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The effect of organizational on intellectual capital considering the meditating role of academic entrepreneurship in Mazandaran Islamic Azad University

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Abstract:

Purpose: The purpose of this study was to investigate the effect of organizational learning on intellectual capital considering the role of mediator of university entrepreneurship in Islamic Azad universities in Mazandaran province.

Method: The research method was applied for descriptive-correlative data collection. The statistical population consisted of 764 professors of Islamic Azad University of Mazandaran province. 260 samples were selected as a sample through a random cluster sampling. The data collection tool was a questionnaire with 75 questions. The data were analyzed using structural equation approach and LISREL software.

Findings: Findings showed that organizational learning with a coefficient of 0.88 and academic entrepreneurship with a standard coefficient of 0.20 had a direct effect on intellectual capital, and organizational learning with a standard coefficient of 0.72 had a direct effect on academic entrepreneurship.

Results: The results of the research showed that organizational learning and academic entrepreneurship have a significant effect on intellectual capital. On the other hand, academic entrepreneurship plays the role of mediation in the relationship between intellectual capital and organizational learning.

Key Words: Intellectual Capital, Organizational Learning, and Academic Entrepreneurship.

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Introduction

In today's competitive environment based on the knowledge economy, the knowledge and intellectual capital of the organization is recognized as a competitive advantage for organizations (Hassanavi and Ramadan, 2012). In the knowledge-based economy, intellectual capital is used to create value for an organization (Babaei, Rahimi, and Bahlouy Zainab, 2012). According to the European Union (2006), intellectual capital is a combination of inexplicable resources and activities that enable an organization (university) to transform a set of human, financial, and material resources into a system that is prone to value creation for shareholders (Sanchez Elena, 2006). Intellectual capital includes intellectual material, knowledge, information, and intellectual property that the organization can use in creating knowledge (Kung, 2007). Stewart defines intellectual capital in terms of corporate resources related to wealth creation through investing in knowledge, information, intellectual property and experience (Stewart, 1997). Intellectual capital is defined as a group of knowledge assets and is one of the characteristics of that organization and significantly improves the competitive position of the organization by increasing the level of value added for the key stakeholders of the organization. (mar, Roos, 2005). Most scholars and thinkers of the field of intellectual capital agree on the definition of intellectual capital in terms of its constituent elements (Bart, 2001), that is, intellectual capital consists of human capital, structural capital and relationship capital, and believe that the interaction is between them Which leads to a competitive advantage (Patti and Gutti, 2002; Angstrom & Watson, 2003; Bornman & Elworth, 2007).

Human capital: Individual knowledge, skills, abilities and experiences are defined in an organization's staff to create value and solve business problems (Norma, 2005). In relation to universities, human capital is a collection of explicit and implicit knowledge of the human resources of universities (professors, researchers, doctoral students and administrative staff) that are acquired through formal and informal educational and scientific processes and in activities They are embodied (Ramirez, Lurdy and Rojo, 2011), and if they leave the university, they will withdraw this knowledge from the university itself (Sanchez, 2006).

Structural capital: refers to the structures and processes in an organization that the employees use and thus the staff of the university remain within the university, and includes all inhuman human

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resources reservoirs and all support infrastructure, such as databases, Processes, strategies and organizational charters to strengthen human capital in the university (Arbab Shirani and Abbasi, 2009). It includes hardware, software, databases, organizational structure, patents, trademarks, and other organizational capabilities to support productivity (Youndt, 2004).

Relational capital: is the value embedded in the channels of marketing and communication, through which companies direct their business (Chen, 2004). The relational capital of universities is a set of explicit and implicit knowledge of the ways and means by which universities interact with other social organizations and organizations, such as types of swaps, memorandums, or contracts. Research (Arbab Shirani and Abbasi, 2009). Relational capital is the establishment of relationships between the university and its non-academic partners, such as corporations, nonprofit organizations, public authorities, the state and society as a whole; in fact, the acquisition of a wide range of economic, political and organizational relationships developed and sustained, capital Relation between universities (Ramirez, Lurdy and Rojas, 2011).

