



Towards the Creative-Oriented University

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Abstract

Entrepreneurial universities are the center of progressive organizations that have reconsidered themselves in order to adapt to complex environmental conditions. Thus, the purpose of this study is to investigate the towards the creative-oriented university. In this research, which has used descriptive methods, in order to understand the concepts of towards the creative-oriented university, the background of the subject has been studied in the form of library and documentary studies. Thus, conclusion show that the effect of entrepreneurial universities on a regional scale extends far beyond commercial outputs while a simple cost-benefit analysis can provide indirect and tangible results in terms of human capital attraction, entrepreneurial capital formation, informal networks, new ideas, and so on.



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Introduction


Entrepreneurship is a combination of social, political, economic and cultural elements in a region that supports the development and growth of investments based on creativity and innovation (Tajpour, Moradi, & Jalali, 2018; Tajpour & Salamzadeh, 2019). Entrepreneurship is also a phenomenon that occurs in different environments and settings. In addition, it leads to economic growth through innovations that people have created in response to economic opportunities (Chitsaz, Tajpour, Hosseini, Khorram, & Zorrieh, 2019; Ziyae & Tajpour, 2016).

In today's world, creativity and innovation are the engine of long-term competitiveness, which is an essential element in increasing and expanding production efficiency (2020). In addition, nowadays, creativity and innovation are considered to be the improving factor in the knowledge-based economy in such a way that the traditional thinking of the innovation process is changing and evolving (Philpott, Dooley, O'Reilly, & Lupton, 2011). In terms of innovation, there is a relationship between university, industry and government that among these three factors, universities are more

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important than the other two sectors due to providing new services (Tajpour, Hajian & Nabaei, 2017). Hence, the role of entrepreneurship is to stabilize economic growth by destroying sustainable and old-fashioned ways of doing business (Hosseini, Tajpour, & Lashkarbooluki, 2020). Also due to various events that have taken place at the social, cultural and business levels in different countries, special attention is paid to entrepreneurship and entrepreneurs, and strengthening entrepreneurship in current organizations and creating a suitable platform for its development are two tools for economic development of countries, especially developing countries (Salamzadeh, Tajpour, & Hosseini, 2020). Therefore, entrepreneurship includes all activities and actions related to understanding and exploiting opportunities (Tajpour, Hosseini, & Salamzadeh, 2020). Therefore, entrepreneurial opportunities can be defined as a way to meet market needs through the creative combination of resources, which creates exceptional value (Nikraftar & Hosseini, 2017). Entrepreneurship development in organizations can also pave the way for their success and prepare organizations for strategic changes (Tajpour & Hosseini, 2020). Entrepreneurs are potentially available in any organization and efforts should be made to increase their capabilities, and most importantly, conditions should be provided for entrepreneurs in order to express themselves and realize their capabilities (Sabokro, Tajpour, & Hosseini, 2018; Tajpour, Salamzadeh, & Hosseini, 2019). Transparency and interaction between industry and university also show more excellent value for knowledge transfer between universities. In this way, challenges at the institutional level (promoting career advancement through new investments), organizational (stimulating economic growth through knowledge transfer) and individual (focusing on research and education are also discussed while engaging in entrepreneurial activities (Ziyae, Rezvani, Mobarki, & Tajpour, 2019a). Therefore, cooperation between the three sectors of industry, government and university is necessary to promote the national system of creativity and innovation (Philpott *et al.*, 2011). Therefore, if universities do not act like the entrepreneurial university and avoid involving in creating innovation, they will disrupt national and regional development and international competition (Tajpour, Moradi, & Moradi, 2015). However, the environments that

have been more dynamic than before have led universities to seek answers to this dynamism in order to achieve higher success and performance (Nikraftar & Hosseini, 2016; Tajpour & Hosseini, 2014). Entrepreneurial university is involved as a trend in the development, evolution, and creativity of universities (Taucean, Strauti, & Tion, 2018). So we can say that like catalyst the entrepreneurial university facilitates entrepreneurship that leads to the identification of opportunity and creativity in universities (Centobelli, Cerchione, & Esposito, 2019; Khahande Karnama, Dehghan Najm Abadi, & Tajpour, 2017). Therefore, the purpose of this study is to investigate the towards the creative-oriented university.

