Entrepreneur Learning Organization: A Functional Concept for Universities

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Abstract In the present study, in addition to the introduction of learning organization’s elements according to Senge’s theory, the inevitable reason for entrepreneurship activity in these organizations would be explained together with the description of knowledge mechanism. The research method is descriptive-co-relational, in which the participants include all engaged professors in Urmia University. The data were analyzed by SPSS program and by using descriptive and inferential statistics as well as Pearson product moment correlation coefficient. The analysis of the research hypotheses indicated that there is meaningful relationship between personal mastery, mental models, shared vision, team learning, the systems thinking and the ability of entrepreneurship. At the end, along with these findings, the important practical suggestions are as follows: Creating a learning atmosphere and a safe environment for creative scientific competition and considering the issues and their various applications in relationship with each other and systematically which causes a deep relationship between the university scientific faculty members and leads to the entrepreneurship.

Key words: Entrepreneurship, Learning organization, Learning organization elements, Scientific faculty members

INTRODUCTION

The evident feature of the 21st century is the rapid changes that affect all the fields. Along with the growth and transformation of societies, organizations change and evolve like alive and active existents and they adopt themselves with the social environment by attraction and adjustment process. They also affect, due to cooperative actions, the social environment with the quality and quantity of their products. The organizations should be aware that these changes are constant and they should be flexible to them permanently; they should adapt themselves with these changes in order to survive [1]. In fact, the organizations with dinosaurs’ adjustment capability cannot survive in the changing and information-based era of the new millennium. The organizations’ getting bigger and heavier cannot substitute the increasing nimbleness and more creative thoughts. According to the biological metaphor, the caterpillar’s faster walking would never enable it to grow or become flexible; however, it would be successful when it transforms to a butterfly. In this era that organizations are challenging to survive, the profitability issue seems even more obvious and one of the communicative domains to reach profitability is paying attention to learning. In other words, the organizations should learn faster and adapt themselves with environmental changes rapidly. If this is not the case, they would not simply survive [2]. With a little concentration on the amount of the changes, it can be inferred easily that the common point of these transformations is latent in the growth of knowledge [3]. Therefore, in order to catch up with the upswing growth of knowledge and information, the establishment of learning organization, in which the main purpose is learning, shows up. Learning organization is a kind of organization in which education and learning have become customized. Learning organization learns in the passage of the time, changes, transforms its functions and reforms. In other words, learning organization is a type of organization in which everyone is creative and entrepreneur. In effect, the creative and entrepreneur talents flourish in desirable environments; therefore, one of the necessities and dominant ways of causing entrepreneurship is to establish an active, talented and learning organization [4]. In forthcoming discussion, the concept of learning organization, entrepreneurship and finally the relationship between them have been dealt with.

MATERIAL AND METHODS

Learning Organization: Learning organization is a
resultant of scientific theories and practices. In learning organization, education and learning are not neglected as in action-based organization; neither is the goal as in ceremonial organization. Learning organization wants learning not for its own sake, but for improvement and proliferation. Peter Senge and his colleagues, have stated that through the application of the systems thinking, one can structuralize the organization’s learning process and finally the learning organization itself [2]. According to Senge, the basis of human creation is in society and in the world of learning; in order to prove his statement, he invoked on this belief that no one teaches the children the basic actions they need, but they learn walking, talking, etc. by curiosity (instinct) and the examination power they have within themselves. Learning is used as an important technical instrument for reaching a specific goal that is usually efficiency [5]. Senge has mentioned five dimensions for the establishment of learning organization and he has discussed all these dimensions as one connected unit. The definition of each dimension is as the following:

**Personal mastery**: Each person should be expert in one or in different fields [6].

**Mental Models**: In a general consideration, mental models are the expression of a person’s thought as well as action. The majority of the best ideas that include attitudes and innovations in organizations, due to the opposition with the prevailing mental models, never get the opportunity of changing to a new project [7].

**Shared Vision**: Vision is a clear mental view and often a goal that a person wants to achieve. Vision means having a perspective and an ideal image. In other words, vision is a mental understanding of the future that a person or an organization desires to create, or prepare the conditions for its achievement in a time span [8].

**Team Learning**: Learning is a process during which the capability of the group members increases in a way that its resulting outcomes would be desirable to everyone [6].