In the knowledge economy today, the main feature that can be found for any organization, especially the knowledge institutions such as the university, were the very rapid, extensive, deep and complex changes in the environment governing their environment (khavankar, Motaghi, 2009); including causation And the complexity of the problem, the change in expectations and the needs of the learners, the increase in the skill level and the ability of the faculty, the increase in competition between domestic and foreign universities (De Pablous, 2002). All of these issues have created conditions of uncertainty and certainty for university administrators (Kung, 2007). Universities, therefore, must be able to adapt to changing scientific and environmental conditions to survive, become quicker and more agile for organizations, and thus provide a means of maintaining and improving their credibility through a conscious learning process. (khavandkar, Matthew, 1388). Organizational learning is a dynamic process that enables organizations to quickly adapt to changes, including the production of new knowledge, skills and behaviors (Gerzghoms; Pasteur, Galina and Mira, 2005). According to Bontis (2004), the knowledge that enters into the organization through organizational learning loopholes extends across all aspects of intellectual capital.

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With the development of knowledge, technology and the expansion of business domains, businesses have expanded into a competitive and challenging environment, and organizations have replaced education and training, rather than their traditional behaviors and movements. Become an organization that always seeks for learning and uses their efforts to learn as a competitive advantage (Akhavan, 2009). Ghorbani Zadeh, Habibi and Ebrahimzadeh (2012) found that learning process indicators are: (a) acquisition / creation of information including identifying new ways of carrying out work by employees, rapid and continuous reporting, allowing data exchange and storage Identifying new field related issues, reviewing the results of past experiences; (B) The transfer of information includes the flow of information between organizational units, the power of interpretation and interpretation of human resources, the exchange of information and learning among individuals, participation in decision making, the atmosphere of feedback, justification and reasoning of behaviors, the sharing of mental models of individuals through Conversation; (c) the creation of knowledge, including the use of books and pamphlets, the organization of formal education courses (creation of explicit knowledge), the coherence and composition of information, the acquisition of practical skills (the creation of tacit knowledge), the imitation of others' successful methods. (D) Institutionalizing knowledge, including the categorization and generalization of knowledge throughout the organization, continuous improvement of organizational performance, the transformation of theoretical knowledge into practical knowledge and the development of competitive advantage. Also, Senge (1996) set up and strengthen the five skills of learning under the learning disciplines, including personal capabilities, mental models, common goals, group learning, and the ability to learn in universities and institutes of higher education. System thinking knows. In his studies, Neife (2001) has introduced a common perspective, organizational learning culture, group learning, knowledge sharing, system thinking, and participatory leadership as an aspect of organizational learning. Therefore, according to the literature review, acquisition / Knowledge transfer, knowledge creation, group learning and system thinking as organizational learning dimensions in Mazandaran Islamic Azad University are considered in this research. Research literature shows that organizational learning occurs when an organization acquires the necessary knowledge. Acquiring knowledge or facts through environmental control, using information systems for storing information, retrieving information,

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conducting research and education (Haber, 2007) by identifying and collecting useful information, collecting and evaluating internal and external information. (Nonaka and Tacouchi, 1994). Researchers have also found that knowledge transfer refers to a process through which the organization collects information acquired jointly with its units and its members and improves through learning. Many researchers also emphasize the role of creating knowledge in organizational learning and believe that the creation of new knowledge through practical use of knowledge throughout the organization to institutionalize knowledge is considered as the most important factor in organizational learning (Nonakao Tacouchi, 1995). Also, group learning is a very important factor for the cooperation of all members of the organization to implement agreed programs (Sengeev, 1991). Group learning is a process by which the capacity of the group members developed is aligned so that the results are what everyone really wanted it to be, this learning is based on the rule of the bier, and that is the rule of the common ideal (neife , 2001). Also, system thinking: using a systematic approach to analyzing affairs and managing affairs of an organization, and paying attention to the impact of organizational factors on each other with general reflection, they are limited by activities that are related to each other, activities that usually require years of time To fully influence each other (Neife, 2001).