Literature

Universities are evaluated in ways that meet the social and economic needs of society. In developing countries, universities are almost the only institutions that can support the knowledge-based economy, and also the only institutions that can work in the field of new knowledge generation and technology transfer (Hosseini, Saeida Ardekani, & Sabokro, 2020a). Therefore, entrepreneurial university plays a role as a trend in the development of universities (Taucean *et al.*, 2018). However, for the successful development of the entrepreneurial university, the most critical mechanisms are the transformation of classical education and the necessary measures to create favorable internal and external conditions to ensure the strategic interaction in the government-university-industry relationship that should be done in the best possible way. It varies from country to country but entrepreneurship is recognized as the most important field of education (Tayauova & Bektas, 2018). Additionally, policymakers increasingly consider universities as the engine of economic growth through the commercialization of intellectual property through technology transfer (Tajpour, Demiryurek & ilkay Abaci., In Press). The university's technology transfer business mechanisms include licensing agreements, joint research investments, and emerging corporate university companies (Sharif & Baark, 2008). The mission of the first-generation of universities has been education. In second-generation universities, the mission has been to research to meet the needs of society. Finally, the most important of them are third-generation universities in which they are expected to be

entrepreneurial besides their mission of education and research (Henry, Foss, Fayolle, Walker, & Duffy, 2015). Third-generation universities are generally entrepreneurial and based on entrepreneurship and they are expected to solve social problems with a scientific and systematic approach in interaction with the environment. In the third-generation university, the focus and mission of the university system is entrepreneurship (Mascarenhas, Marques, Galvão, & Santos, 2017). The results of studies and research show that in third-generation university, entrepreneurship education and development of skills related to the goal of increasing creativity, improving motivation, desire for independence, taking advantage of environmental opportunities, initiative, risk-taking, commitment and enjoyment of uncertainty and complexity, is of vital necessity and requirement (Rubens, Spigarelli, Cavicchi, & Rinaldi, 2017). Universities must face new challenges to meet the growing expectations of an entrepreneurial university which is done through the interaction between education, research and entrepreneurship (Lahikainen, Kolhinen, Ruskovaara, & Pihkala, 2019). Of course, it should be borne in mind that the entrepreneurship of universities does not conflict with the main programs and responsibilities of universities in teaching and developing educational-research services in society (Kanter, 1988).

Thus, the transformation from a traditionally-based research university to an entrepreneurial university is a common phenomenon, and the number of such transformations is increasing due to declining funding from government sources and the emergence of competitive markets in education (Tajpour & Hosseini, 2019). It is evident that universities and higher education systems, in order to be more in line with the process of local, regional and international economic development move towards changing their traditional role which is only the production of knowledge, towards the entrepreneurial university which in addition to producing knowledge and creating ideas, they put them in practice (Tajpour & Hosseini, 2019).

In addition, one of the most important methods in the development of entrepreneurial universities is the use of virtual social media for teaching and learning (Salamzadeh, Tajpour, & Hosseini, 2019;

Tajpour *et al.*, 2019). Accordingly, researchers consider entrepreneurial universities as a social system that seeks innovation and creativity in business activities (Tajpour, Hosseini, & Moghaddm, 2018). Indeed, the entrepreneurial university is fundamental in creating fortifications and transferring scientific results to the market and, as a result, the implementation of such activities strengthens the social and economic development of the region (Tajpour, Moaddab, & Hosseini, 2018; Ziyae, Rezvani, Mobarki, & Tajpour, 2019b). Therefore, technology transfer, company formation, and regional development represent an towards the creative-oriented university (Ratten, 2017).

Organizational structure is another variable that affects the entrepreneurial activities of the university. The structure includes the size of the university, the structure of knowledge transfer (industry liaison offices, development centers, entrepreneurship centers, etc.) and the legal form of the university. Tangible factors are infrastructures such as business incubators and technology transfer offices, which are robust support mechanisms for knowledge commercialization activities such as startups, joint ventures, spin-offs and spin-offs. Intangible factors also include factors such as strategic focus, reward systems, entrepreneurial plans, reputation, and networks (Bronstein & Reihlen, 2014). The entrepreneurial university thrives when its organizational structure comprises of almost a few layers (moving towards being organic) (Toshmali, Alimohammadzadeh, Maher, Hosseini, & Bahadori, 2020). These structural features facilitate confrontation with innovative ideas at the lower levels of the organization and, consequently, they foster creative and unique management styles (Hosseini, Saeida Ardekani, & Sabokro, 2020b; Nikraftar, Hosseini, & Moghadam, 2017). Loss of focus on power and responsibility increases the likelihood of intermittent and effective communication by employees across the organization (Tajpour, Kawamorita, & Demiryurek). (2020). It allows knowledge to be shared in ways that enhance innovation, risk-taking, and a desire for leadership and creative behavior (Penalva, 2021). In line with this trend, university regulations can boost entrepreneurship in some organizational and administrative parts of the university. Therefore, the

existence of these regulations makes it possible to strengthen or limit entrepreneurship in the university (Fini, Grimaldi, & Meoli, 2020).