**Systems Thinking**: It is a way of thinking in which the superiority of the whole to the elements is admitted. Nowadays, in order to understand the source and the solutions for new issues, linear and mechanism thinking should be replaced by nonlinear and live thinking that usually is called the systems thinking. The systems thinking reveal the most subtle aspect of a learning organization [9]. All the dimensions are shown as a connected unit in the diagram 1:

![Diagram 1: The quintet dimensions of learning organization](image1)

It should be mentioned that organizational learning means learning of the people and inside the organization groups; moreover, learning organization is the outcome of organizational learning [10], which is indicated in diagram 2:

![Diagram 2: Learning levels of organization](image2)

Organizational learning can be defined as a conscious, purposeful, collaborative, active, constant and developing process that has a rapid feedback, effective in individual, group and organizational levels. It operates under the influence of perceptual processes and on the basis of cultural resources and its goal is the success of individuals as well as organizations [11].

**Entrepreneurship**: Entrepreneurship as a process is different according to various definitions. Entrepreneurship is a process that leads to satisfaction or new demands and is a process in which the values are made by the creation of a unique collection of resources to exploit the opportunities. An entrepreneur, who has innovative and creative ideas along with recognizing new opportunities, attempts to introduce a new product and service, or deals with the improvement of the manufacturing system. This action is together with
financial, spiritual and social risks in the receiving of financial sources, personal satisfaction and independence [12]. Also, entrepreneurship is a multi-dimensional phenomenon with multiple analysis level that has been created as an interdisciplinary field. The interdisciplinary substance of the field means that there are different procedures such as economics, sociology, financial, history, psychology, anthropology, biology, physics and etc. [13, 14]; furthermore, it equals the generation of various attitudes in theories and applications for this new domain [15]. In a general definition of entrepreneurship and from an economic perspective, the emphasis is on a new business; however, in specific definitions, entrepreneurship does not end in the creation of materialistic and economic values or business; in addition, its goals are not necessarily limited to creating job opportunities [14], but providing the improvement of the existing condition and increase of efficiency, entrepreneurship has occurred. In this case, creating and recognizing values get new meanings in relation to the definition of entrepreneurship; therefore, in the new definitions as well as this study, entrepreneurship is the process of recognizing, persisting and exploiting the distinguished opportunities in order to maximize their resulting value [14]. Entrepreneurship can have positive and profitable effects [16].

Various Classifications of Entrepreneurship

Studies on entrepreneurship shape this word in the following three fields and forms:

- In the form of free individuals independent of organizations (individual entrepreneurs- independent entrepreneurs)
- In the form of organization personnel (outside the organization entrepreneurs- inside the organization entrepreneurs)
- In the form of organization (entrepreneur organization- organizational entrepreneurship)

In the present study, entrepreneurship has been investigated in the shape of inside the organization entrepreneurs and on the level of scientific council. Inside the organization entrepreneurship is manifested in entrepreneur activities as well as in the perspectives of senior management in organizations. These entrepreneur attempts include four key elements: executing new economic and entrepreneur activities, innovation, self-renovation and finally effectiveness [17].

Necessity of the Unity of Entrepreneurship and Learning Organization.

Now in order to explain the reason of studying entrepreneurship in relation to learning organizations, it is vital to describe the mechanisms of knowledge in learning organization. What feeds learning organization is knowledge and nutritional material of knowledge enables the organization to grow. If the valuable knowledge gets lost, the organization would be ready for death; therefore, the capability of knowledge management should be the main duty of all staff [18]. It is crystal clear that all types of knowledge are not valuable to the same extent. In the following spectrum, the levels of knowledge hierarchy are summarized from beginning to the end:

Diagram 3: Classification of entrepreneurship issue

Diagram 4: The levels of knowledge hierarchy
According to the definitions of each level of the above spectrum, it is clear that the acquisition and application occurs on the level of knowledge and the knowledge without commission cannot create anything. Knowledge has positive effect in the society and human life in case it is applied. The existence of a gap between knowing and applying does not lead to the value creation by knowledge; as a result, the knowledge that is not applied, does not grow and develop. For reducing the gap between knowledge and application, there is a need for entrepreneurship. Entrepreneurs make the application of knowledge possible by innovation, so the universities, as the producers of knowledge, not only should think about its application, but also should arrange the knowledge production priority based on the applicable uses and the society’s demands. In other words, the knowledge production increases the potential of innovation; moreover, in order to change the existing potentials to economic values, there is a need for the entrepreneurship of the universities. The university entrepreneurship reduces the gap between knowledge and innovation; as a result, the gap between knowledge and application reduces too. Therefore, the entrepreneur’s duty is to execute brilliant ideas and make the existing knowledge applied [14]. The following diagram shows the above explanations:

Finally, learning is connected with application, not information [2]. Marquardt states that the main subsystem of learning organization is certainly the learning element (at individual, group and organizational level [6] consequently, the lower part of the diagram is learning organization. According to Garvin, learning organization is an organization that has the capability of creating, acquiring and transferring knowledge; additionally, it regulates its behavior in a way that it manifests knowledge and new perspectives [2]. Marquardt [2], in his book called ‘Establishing Learning Organization’, mentions that learning organization is the one that learns strongly and in group and it changes itself permanently in a way that it can better collect, manage and use the information with the organization’s success in mind. Zuboff [19], in his classic work called ‘In the Intelligent Machine Era’, writes that one of the main purposes of today’s organization is to expand knowledge, the knowledge that it acquires and in its nuclei is the concept of generation [2]. Then, according to the definitions above and the mentioned perspective, the learning organization and entrepreneurship, as in the diagram, are parallel.

On the other hand, Senge [9] also states that learning cannot be distinct from application, because application is the basis for evaluation [9]. Lex Dilworth [20] called applied learning as the DNA of learning organization [2]. Applied learning includes working on real problems, concentrating on the acquired knowledge and applying the solutions. The participants in applied learning programs understand that they should discover the new ways of solving problems, since the old methods are out of date and are insufficient; therefore, the members always invent new knowledge and encourage innovation inside the organization. Learning organization is an organization in which each person is creative and innovative. In this organization, the members are encouraged to group discussions as well as discovery of new ideas and thoughts and they foster innovation. According to Schumpeter and Drucker, innovation is specific to entrepreneurship [21] and it is one of the key actions in the process of entrepreneurship [14]. David Boehm conceives learning new subjects as the necessary condition for creativity [22]; as a result, it can be stated that entrepreneurship is a function of the members of learning organization’s entrepreneurship, i.e. the entrepreneurs themselves [10]. The organizations, like individuals, should adapt themselves with the changes more rapidly, otherwise, they would extinct. In other words, not only learning causes the survival of the learning organization, but also it is responsible for the appearance of entrepreneurship. Entrepreneurship, through creativity and the manifestation of new ideas, helps learning organization to survive and flourish. In fact, learning organization and entrepreneurship have synergistic effect on each other and they attempt for each other’s development and evolution; therefore, it is expected that the entrepreneurs of the learning organization, especially universities, to be technologic entrepreneurs [11]. It is also estimated that the outcome of these collaborations to be promotion, success, profitability, powerfulness, responsibility, expansion and getting a stable competence privilege on individual and organizational level [23]. On the other hand, nowadays, the authorities in management such as Michael Marquardt [2] propound a new idea called the learning organization generations; consequently, if one names the past generations of the learning organization as the information-based, innovative and knowledgeable, the
new generation of the learning organization can be called as the entrepreneur and learning organization. In fact, as not all organizations could be a learning organization, not all organizations could be entrepreneur as well; in addition, an organization which is entrepreneur cannot remain entrepreneur forever, unless it is a learning one. Such an organization can be entrepreneur only by the way of discovering, persisting and maximizing the value resulting from learning [2].

In addition to the above mentioned inference, in stating the other reason for studying entrepreneurship in relation to the learning organization, this framework can be mentioned that through explaining the concept of entrepreneurship, the entrepreneur takes features, output and diverse activities as the agent of change and entrepreneurship process [24]. Therefore, presenting the framework and classification can reduce the ambiguities to some extent. In his book, ‘Establishing learning organizations’, Marquardt states that it is expected from the staff as capable learners to learn, to plan, to take action and risk as well as to solve the problems for their future competence [2]. In his book, ‘Essentials of learning organization’, Marquardt adds that the learning organization’s staff is people who have the necessary skill for solving problems as well as the ability to recognize and responsibility [2]; in addition, eager and capable employees are more creative and responsible in learning and application [3].

