strategy is kaizen-based learning, strengthening Toyota's culture, and developing industrial demand-based skills. This shows that it is necessary to develop a strategy that is implemented to adjust to market dynamics (Putera & Ikatrinasari, 2023). Therefore, research on "Business Development Strategy Architecture at Toyota Learning Center" is very important. This research was conducted to design a company's roadmap to improve performance and competitiveness, to overcome existing challenges and maximize the potential for future business growth.

The Toyota Learning Center (TLC) was established as part of Toyota Motor Manufacturing Indonesia's (TMMIN) commitment to ensuring the development of highly skilled employees who can support the company's operational goals. This center plays a vital role in enhancing the capabilities of both TMMIN employees and their business partners through specialized training programs based on Toyota's operational standards, including the Toyota Production System (TPS) and Toyota Way. As a result, TLC has positioned itself as a strategic asset, contributing to the enhancement of productivity, quality, and innovation within the automotive industry in Indonesia. However, despite these achievements, TLC has recently encountered challenges that have significantly affected its financial performance and client retention rates.

The decline in profitability and the low retention rate observed in 2023 highlight the growing competitive pressures that TLC faces. Several factors, such as the evolving demands of the industry, rapid technological advancements, and shifts in training needs, are influencing the market for learning and development services. These changes necessitate an agile approach to business development, which TLC must adopt to remain competitive. Therefore, it becomes imperative for TLC to re-evaluate its current strategies and business model to ensure continued relevance and success in the dynamic training industry.

Moreover, there is a need for a strategic framework that can guide TLC's business development efforts and help bridge the existing competency gaps. The application of strategic management tools such as Importance-Performance Analysis (IPA), SWOT, and VRIO analysis can provide a comprehensive understanding of the internal and external factors impacting TLC's performance. These tools allow for a more focused assessment of the areas requiring improvement, such as the curriculum, training facilities, and

instructor capabilities, as well as opportunities for partnerships and innovation. TLC must leverage these insights to refine its business strategy and align its resources with the current and future demands of the automotive industry.

In this context, the study of TLC's business development strategy architecture is critical. This research will provide actionable recommendations for TLC to address the challenges it faces, including improving its training offerings, investing in technology, and strengthening its relationships with stakeholders. A well-structured strategy can help TLC identify new market opportunities, optimize existing resources, and create a more robust competitive position. Furthermore, this research aims to develop a long-term roadmap that can guide TLC through three key phases: strengthening competencies, fostering business growth, and excelling in performance, with the ultimate goal of making TLC a leading provider of training services in the automotive and cross-industry sectors.

The importance of this research extends beyond TLC itself, as it also provides valuable insights for the broader training and education industry, particularly for companies looking to integrate cutting-edge technology and improve their workforce development programs. The findings of this research will help guide other learning centers and training organizations that seek to enhance their service offerings, meet the changing needs of industry stakeholders, and stay ahead in a competitive market. This study is, therefore, an essential step in the transformation and revitalization of the Toyota Learning Center, ensuring it can thrive in a rapidly evolving business landscape.

According to Faturohman et al. (2019), strategic architecture is essential in guiding businesses toward achieving their long-term goals by aligning their resources and capabilities with the dynamic needs of the market. This approach enables companies to stay competitive by focusing on continuous development and performance improvement. Similarly, Patel et al. (2022) highlight the importance of adapting training programs and organizational development strategies to market trends, particularly in the automotive sector, where technological advancements such as AI and simulation-based training are transforming learning environments.

The urgency of this research arises from the declining profitability and low client retention rates faced by Toyota Learning Center (TLC) in 2023, despite its potential for growth in the competitive training industry. As market dynamics evolve, it is crucial for TLC to adapt and design a strategic architecture that not only addresses the current challenges but also supports future business expansion and sustainability. Without a clear strategic direction, TLC may struggle to maintain its relevance in the evolving training sector and fail to leverage emerging opportunities such as VR/AR technologies and international partnerships.

While previous studies have explored the role of strategic architecture in business development, few have specifically focused on how competency gaps, internal and external factors, and business strategies can be integrated into a comprehensive strategic architecture for learning centers like TLC. There is limited research on the application of strategic architecture in training centers that cater to both local and international markets, which makes this study valuable in bridging this gap.