On the other hand, the transformation in the conditions and needs of society has led to a change in the mission of the universities and a move towards a third role or mission of entrepreneurship (Itzkowpts, 2003). Researchers in the definition of academic entrepreneurship have defined all the entrepreneurial behaviors of academics, such as the creation of new companies in the university, the creation of centers for joint industry research, measures for the protection of intellectual property and the assignment of royalties to academic research results (Rotarmal, Haong and Jiang, 2007) All commercialization activities of knowledge are outside of the normal tasks of teaching and research (Colastain and Jones Evans, 2000). The purpose of commercializing knowledge at a university is to convert the potential value of knowledge and innovation into a concrete, tangible, and productive value. In fact, commercialization - the creative ideas and new ideas of faculty members, students and graduates in different fields of science - can be transformed into solutions, processes, products and services that can be used in society (Mugli, 2010).

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Entrepreneurship, addressing universities and their faculty to related business activities, such as university and industry partnerships, investing in parenting firms, supporting companies in the context of university-based growth, setting up startups for academics, and The simultaneous use of faculty members in universities and corporations (Lacetera, 2006). Often, university-based entrepreneurship is a direct involvement of academics in the commercialization of their research (Lacetera, 2008). The category of academic entrepreneurship covers a wide range of levels, including the campus environment, structure and how to use knowledge and technology (Zhang, 2007). Academic entrepreneurship is one of the areas which, with the help of other areas, for example, licensing, research budgets, lean knowledge and labor mobility, transform the results of academic studies into goods and business services (Lewis et al., 1989). According to the research literature, the factors of supportive structure, process and commercialization of knowledge as factors of academic entrepreneurship are considered in this research. Establishing a supportive structure in universities to achieve better commercialization of research results will be of help in helping to develop effective and structural factors in the development of commercialization, research results, and support in obtaining licenses and patents (Pour Ezzat, Gholipour, Aryan and Nadir Khanlou, 2010). Gabe and Hannen (2004), supporting innovation processes, continuing education, strengthening academic research and development, supporting intellectual property, involving university professors, developing entrepreneurial teams, social interaction between students and professors, and the full engagement of industry and academia In university entrepreneurship, they are considered suitable for achieving entrepreneurial university goals. It also seems to be possible to achieve a deeper understanding of academic entrepreneurship by developing and developing a multi-stage entrepreneurial process model that identifies key actors, key actors and success managers at each stage of the process. Commercialization of innovation (Wood, 2009). Many scholars have identified university-based entrepreneurial activity as the formation of technology-based or university-based split-based enterprises (Clapstain, 2000). DeBaker & Wagler (2005) describes the importance of informal communication between the scientific and industry sectors in the exchange of knowledge and the impact of these communications on formal communication between them, the various types of formal communication in the exchange of knowledge, the setting up of technology-driven companies

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Researchers define and implement collaborative research and development projects by academia and enterprises, develop the types of intellectual property of scientific institutions through their registration, protection and licensing, and collaborate in advanced education for employees of enterprises and The exchange of research staff between firms and research institutes has been introduced. The concept of university entrepreneurship is also associated with commercializing knowledge of knowledge (Moradi, 2006). The purpose of commercializing knowledge in the university is to convert the potential value of knowledge and innovation into actual, tangible and beneficial value. In fact, commercialization - the creative ideas and new ideas of faculty members, students and graduates in various fields of science - transform into solutions, processes, products and services that can be used in society, in other words, (Sharifzadeh, Razavi, Zahedi and Carpenter, 2009).