Shahhosseini [25] in ‘Entrepreneurship in Action’ books, states the necessity of the presence of entrepreneurs at different institutions, such as universities and at the Ministry of Education clearly which confirms the connection of entrepreneurship and the learning organizations. Regarding the emergence of entrepreneurship in learning organization, in relation to the present study and its site, the concept of the entrepreneur university gets more important naturally. An entrepreneur university is one in which along with the emphasis on the creation and expanding of the knowledge’s boundaries in relation to the educational and research needs as well as expert consulting services, is a sensitive environment. Such a university, through creativity and intelligent thoughts, in addition to rapidly meeting the needs of people, helps to the fulfillment of the ability of defining, formulating and the solution of the problems individually or in groups; moreover, it provides the field for the stable development of the country and it actively tries to innovate in business in order to be effective in shaping the society’s future. An entrepreneur university is an innovative and risk taker one and it fosters entrepreneurship behaviors [26]. In a conceptual investigation, an entrepreneur university should define its mission on the basis of the three elements of education, research and society. Education should be based on research and research should be shaped on the basis of the society’s needs. The realization of this issue is due to the knowledge as well as the protection of research and entrepreneurship [27] which, according to the aforementioned explanations, demands learning and the establishment of learning organization.

Continual learning which is called nowadays as L.L.L., i.e., continual and lifelong learning, was favored by the authorities of management, especially Drucker and this confirms the importance of learning organization and primarily the existence of entrepreneurs in the learning organization. Because of the mentioned reasons, the variables of entrepreneurship and learning organization have been addressed in this study.

**Research Literature Review:** Hezar Jaribi [28], in his investigation ‘Entrepreneurship Learning Rate among Human science students in cultural and social publications of Tehran’, indicated that there is a meaningful relationship between entrepreneurship and the promotion motivation and creativity training programs. In ‘The Inspection of Entrepreneurship Capabilities among University Students of Isfahan University’, Badri [1] concluded that the entrepreneurship capabilities include autonomy, inner control, promotional motivation as well as creativity are above the mean and risk taking is under the mean. There was no meaningful relationship between the entrepreneurship capabilities of Isfahan University’s senior students in autonomy, inner control, creativity, promotional motivation and risk taking. There was no meaningful relationship between the entrepreneurship capabilities of those students going to entrepreneurship centers and other students of Isfahan University in autonomy, creativity, locus of control, promotional motivation and risk taking. Lin [29] conducted a research called ‘The Investigation of the relationship between learning organization and progress of scientific faculty members in higher education’ in which scientific faculty members realized the scientific progression of themselves...
and their organization in applying the principles of the learning organization. Sharman [30], in a study called ‘Managers in learning organization’ concluded that management in a learning organization is different from management in a traditional organization, since in these organizations the managers are teachers, designers and principle-based. The main emphasis here is on new models of management which are caused by an investigation of the traditional definitions of management; in addition, the collaborative effect in the establishment of these organizations was proved to be one of the learning organization’s elements [30]. In the research ‘Learning Organization and its dimensions as the Key Factors in the Companies’ Activities’, Davis [31] indicated that those organizations which direct their learning greatly, are more likely to apply what they have learned about the customers and the market for the organizational promotion and successful function. The results of Ma’atooofi and Tajeddini [32] research, The effect of entrepreneurship orientation on learning orientation and innovation: A study of small-sized business firms in Iran, were obtained from the regression analysis are indicative of the existence of significantly positive relationship between organization’s commitment to learning, open mindedness and shared vision and innovation of small firms. Buttler [27], on the basis of two research results, concluded that those students who have participated in the training programs in order to acquire promotional motivation, try more in acquiring the appropriate information for mastery of subjects, going ahead of others and getting encouraged regarding his function. He regards these findings resulting from the role of education in increasing the promotional motivation. As Minniti and Bygrave [33] stated entrepreneurship is a process of learning and a theory of entrepreneurship requires a theory of learning. Organizational learning is considered necessary for continued innovation and sustained entrepreneurial success. Slater and Narver [34] mentioned that organizational learning occurs through stages of information acquisition, information dissemination, shared interpretation, focused experimentation, diffusion of experience and knowledge restructuring. Gary and Gonsalves [35] in their research which nominated ‘Organizational learning and entrepreneurial strategy’ indicated that the findings provide strong support for the validity and usefulness of the concept of the organizational learning in relation to entrepreneurial strategy.

**Research Methods:** The present study proposes to understand the relationship between the dimensions of learning organization and the entrepreneurship among scientific faculty members in university. It was a survey based research. The statistical population included all the members (n=376) of the academic members of all the faculties at Urmia University. In this research, 190 individuals were chosen randomly as sample.