This study introduces a novel approach by focusing on the strategic architecture of Toyota Learning Center (TLC) and its potential for business growth and performance excellence. The research applies a combination of Importance-Performance Analysis (IPA), SWOT analysis, VRIO framework, and strategic foresight to develop a roadmap for TLC. It is unique in its holistic analysis of TLC's strengths, weaknesses, opportunities, and threats, which are then translated into actionable strategies aimed at improving

service offerings, expanding business operations, and maintaining a competitive edge in the rapidly changing training industry.

The primary objective of this research is to design a strategic architecture for Toyota Learning Center to address the competency gaps and internal challenges while capitalizing on external opportunities. The study aims to provide a roadmap for TLC's growth, focusing on strengthening competencies, fostering business expansion, and excelling in performance. The benefits of this research include providing actionable insights for TLC's management to optimize training programs, improve client retention, and align their offerings with market needs. Additionally, the study contributes to the academic literature on strategic management in learning institutions and provides a framework that can be applied to other training centers in the automotive and cross-industry sectors.

Research Methods

This research was carried out at the Toyota Learning Center Office located at Sunter Bambu 1 No.9, North Jakarta, from October to December 2024. This study uses primary and secondary data to analyze the core competencies, internal and external factors of the organization. Primary data was obtained through in-depth interviews, questionnaires, and Focus Group Discussions (FGD) with internal and external respondents, including management, consultants, and clients of Toyota Learning Center. Meanwhile, secondary data is obtained from internal documents such as annual reports, strategic plans, performance reports, and Toyota Learning Center profile documents that can provide a more complete picture of the condition and performance of the organization.

The data processing methods used include Importance-Performance Analysis for competency gap analysis, VRIO for internal factor analysis, Porter's Five Forces for external factor analysis, SWOT & IE Matrix analysis for formulating business alternatives, and descriptive analysis for foresight. Data analysis is conducted systematically to design the architecture of the strategy and implementation plan relevant to the research objectives.

Results and Discussions
Competency Gap Analysis

Competency gap analysis was carried out using the Importance-Performance Analysis method. The preparation of assessment parameters uses the Kirkpatrick model which is measured with the following dimensions: program objective (s)/content, program materials, delivery methods/technologies, instructor/facilitator, instructional activities, training environment, planned action/transfer expectation, logistics/administration, overall evaluation (Lee and Pershing 2007). From the results of the calculation of the Gap of Interest and Performance on various training criteria at TLC (Toyota Learning Center), the average gap between the level of importance and performance for 30 (thirty) parameters is -0.12. These results indicate that the performance carried out by Toyota Learning Center is still below the expectations of its level of importance. To further analyze this gap, it can be illustrated using a Cartesian diagram that plots criteria based on two dimensions: Importance on the Y axis (vertical) and Performance on the X axis (horizontal). Based on the Importance-Performance Analysis (IPA) analysis of 30 parameters in the TLC training program, the results can be divided into four quadrants which can be seen in Figure 2.
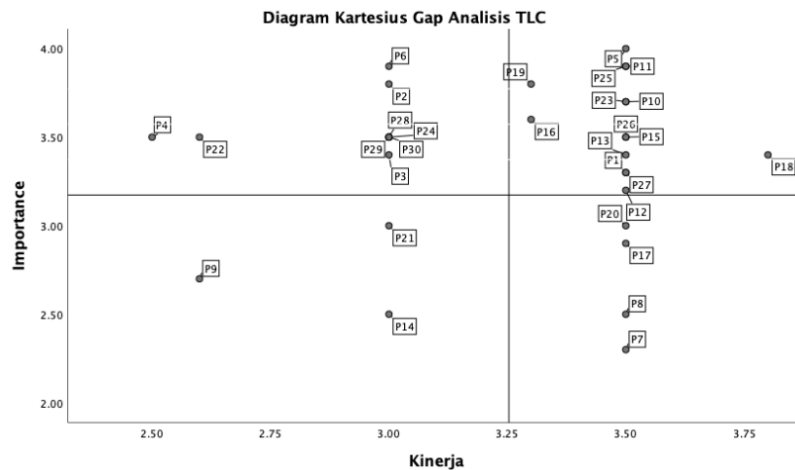
Figure 1. Toyota Learning Center Science Matrix

- Quadrant I (Concetrate Here)