Entrepreneurial cultures are also the critical factors in empowering academia and allow them to be creative and use their abilities (Saeeda Ardakani *et al.*, 2020). When the concentration of power and responsibility is reduced, employees can make better decisions about the company's interests and they are also accountable for the outcome of their activities (Ireland, Kuratko, & Morris, 2006). Managerial support shows the desire of managers to facilitate and promote entrepreneurial activities in the university (Salamzade *et al.*, 2021). This support can come in many forms including: supporting innovative ideas, providing the necessary resources or expertise, and institutionalizing entrepreneurial activities in the organization's systems and processes (Hornsby, Kuratko, & Zahra, 2002). University management must also recognize the diverse requirements of individuals about the implementation of high and low initiatives and empowerment in a particular subject. Proper understanding and implementation through advanced quality assurance processes should also be taken into account (Kirk, Newstead, Gann, & Rounsaville, 2018). Consequently, identifying the components of institutions becoming entrepreneurial universities for internationalization should be studied and investigated (Taucean *et al.*, 2018).

Resource-based theory claims that businesses can generate sustainable competitive advantage from their valuable, rare, unchangeable and irreplaceable resources (Li, 2015). Thus, it can be stated that paying attention to human resources, trying to attract financial resources, creating a decentralized structure and reducing bureaucracy are among the efforts that can lead the university towards entrepreneurship (Tajpour & Hosseini, 2014).

In addition, universities are institutions that bring new entrepreneurial ideas and technologies to the forefront through the establishment of academic reproductive companies, which have been introduced as an critical element in the entrepreneurial ecosystem (Schillo, 2018). Indeed, the academic sector's propensity for entrepreneurship is influenced by the practical expectations of the emergence of fundamental

innovations in knowledge (Ziyae & Tajpour, 2016). As a result, public and private universities encourage the entrepreneurial process by creating advanced environments based on commercial incubators and technology parks (Dalmarco, Hulsink, & Blois, 2018).

Methodology

The purpose of the present study is applied and the data collection method is qualitative. The research method is analytical and descriptive. The target population in this research is higher education institutions. In this study, in order to understand the concepts of the creative university, a library and documentary study was conducted. In other words, by referring to the research done and using library resources, the theoretical background of the entrepreneurial and creative university has been studied. While examining the relationship between government, university and industry, in order to explain the importance and impact of the university on the economy and also to explain the structures needed to achieve the standards of entrepreneurial and creative university, the existing records are checked out by searching the latest articles and related documents in the field of research. According to the main purpose of the research, it is necessary to move towards an entrepreneurial and creative university as a strategy for community development.

Conclusion

The entrepreneurial university represents universities that provide opportunities, practices, cultures and environments to encourage and accept the entrepreneurship of students and graduates. Therefore, this university plays a role in the development and transformation of higher education institutions, in which the components of entrepreneurship, mission, goals, and strategy to become an entrepreneurial university are discussed. So, entrepreneurship education in the university focuses primarily on the needs of the entrepreneur, while entrepreneurship education in the organization addresses a wide range of requirements of stakeholders, including: consumers and society. However, the key difference between the two terms is that the main focus of entrepreneurship education is on starting, growing and managing a business whereas the main focus of organizational training is on the acquisition and development of individual

skills, abilities and characteristics that can be used in different fields and throughout life. Therefore it can be concluded that the towards the creative-oriented university impacts on the improvement of the economic and social situation of the community by changing the mentality and perception of people about innovation and creativity so as to build the process of business creation. Antowards a creative-oriented university is also a place where new jobs are created and this center supports entrepreneurs. This helping hand includes educational, financial and marketing support. Thus, these universities

response to the growing importance of knowledge in the national system and areas of innovation and new perception of the university.

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Conflict of Interest

The authors do not have any conflict of interest.

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