**Data and Sample:** In order to collect data, two questionnaires of ‘Learning organization’ and ‘Entrepreneurship’ were used of which the reliability was estimated to be 0.9 and 0.86 respectively. The scales had used in the questionnaire included the Likert Scale. The Likert scale was used a rating of 1 to 5.

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**Fig. 2: The relationship between dimensions of learning organization and entrepreneurship**
Table 1: The results of Pearson’s test between the elements of learning organization and entrepreneurship

<table>
<thead>
<tr>
<th>The elements of learning organization</th>
<th>Entrepreneurship</th>
<th>Pearson Product Moment Correlation Coefficient</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal mastery</td>
<td>0.416</td>
<td>0.003</td>
<td></td>
</tr>
<tr>
<td>Mental models</td>
<td>0.039</td>
<td>0.005</td>
<td></td>
</tr>
<tr>
<td>Shared vision</td>
<td>0.543</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>Team learning</td>
<td>0.386</td>
<td>0.006</td>
<td></td>
</tr>
<tr>
<td>Systems thinking</td>
<td>0.464</td>
<td>0.001</td>
<td></td>
</tr>
</tbody>
</table>

Table 2: The results of the regression analysis elements

<table>
<thead>
<tr>
<th>The elements of learning organization (Independent variables)</th>
<th>Beta</th>
<th>t</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal mastery</td>
<td>1.172</td>
<td>5.502</td>
<td>0.000**</td>
</tr>
<tr>
<td>Mental models</td>
<td>1.827</td>
<td>6.946</td>
<td>0.000**</td>
</tr>
<tr>
<td>Shared vision</td>
<td>0.118</td>
<td>2.200</td>
<td>0.029*</td>
</tr>
<tr>
<td>Team learning</td>
<td>0.117</td>
<td>2.521</td>
<td>0.009**</td>
</tr>
<tr>
<td>Systems thinking</td>
<td>0.133</td>
<td>2.156</td>
<td>0.032*</td>
</tr>
</tbody>
</table>

Significant correlation: *p<0.05 (two-tailed); **p<0.01 (two-tailed)

**Variables and Analysis:** The independent variable of this study was the five elements of the learning organization and the dependent variable was entrepreneurship (Figure 2). The data was subjected to statistical analysis for the purpose of interpretation. Descriptive statistics such as mean, standard deviation and inter correlations were computed to understand the interdependence between the variables. Data analysis was done by inferential statistics using Pearson Product Moment Correlation Coefficient by SPSS software. Also to gain an insight into the relationships further between the independent and dependent variables and to identify the predictive relationships between the two sets of variables, if any, multiple regression analysis was done.

**Findings:** In order to analyze data by statistical tests, the following hypotheses were introduced:

- **Hypothesis 1** There is a relationship between personal mastery and the entrepreneurship of scientific faculty members.
- **Hypothesis 2** There is a relationship between mental models and entrepreneurship of scientific faculty members.
- **Hypothesis 3** There is a relationship between shared vision and the entrepreneurship of scientific faculty members.
- **Hypothesis 4** There is a relationship between team learning and the entrepreneurship of scientific faculty members.
- **Hypothesis 5** There is a relationship between systems thinking and the entrepreneurship of scientific faculty members.

According to the following data (Table 1), the significance levels for all elements were lower than 0.05; therefore, they can be said that there are significant relationships between every elements of learning organization and entrepreneurship of scientific faculty members at p 0.05.

Also according to (Table 2) about regression analyses, it can be therefore proposed that these 5 dimensions of learning organization are related to entrepreneurship.

**DISCUSSION AND CONCLUSION**

Although in recent years, invention had an especial status in the development of countries, but nowadays entrepreneurship is one of the main elements of economic growth in individual domain that the naming of this era as the golden era of entrepreneurship indicates this issue. It was proved that the organizations, in order to increase their capabilities, should learn to function successfully in the environment of continual insertions, rapid technological developments, great social changes and increasing competitions. Since the basis of entrepreneurship is a personal issue, the increase of skills, expertise and personal capabilities can be performed by holding occupational training programs.
which fit the needs. These programs can primarily fortify entrepreneurship and later can facilitate the application of learning organization's five elements.