   In Quadrant I, there are parameters with a high level of importance but the performance needs to be improved, namely:
   1. Adaptive curriculum to technological developments (P2)
   2. Regeneration of human resources within the organization (P3)
   3. Cooperation with universities and related industries (P4)
   4. Training facilities based on modern technology and the use of VR/AI (P6)
   5. Collaboration with global partners for training development (P22)
   6. Number of instructors and facilitators who meet the standards (P24)
   7. Training programs that support cross-functional skills diversification (P28)
   8. Capacity building of instructors through training (P29)
   9. Fulfillment of training needs based on participant satisfaction survey (P30)

      Quadrant I shows parameters with a high level of importance but with performance that still needs improvement. In other words, these aspects are the top priorities that must be immediately addressed by the Toyota Learning Center (TLC) to enhance the competitiveness and effectiveness of its training programs.TLC must continue to develop a modular-based curriculum so that it can be updated quickly and conduct benchmarking with global training centers to ensure the curriculum's relevance. Regarding the regeneration of human resources, the implementation of mentorship and knowledge transfer programs is necessary to ensure that senior experts can guide new instructors. Adopting an AI-based e-learning platform for more personalized learning, collaborating with world-class training centers, and using big data analytics to understand training needs trends are actions that need to be taken by the Toyota Learning Center.

- Quadrant II (Keep Up The Good Work)

   In Quadrant II there are parameters with high importance and good performance. This indicates that TLC must continue to maintain its performance achievements in a sustainable manner. These parameters are:
   1. Industry needs-based training policy (P1)
   2. Application of the concept of On the Job Development (OJD) in training (P5)
   3. Comprehensive competency development program (P10)
   4. Implementation of safety training (P11)
   5. Upskilling program to improve technical and non-technical competencies (P13)
   6. Implementation of periodic evaluation of training services (P15)

7. Development of a curriculum based on Toyota DNA to improve work culture (P16)
8. Training to improve time management and organization (P18)
9. Leadership quality development program (P19)
10. Data-based training management to improve effectiveness and efficiency (P23)
11. The level of consumer satisfaction in each training program (P25)
12. Reskilling program to deal with changing business needs (P26)
13. Application of the Kaizen concept in learning (P27)

Toyota Learning Center has achieved good performance in all aspects in Quadrant II, which means that the quality of training and human resource development is optimal. However, TLC must continue to innovate so that this achievement can be maintained. Maintain high standards in the training program by continuing to benchmark and adopt the latest technology. Despite the good performance, TLC must continue to look for ways to improve the effectiveness of training with more interactive and technology-based learning methods. Expand networks with industry, universities and global partners to enrich insights and tailor training programs to the changing needs of the industry. Leverage data analytics to improve training personalization based on individual needs and future industry trends. By maintaining the high standards that have been achieved and continuing to adapt to industry changes, Toyota Learning Center can become a leading training center that is globally competitive.

- Quadrant III

  In Quadrant 3, there are parameters with performance that have been assessed as sufficient and the level of importance is also low. In this condition, TLC is still seen as not needing to give priority to improving performance. These parameters are:
  1. Provision of training based on international standards (P9)
  2. Application of blended learning approach in training (P14)
  3. Provision of easily accessible learning modules through e-learning (P21)

  Since the aspects in Quadrant III are of low importance and already perform quite well, TLC does not need to make significant improvements in the near future. However, monitoring is still necessary to ensure that these aspects remain relevant in the future. Stay focused on the main learning methods (hands-on practice and technical skills development). Maintain the quality of training based on international standards. Evaluate blended learning and e-learning periodically, so that it remains relevant in the event of a shift in training trends in the automotive industry. Adapt to the needs of the industry and trainees, without allocating excessive resources to aspects that are currently less impactful. With this strategy, Toyota Learning Center can remain efficient in managing its training priorities, while still opening up future development opportunities according to industry needs.

- Quadrant IV

  In Quadrant 4, there is a parameter that indicates that the level of performance exceeds expectations because the parameter is considered to have a low level of importance. These parameters are:
  1. Provision of environmentally friendly training facilities (P7)
  2. Evaluation of the impact of training on individual and organizational performance (P8)
  3. Measurement of participant engagement in training programs (engagement level) (P12)
  4. Management of integrity-based training services (P17)

5. Contribution of training to work productivity (P20)

Toyota Learning Center has achieved excellent performance in aspects in Quadrant IV, even exceeding expectations. However, because these aspects are of lower importance than other areas, TLC can consider resource efficiency without sacrificing quality. Reduce the complexity of evaluation and monitoring that may be excessive. Focus the budget on other, more critical aspects such as innovations in training methods or increasing the number of instructors. These aspects still need to be maintained, but they can be implemented with a more streamlined and technology-based approach. Use technologies like AI and data analytics to simplify the process of measuring the impact of training without sacrificing quality. While these aspects are not critical now, it is important to keep an eye on whether their importance increases in the future. With this approach, Toyota Learning Center can improve operational efficiency without losing the value that has been built.