Fosavut, Kompa and Sitkolutck, (2013) in a research entitled Productivity Management, Intellectual Capital Integration, Industrial Management and Data Systems, showed that intellectual capital could be one of the potential substitutes for productivity. Intellectual capital must be transformed into a cycle of value creation through causal relationship, intellectual capital and organizational learning. The main rings of this relationship are cause and effect, which ultimately can become assets, values, and productivity. Therefore, attention to organizational learning is emphasized as an important component affecting intellectual capital and its components. Jacob,lundqvist & hellsmark (2003) in a research on entrepreneurship evolution in the Swedish academic system showed that academic entrepreneurship includes commercialization activities, such as advisory services, patent filing, licensing and the establishment of newly established companies Give students and professors and provide training courses for applicants and concludes that academic entrepreneurship is the concept of knowledge commercialization in different ways used by academics. Landry and Amart (2006) in a research on the dissemination of knowledge through conferences and scientific publications believe that the three major mechanisms universities use to transfer knowledge are: The dissemination of knowledge through scientific conferences and publications, the training of skilled labor and the commercialization of knowledge, the commercialization of their knowledge also has various mechanisms, such as consulting activities, research agreements with the industry, the registration and the formation of

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split companies Is. Hannanish, Siwakomar and Thomas (2008) showed that there is a direct relationship between organizational learning and the development of entrepreneurship and innovative activities in the organization. In other words, avoiding the process of improving organizational learning leads to a decline in innovation and negatively affects organizational performance. Jarvinen (2004) found that organizational learning principles and mechanisms for organizational improvement and organization development and the way to achieve entrepreneurship in the organization could be used in a study called Organizational Learning, Problems and Some Solutions. Taghavi, Sepandarando and Ramin Mehr (2012) in a study on the effects of intellectual capital on organizational performance with an emphasis on the intermediary role of learning capability, achieved the results that learning capabilities interact with the impact of intellectual capital on organizational performance. Farsani, Bid Mesghipour, Habibi and Rashidi (2012) in their research on the relationship between intellectual capital and organizational learning in companies showed that there is a positive and significant relationship between human capital, structural capital and relationship capital and organizational learning. The research also suggests that it can achieve high levels of learning through investing in human capital of the organization. Behrangi (2009), using the pattern of redevelopment, along with other learning patterns to blossom creative and innovative talent, showed that an understanding of the creative and innovative organization, which increased intellectual capital through management by training and helping to generate knowledge through creativity and innovation Finds it possible to use the learning model as a new theory and strategy for education, and to take concrete steps to teach creativity and innovation that requires partnership and innovation. Moradi and Sayyadat (2013) In a research entitled Influence of Intellectual Intelligence and Intellectual Capital on Knowledge Entrepreneurship Capabilities, the faculty members of Shahrekord University showed that there is a significant relationship between organizational intelligence (overall) and entrepreneurship capabilities of knowledge (general) and Among the components, the component of the desire to change the most relationship and the components of courage and courage and unity and agreement has no relationship with the capabilities of entrepreneurship knowledge and between the intellectual capital (general) with the entrepreneurial capabilities of knowledge (general) in the members The faculty has a significant relationship. Hosseini T. (2012) in a research entitled

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"Providing a Structural Model for Intellectual Capital Management Empowerment in Islamic Azad Universities of Mazandaran Province" showed that 12 factors of organizational learning, trust, criminology, engagement in work, reward system and motivation, organic structure, Social networking and informal relationships, fluidity and delinquency, idealistic influence, individual considerations, mental persuasion, and inspirational motivation in three dimensions of organizational culture, organizational structure, and transformational leadership have been the explanations of intellectual capital management empowerment. Ghalavandi, Hassani and Sultanzadeh (2012) in a study entitled The Relationship between Intellectual Capital Dimensions and Organizational Learning: Faculty Members of Urmia University. The results of this study showed that between dimensions of intellectual capital with organizational learning components, positive relationship and meaning There are human capital, structural capital, customer relationship, meaningful predictive relationships with organizational learning components. Nazem and Motlabey (2011) conducted a research on the structural model of intellectual capital based on organizational learning at Shahid Beheshti University. The results showed that there is a meaningful relationship between the dimensions of organizational learning and intellectual capital and the most direct effect The direct effect of organizational learning on organizational capital is intellectual capital. In a research entitled Structural Relationship between Intellectual Capital, Knowledge Management and Entrepreneurship, Pehghani and Masoofi (2011), there should be a complete coordination between knowledge management strategies (production, transfer and deployment) in the field of education and the academic system. To lead the university's high performance and, in particular, institutionalize the culture of entrepreneurship at the university.