Internal & External Analysis

Internal & external analysis was carried out using the results of the Importance-Performance Analysis (IPA). With the integration of these two analysis tools, organizations can gain deeper and more targeted insights into the company's internal and external conditions, as well as formulate more effective strategies to achieve long-term goals (Wang et al., 2015). The results of quadrant 1 on IPA (High Importance-Low Performance) are categorized as weaknesses in internal factors. Meanwhile, the results of quadrant 2 in IPA (High Importance-High Performance) are categorized as strengths in internal factors.

The internal environment of an organization is the factors that can be directly controlled by the organization. At Toyota Learning Center (TLC), the internal factor analysis carried out aims to evaluate its competitiveness based on the resources it has, using the VRIO (Valuable, Rare, Inimitable, Organized) approach.

Table 1. VRIO (Valuable, Rare, Inimitable, Organized) Toyota Learning Center

Faktor Internal	Kekuatan/ Kelemahan	Implikasi Kompetitif	Bobot	Rating	Skor
Kebijakan pelatihan berbasis kebutuhan industri (P1) - Tim Manajemen	Kekuatan	UCA	0,087	3,3	0,29
Fasilitas berbasis simulasi untuk penerapan konsep On the Job Development (P5) - Fasilitas	Kekuatan	SCA	0,100	3,8	0,38
Program pengembangan kompetensi yang komprehensif (P10) - Kurikulum Pelatihan	Kekuatan	SCA	0,095	3,6	0,34
Kemampuan instruktur dalam penyampaian materi (P11) - Instruktur	Kekuatan	SCA	0,082	3,1	0,25
Pelaksanaan evaluasi layanan pelatihan secara berkala (P15) - Reputasi	Kekuatan	UCA	0,092	3,5	0,32
Program upskilling dan reskilling untuk menghadapi perubahan kebutuhan bisnis (P13, P26) - Kurikulum Pelatihan	Kekuatan	SCA	0,084	3,2	0,27
Penerapan konsep Kaizen dalam pembelajaran (P27) - Kurikulum Pelatihan	Kekuatan	SCA	0,079	3	0,24
Kurikulum adaptif terhadap perkembangan teknologi (P2) - Kurikulum Pelatihan	Kelemahan	CP	0,058	2,2	0,13
Regenerasi SDM pada internal organisasi (P3) - Tim Manajemen	Kelemahan	CP	0,050	1,9	0,10
Kerja sama dengan universitas dan industri terkait (P4) - Jaringan Kemitraan	Kelemahan	CP	0,055	2,1	0,12
Penerapan pendekatan blended learning dalam pelatihan (P6) - Kurikulum Pelatihan	Kelemahan	CP	0,053	2	0,11
Kolaborasi dengan mitra global untuk pengembangan pelatihan (P22)- Jaringan Kemitraan	Kelemahan	CP	0,050	1,9	0,10
Jumlah instruktur dan fasilitator yang memenuhi standar (P24) - Instruktur	Kelemahan	CP	0,058	2,2	0,13
Peningkatan kapasitas instruktur melalui pelatihan (P29) - Instruktur	Kelemahan	CP	0,055	2,1	0,12
			Total IFE		**2,88**

From the results of internal analysis using VRIO, an IFE score of 2.88 was obtained. Simulation-based facilities and comprehensive development programs are internal factors with significant strength. According to the results of research by Baker (2019), the quality of learning rooms, supporting facilities, and infrastructure can improve participant engagement and learning outcomes. In addition, according to the results of research by Gagne et al (2005), a structured curriculum can improve the quality of training continuously. Meanwhile, the regeneration of human resources and partnership networks is an internal factor with significant weaknesses. According to research by Garcia et al (2015), explain the importance of the double-loop learning approach in HR regeneration to improve organizational competitiveness. Meanwhile, regarding partnerships, it is

important to have strategic alliances in strengthening the competitiveness of companies (Lavie, 2006). Therefore, Toyota Learning Center can apply these rarities to minimize weaknesses.