Therefore, due to the importance of intellectual capital, organizational learning and academic entrepreneurship, and considering that extensive research on identifying and valuing intellectual capital and multiple theories related to organizational learning and academic entrepreneurship has been carried out individually in organizations in general. , But so far, the integrated effect of these factors on intellectual capital has not been considered. In the present study, using the literature review and the research background on intellectual capital and the impact of organizational learning and academic entrepreneurship on them, the following hypothesis can be formulated:

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organizational learning Given the role of mediating entrepreneurship Academic affects intellectual capital.

According to the research background in the subject area, the following conceptual model (Fig. 1) is intended for research.

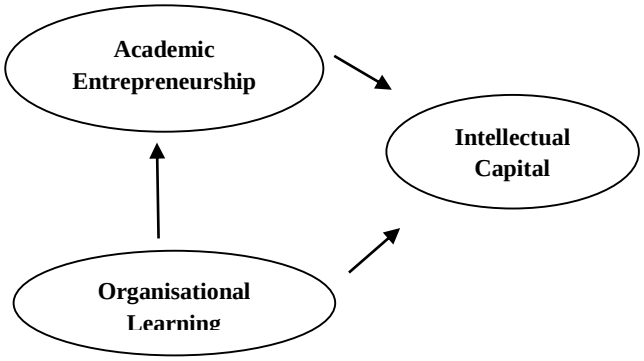

Figure 1: Conceptual model based on researcher studies

Also, considering theoretical literature and the history of conducting similar investigations, the research hypotheses can be expressed as follows:

1) Organizational learning affects the intellectual capital of Islamic Azad universities in Mazandaran province.
2) Academic entrepreneurship affects the intellectual capital of Islamic Azad universities in Mazandaran province.
3) Academic entrepreneurship has a mediating role in the relationship between intellectual capital and organizational learning.

Research Methodology

This research is in terms of practical purpose, because it provides a framework for improving intellectual capital in Islamic Azad universities in Mazandaran province. The type of data is quantitative and in terms of the method of the descriptive-correlation method, because the relations between the variables of the research are described. The statistical population in this study is all faculty members of Islamic Azad University of Mazandaran Province, which consists of 764 people. A random cluster sampling was a stepwise method. In this research, Mazandaran province was divided into three regions:

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west, center and east. Then, considering the geographical dispersion of the universities of each city and the heterogeneity of the intergroup, the universities of each city were considered as clusters that the researcher in each university selected three colleges randomly and eventually in each faculty two disciplines were randomized The selection and distribution of randomly available questionnaires among the faculty members of these disciplines was distributed. In modeling structural equations, specimen size can be determined between 5 and 15 observations per measured variable (Hooman, 2005). In total 260 people were selected. The data collection tool was a researcher-made questionnaire with 76 questions in the 5-option Likert range from very high to very low. Structural validity of the questionnaire was evaluated using factor analysis technique using Lisrel software. First, Bartlett's tests were used to ensure that the data were appropriate for factor analysis of the KMO index. As shown in Table 1, given that the KMO index for all research variables is higher than 0.5 and the significance level in the Bartlett test is less than 0.50, it can be concluded that the data for factor analysis they are proper. Also, given the fact that the factor load for all obvious variables was above 0.3, none of the items was set aside. In order to determine the reliability of the Cronbach Alpha test, the results of which are given in Table 2, all values were above 0.7, and it can be concluded that the instrument has the necessary reliability.

Table (1) - KMO index and Bartlett test

The suffix test for the size of the Keser sample - Mi-Eckline	904/0
Bartlett Sprite Test and Chi-Square Approximation	51/2016
Degree of freedom	152
The significance level is	0,000

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Table 2 - Cronbach's alpha Criterion variables

Cronbach Alpha level	Number of questions	Research variables
94%	25	Intellectual capital
96%	30	Organisational Learning
96%	21	Academic Entrepreneurship
97%	76	Total questionnaire

In this research, Kolmogrov-Smirnov test was used for the normal or non-normal data. The results showed that in all of the research factors, the level of significance (sig) was greater than 0.05, which indicates that the data are normal (Table 3). Regarding the normal distribution of data, Structural Equation Modeling is used to study the research hypotheses using Lisreal software. Figure 2 shows the model of the research in the standard estimation mode, and Figure 3 of the research model is estimated in the meaningful state of the parameters.

Table 3) - Variable distribution test

Academic Entrepreneurship	Organisational Learning	Intellectual capital	Variables
260	260	260	Number
667%	854%	784%	K-S test
765%	459%	571%	significance level

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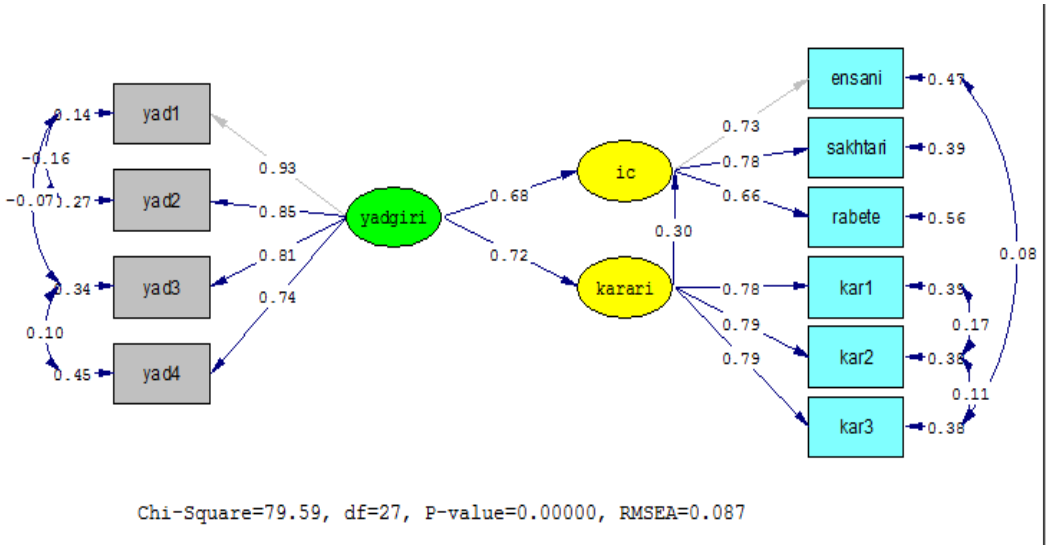