In addition to the internal environment, an external environment analysis was also carried out with the aim of finding out the external factors that affect the development of the Toyota Learning Center. External analysis is carried out with Porter's Five Forces which can be used to evaluate the company's potential, analyze competitors, evaluate investment opportunities and adjust competitive strategies.

Table 2. Porter's Fiver Forces Toyota Learning Center

Faktor Eksternal	Ancaman/ Peluang	Bobot	Rating	Skor
Kemudahan regulasi bagi perusahaan baru untuk membuka pusat pelatihan	Ancaman	0,081	2,9	0,24
Minimnya diferensiasi layanan antara TLC dan pendatang baru (P15)	Ancaman	0,096	3,4	0,32
Persaingan dengan lembaga pelatihan yang lebih memperhatikan keberlanjutan dan aspek lingkungan (P7)	Ancaman	0,081	2,9	0,24
Plagiasi konten pelatihan yang digunakan oleh perusahaan lain (P10)	Ancaman	0,087	3,1	0,27
Munculnya plaform pembelajaran dan pelatihan online (P6)	Ancaman	0,084	3	0,25
Perusahaan lain dengan fasilitas teknologi modern (P5)	Ancaman	0,090	3,2	0,29
Keberadaan lembaga sertifikasi skala nasional dan internasional	Peluang	0,098	3,5	0,34
Kemitraan dengan pemasok alat pembelajaran teknologi VR/AR	Peluang	0,098	3,5	0,34
Kebutuhan pelatihan untuk menjawab tantangan industri (P4)	Peluang	0,112	4	0,45
Dampak pelatihan terhadap kinerja individu dan organisasi (P8)	Peluang	0,084	3	0,25
Besarnya minat generasi muda terhadap pelatihan otomotif	Peluang	0,087	3,1	0,27
			Total EFE	3,27

From the results of external analysis using Porter's Five Forces , an EFE score of 3.27 was obtained. Partnerships with VR/AR technology suppliers are a significant scoring opportunity. The use of VR and AR in education can accelerate the learning process, especially in learning technical skills (Suzuki et al., 2020). The lack of service differentiation and content plagiarism by other companies is a significant threat that needs to be minimized by Toyota Learning Center. There needs to be a special strategy to overcome this. The lack of service differentiation can make TLC less attractive than competitors, especially in the increasingly competitive training industry. Without strong differentiation, TLC services can be considered generic, making it easier for customers to switch to other training providers at more competitive prices, Difficulty building participant loyalty because there is no unique value on offer as well as a decrease in competitiveness in the long run, especially if competitors offer new innovations. Content plagiarism is a huge risk in the knowledge-based industry, especially if competitors copy or copy training materials without permission. This can lead to a decrease in the exclusivity value of TLC content so that participants do not see its competitive advantage. intellectual and reputational losses, due to the unique content that TLC develops is used without attribution, Potential loss of revenue, if other companies offer the same material at a lower price. According to the results of Teece research (2007), organizations need to develop dynamic capabilities to continuously update and protect their content so that it is not easy to copy.
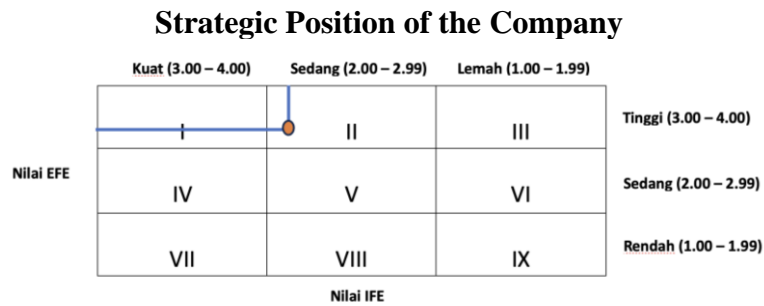
Strategic Position of the Company

Figure 3. IE Matrix Toyota Learning Center

According to the IE Matrix results in the figure, Toyota Learning Center (TLC) is in Quadrant 2 – Grow & Build (IFE 2.88 and EFE 3.27). This quadrant indicates that companies should focus on development and growth. Some of the strategies that can be applied include market penetration, product development, and sustainability strategies (David, 2002).

The market penetration strategy focuses on expanding the market reach and increasing the number of existing trainees without having to develop new services. Expansion into new segments, increased marketing & digital branding activities as well as partnership programs & training subsidies are things that Toyota Learning Center can do. Product development strategies aim to develop new services or innovations that can increase added value for customers. Innovation in training methods, digital & hybrid learning-based training, and diversification of training programs are things that can be done by Toyota Learning Center. Meanwhile, the sustainability strategy ensures that growth remains sustainable and in line with industry trends and social responsibility. The development of green training centers, sustainable talent development, and CSR & continuing education programs are things that Toyota Learning Center can do.

SWOT Analysis and Alternative Strategies

SWOT analysis is carried out in 4 (four) parts, namely: identifying strengths, understanding weaknesses, identifying opportunities and identifying threats. The identification of strengths and weaknesses is based on the results of internal analysis with the VRIO framework and the results of the IPA analysis diagram that has been carried out. Meanwhile, the identification of opportunities and threats is based on the results of external analysis with PESTEL and Porter's Five Forces as well as industrial foresight.

Table 4. SWOT Toyota Learning Center

	STRENGTH(S)	WEAKNESS (W)
	S1. Industry needs-based training policy (P1) S2. Simulation-based facilities for the application of the On the Job Development (P5) concept S3. Comprehensive competency development program (P10) S4. Implementation of periodic evaluation of training services (P15)	W1. Regeneration of human resources within the organization (P3) W2. Cooperation with universities and related industries (P4) W3. Application of blended learning approach in training (P6) W4. Collaboration with global partners for training development (P22)

	S5. Upskilling and reskilling programs to deal with changing business needs (P13, P26)	W5. Capacity building of instructors through training (P29)
OPPORTUNITIES (O)	**S-O STRATEGY**	**W-O STRATEGY**
O1. The existence of national and international certification bodies O2. Partnership with VR/AR technology learning tool suppliers O3. The need for training to answer industry challenges (P4) O4. The impact of training on individual and organizational performance (P8) O5. The great interest of the young generation in automotive training	SO1: Conduct a business feasibility study on each product and service (S2,S3,O1,O3) SO2: Strengthening products and services with innovation in training materials (S2, S3, O1, O3) S03: Use of modern technology in training programs (S1, O2) S04: LMS development with diverse features (S3, O1, O2) SO5: Opening branches in various regions (S5,O5)	WO1: Institutional and internal strengthening of the company (W2,W3,O3) WO2: Collaboration with various stakeholders on a national and global scale (W1, O2, O3) WO3: Periodic improvement of instructor capacity (W2, W3, O1)
THREATS (T)	**S-T STRATEGY**	**W-T STRATEGY**
T1. Lack of service differentiation between TLC and newcomers (P15) Q2. competition with training institutions that pay more attention to sustainability and environmental aspects (P7) Q3. Plagiarism of training content used by other companies (P10) Q4. The emergence of online learning and training platforms (P6) Q5. Other companies with modern technology facilities (P5)	ST1: Diversification of products and services (S2, S3, T2, T3) ST2: Identify the uniqueness of products and services from other companies (S1, S3, T3) ST3: Adjustment of facility and instructor standards according to government policies (S1, S2, T1)	WT1: Regular coordination with the government (W1, W2, T1) WT2: Evaluation of training content and programs (W2, T2, T3) WT3: Paying attention to compensation and benefits for instructors (W3, T2)

Strategic Foresight

Foresight is the ability to think systematically about the future in order to make better decisions today. Based on the results of the formulation of alternative strategies and Focus Group Discussions, several strategic issues that need to be focused on by TLC to achieve sustainable competitiveness include (1) Innovation in the training curriculum, (2) Development of facilities, instructors and internal leadership, (3) Strategic

partnerships. Referring to Teece (2010), long-term competitiveness is determined by a company's ability to innovate and utilize technology in a way that creates more value for customers, which in this case are automotive companies and their employees.

Curriculum innovation trends that will occur in the future include:

- Industry 4.0 & 5.0 : Automation, artificial intelligence (AI), and the Internet of Things (IoT) are increasingly influencing the world of work.
- Skills Disruption : Traditional technical expertise is increasingly displaced by the need for digital competencies, data analytics, and complex problem-solving.
- Hybrid & Personalized Learning : Technology-based learning such as VR, AR, and AI-driven adaptive learning will dominate corporate training.