figure 2). Structural model in the estimation of standard coefficients

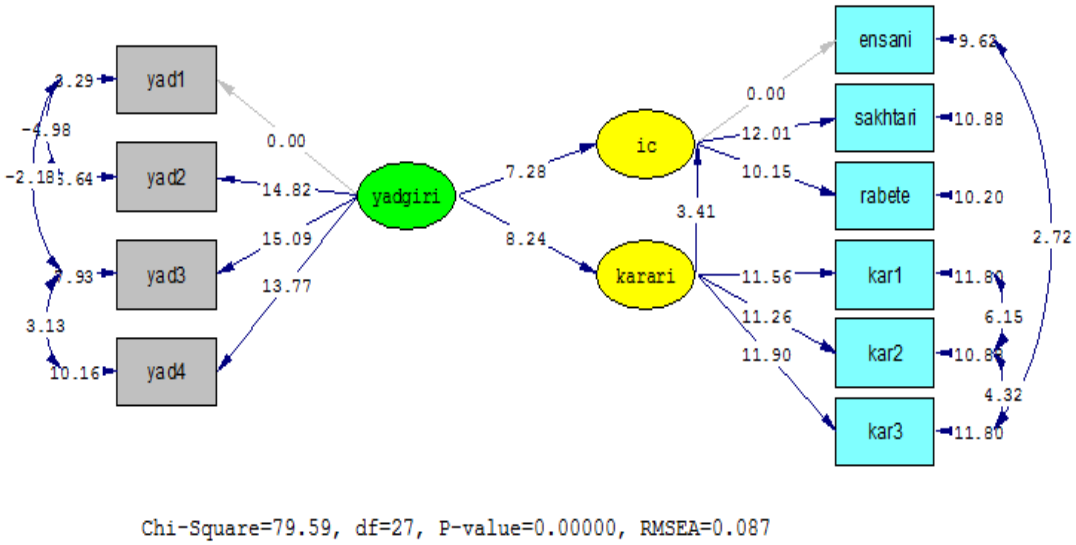

Figure (3). The structural model of the research in the meaningful state of the coefficients

Table (4). Direct and indirect standardized effects and the effect of all variables

coefficient determination	Whole effect	T value	Indirect effect	direct effect	Effect (variable from variable)

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83%	896%	7/28	216%	68%	Organizational learning on intellectual capital
26%	3%	3/41	-	3%	Academic Entrepreneurship on Intellectual Capital
53%	72%	8/24	-	72%	Organizational learning on academic entrepreneurship

As shown in Table 4, organizational learning directly affects intellectual capital (P <0.05 and B = 0.68), which means that organizational learning has the potential to predict intellectual capital. Organizational learning is also indirectly influenced by intellectual entrepreneurship (P <0.05, P = 0/216). These results indicate a significant structural relationship between organizational learning and intellectual capital. The results of the table also show that academic entrepreneurship has a direct and significant effect on intellectual capital (P <0.05, B = 0.3), and organizational learning on academic entrepreneurship (P <0.05). Therefore, the mediation of the variables of academic entrepreneurship is confirmed.

The significance of the chi-square of the two models (p = 0.001) can be concluded that the model is considered acceptable. Now that the indicators show good fit from the data as compared with the model, the fitting of the partial indexes is fitted. The difference in fit indices with the three-fold general fit indices is that general fit indices judge the appropriateness of the whole model and not its components, and the partial indexes of the partial relationships of the model are judged. Indicators (critical proportions and their significant level) show that all factor loads are meaningful. The results of these analyzes are shown in Table 5.

Table 5. Structural Equation modeling test results for fitting conceptual model of research

Value	**Fit fit Fitness**	Indicators
79/59	-	Level covered by Kai Scorp
87%	Less than 9%	Average squared estimate error[1]

[1]. RMSEA

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98%	bigger than90%	Soft Soft Index[1]
88%	bigger than80%	Modified fitness goodness index [2]
94%	bigger than80%	Good fit index[3]
98%	bigger than90%	Adaptive fit index[4]
98%	bigger than90%	Incremental Enhancement Index[5]
2/94	Between 1 and 5	Chi-Score is normal[6]

Discussion and conclusion

Considering the importance of intellectual capital and its role in achieving organizational goals, this study was conducted with the aim of effecting organizational learning on intellectual capital considering the role of mediator of university entrepreneurship in Islamic Azad universities in Mazandaran province. Based on the first hypothesis, the results of this research show that organizational learning directly affects intellectual capital. The results of this study, in line with Bontis's (2004) studies, show that knowledge gained from organizational learning into the organization extends across all components of intellectual capital; Results showed that there was a significant relationship between organizational learning and intellectual capital dimensions and the most direct effect was the direct effect of organizational learning on intellectual capital, with the results of Farsani et al. (2012) Showed a positive and significant correlation between human capital, structural capital and relational capital and organizational learning And the results of Husseini's study of class (2011), which showed that university executives lead to the development of intellectual capital through organizational learning. According to the results of this hypothesis, managers can create a set of interactions between individuals with the collective process of creating

[1] .NFI
[2] .AGFI
[3] GFI
[4] CFI
[5] .IFI
[6].CMIN/df

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knowledge and competence. , Groups and organizations through the empowerment of creative and empowered forces and with all the resources and resources to update the individual, group and organizational knowledge of faculty members and faculty members as intellectual capital of the academic system.

On the other hand, based on the second hypothesis, the results of this research show that academic entrepreneurship has a direct impact on intellectual capital. The results of this hypothesis are in line with peasant and popular research (2011) that in the field of education and the academic system, there should be a complete coordination between knowledge management strategies (production, transfer and deployment), in order to achieve high university performance, in particular, the institutionalization of the culture of entrepreneurship Lead the university; And Moradi and Sayyadat's results (2014) showed that there is a meaningful relationship between intellectual capital and its components with knowledge entrepreneurship capabilities in faculty members, thus, university administrators can create supportive structures, create networks The extensive communication between university researchers and industry activists, as well as investors and entrepreneurs, provides the areas of knowledge commercialization and, based on its main mission, teaching and research, the path to utilizing and exploiting the capabilities created by the graduates Pave the way.

On the other hand, considering the third hypothesis that organizational learning directly affects academic entrepreneurship and academic entrepreneurship directly and meaningfully on intellectual capital, the results showed that organizational learning was indirectly due to academic entrepreneurship Intellectual capital has a positive and meaningful effect. The results of this research are in line with Zalie's (2009) studies that entrepreneurial learning is the result of interaction between organizational learning and entrepreneurship, and entrepreneurship begins by identifying an opportunity, and, on the other hand, recognizing the opportunity depends on the organization's ability to acquire knowledge and learning from its environment; With Jarounin's (2004) studies, it can be seen that organizational learning principles and mechanisms can be used to improve organization and the way to achieve entrepreneurship in the organization. The results of the research, Hanannisch, Siwakumar and Thomas (2008), showed that between Organizational learning, entrepreneurial development, and innovative activities in the organization have a positive

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and direct relationship. In other words, avoiding the process of improving organizational learning leads to a recession of innovation and a negative impact on organizational performance. Also, the results of this research were in line with the studies of piety, Sepandard and Ramin Mehr (2012), which showed that learning capabilities mediate the impact of intellectual capital on organizational performance and Behranghi's results (2009) The creative and innovative organization, with the growth of intellectual capital through management, forms the basis for learning and helping to generate knowledge through creativity and innovation, we can use the learning model as a new theory and strategy for education, and take concrete steps To teach creativity and innovation. As a result, the results of this study showed that paying attention to organizational learning in which individuals, groups and organizations simultaneously play the role of information, experiences and learning and transferring them to others reminds that leading Provides continuous, rapid and effective individual, group, and organizational dynamics that, given the rapid changes in technology, knowledge, technology and scientific findings, update individual, group, and organizational knowledge, as well as increase interactions between Individuals, groups and organizations should be taken seriously by the authorities, On the one hand, the commercialization of knowledge and the interaction between the university and the industry in preserving intellectual property leads to increased competitiveness and reduction of import dependencies, which should be seriously pursued by the authorities and by creating supportive structures, creating networks and extensive communication between University researchers and industry activists, as well as investors and entrepreneurs provide knowledge commercialization areas and, based on their main mission, education and research, pave the way for the application and exploitation of the capabilities created by the graduates As well as protecting the assets and intellectual capital, universities, by providing the appropriate background and context for creating a positive entrepreneurial culture and commercialization of knowledge about the transfer of scientific and research findings to external environments at micro and macro levels of the country. The University also plays a key role in the development of intellectual capital through promoting organizational learning and utilizing academic entrepreneurship and boosting new markets and markets in the local and international community, thus, managers Universities can by creating workshops of empowerment and acquisition of knowledge and skills And because academic

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research through many mechanisms for society is beneficial and effective, they can, by teaching and disseminating knowledge in the general sense, and more recently academic research and the commercialization of knowledge in a specific sense, through mechanisms such as the development of academic products and research, Investing and supporting knowledge-based companies promote the use of university intellectual assets and generative innovations, and promote innovation, creativity and academic productivity.

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