Trends in facilities, instructors, and internal leadership that will occur in the future include:

- Smart Training Centers: Technology-based training centers that integrate AI, IoT, and cloud computing.
- Upskilling & Reskilling Instructors: Instructors need to have an understanding of new technologies and digital learning methods.
- Agile & Transformational Leadership: Internal leadership must be more flexible in dealing with changes in the industry and human resource needs.

Strategic partnership trends that will occur in the future include:

- Open Learning Ecosystem: Collaboration between industry, academia, and government will be increasingly important in creating relevant training programs.
- Global Talent Development: International partnerships are needed to adapt training to global standards and workforce needs.
- Public-Private Partnership (PPP): Cooperation with the government and educational institutions can improve the accessibility of quality training.

Strategic Architecture

In the preparation of strategic architecture, it is carried out with 2 approaches, namely through the results of gap analysis and foresight. According to Faturohman (2019)and Utama et al. (2020), the process can be divided into three main phases, namely strengthening competencies (strengthening), business expansion (growing), and improving performance (excelling). The preparation of the strategic architecture of the Toyota Learning Center is the result of a Focus Group Discussion with the internal Toyota Learning Center to support the achievement of the company's vision and mission.

Table 5. Strategic Architecture of Toyota Learning Center

Vision	Contribute to Nation: Good Thinking, Good Product			
Mission	Provide the Best Learning Experience While Promoting Toyota Value & Culture			
Organizational Challenges				
Knowledge management, skills development, and application of Toyota values in the context of learning and training				
Stages and Alternatives of Strategy				
2024	2025 - 2026	2027-2028	2029-2030	2031
	Strenghtening Stage	Business Growing Stage	Performance Excellence Stage	

Internal and External Training Institutions in the Automotive Industry	Institutional Strengthening and Human Resource Capacity Building	Business Expansion and Technology Development	Improved Performance and Excellence	Center of Learning Experience in the automotive industry and others
	Program			
	Organizational restructuring and internal regeneration	Cooperation with universities and various industries	Opening of TLC Hubs in various regions	
	Instructor Certification	Collaboration with global partners	Multi-industry client retention	
	Adaptive curriculum to industrial and technological developments	Development of Next Gen Learning Management System	Implementation of Next Gen Learning Management System	
	Strengthening product and service differentiation (simulation-based training)	Investment in modern technology	Adaptation of the latest technology (VR/AI and simulation-based)	
	Business Feasibility Study Design	Cross-industry external training		

Core Competition	New Core Competition (Future)
Internal Management of the Organization Training Program Management	Modern Technology-based Resource Management Stakeholder Management

Managerial Implications
Based on the strategic architecture that has been prepared, recommends managerial implications for TLC management. The following are the managerial implications in the 3 (three) phases that are carried out:

a) Phase 1 Managerial Implications: TLC management can focus on developing coaching and mentoring programs for employees, building cross-functional teams to encourage collaboration between teams, conducting regular KPI reviews and evaluations.

b) Managerial Implications Phase 2: TLC management has a commitment to investing in technology, developing training portfolios in line with industry trends, partnerships with universities and various stakeholders.

c) Managerial Implications Phase 3: TLC management focuses on developing personalization algorithms in training platforms and programs, maintaining a balance of technology and human-centric approaches.

Conclusion

Based on the results of the research and discussions, several conclusions can be drawn. First, a competency gap of -0.12 was identified between interest and current performance. The gap analysis, as illustrated in the Cartesian diagram, revealed nine parameters related to curriculum, internal organizational regeneration, instructors, and business expansion in quadrant 1 that require top priority due to their high importance but low performance. Second, the internal and external analysis positioned the company in quadrant 2 (Grow & Build), indicating that simulation-based facilities and comprehensive development programs are sustainable advantages. Partnerships with VR/AR technology suppliers present key opportunities to optimize, while content plagiarism by competitors remains a significant threat to address. Fourteen alternative strategies were formulated, focusing on leveraging strengths to seize opportunities (S-O), addressing weaknesses to capitalize on opportunities (W-O), utilizing strengths to counter threats (S-T), and minimizing weaknesses to mitigate threats (W-T). Lastly, the Strategic Architecture for the Toyota Learning Center is structured for the period 2025 to 2030, encompassing three stages: strengthening competencies, driving business growth, and enhancing performance, with the ultimate goal of achieving the vision and mission of becoming a leading provider of premier learning experiences in the automotive and cross-industry sectors.

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