The result of the first hypothesis is in line with the findings of Blandford's [36] study called 'Desired Change through Personal Domination'. This study indicated that the fortification of personal mastery can lead to organizational changes, increase of efficiency, fortification of communicative skills, satisfaction and disappearance of special occupational problems. Additionally the findings of Amy Hawkins [37] research confirm the first hypothesis as well, since the managers can be effective through their personal mastery in the organization. The principles of organizational learning and learning organization introduce guiding instructions in order to confront the environmental distrust, but the lack of decisive empirical supports in some key fields, especially in defining the role of managers who are as the elements of development, or as obstacles of organizational learning, cause some limitations in this domain.

In the second hypothesis, the relationship between mental models and the amount of entrepreneurship of scientific faculty members was dealt with by the correlation coefficient test and this confirmed the relationship of these two variables. The majority of the best ideas which contain the attitudes and are the cause of innovations in the organization, since they oppose the dominant mental models intrinsically, they never get the opportunity of changing to a real design. The authorities of the learning organizations should obtain the skill to reveal the criterion of the mental models without exciting defensive procedures. On this path, four recommendations which include paying attention to mental mutations, creating a balance between two encounters of questioning and support, recognizing and neutralizing the defensive procedures and differentiating between the claimed theory and the used one should not be forgotten.

Mental models determine the attitude and function of each person. Since, in entrepreneurship, the main role is played by the attitudes or ideas of the individuals, i.e. people choose new and creative methods to solve their problems and do their activities by their systematic and rational mental analyses. Based on this issue, the unit of university can create the field for the professors’ entrepreneurship and lead their mental models toward the organizational growth and development which consequently can guarantee the individuals’ performance according to the organizational principles. The analysis of this hypothesis is in line with Larraine’s [38] research results called ‘Managing high school principles: Applying the beliefs in learning organization’, in which the high school principles believed in the five elements of the learning organization including personal mastery, shared vision, the systems thinking, team learning and mental models for the development and maintenance of their schools [39].

The third hypothesis indicated that there is a relationship between shared vision and the amount of entrepreneurship of scientific faculty members. Shred vision is a mental understanding of the future that a person or an organization desires to create or to provide the conditions for its achievement in a time span. Therefore, in order to assemble the functional procedures for the organization’s future, a deep consideration of the models and environmental changes is demanded to recognize the opportunities and, through the strong points of the organization, to choose the appropriate procedures of doing the organization’s activities. As a consequence, the authorities should describe the organizational realities to individuals and create a shared vision about the goals. Trying to reach the shared vision creates a creative attraction in a person which is the coordinator of the activities in achieving the desired goals of the organization. The result of the above mentioned hypothesis is in line with the research results of Larraine [38] and Sharman [30].

Forth hypothesis is confirmed. Nowadays the organizations are unable to appoint the order needed for team learning, whatever that is one of the fundamental and obvious principles in most of the sports fields. There are a lot of evidences in which the wisdom of the group was higher than the wisdom its members. People show an extraordinary capacity for harmonious action in group games. Team learning starts with dialogue and speaking in which the group discovers the realities that the individuals cannot discover alone. Team learning is very important, because the groups, not the individuals, form the basis of the modern organizations and since most of the activities in organization are group work and collaborative and since these groups consist individuals full of new ideas and creativity; therefore, learning in a team can improve the group function of the individuals at the university. Team learning provides the field for learning from each other in which the new creative perspectives for doing things are created. This hypothesis matches the research results of Sharman [30] and Amy Hawkins [37].

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The fifth hypothesis indicated that there is a relationship between systems thinking and the amount of the entrepreneurship of the scientific faculty members. One of the most important and most effective ideas that systems thinking lead to is that models with special structure emerge repeatedly and regularly. Such a system is the key of each person’s understandings in the routine life and organizational behaviors. The problem is in fact that the authorities think by making the knowledge more specialized and more minute in their organization, they would solve the problems better and faster. From several perspectives, the mission of systems thinking is to unite the existing knowledge at different scientific fields. The main purpose of learning the systematic models is a renewed arrangement of perception in a way that one can understand the structures that create the problems better and more precisely. The result of the mentioned hypothesis is in line with Larraine’s [38] research results.

Suggestions: Along with these findings, we argue the practical suggestions as follows:

Creating a learning atmosphere and a safe environment for creative scientific competition as well as appropriately applying the scientific faculty members’ capabilities at the universities.

Considering the issues and their various applications in relation with each other and systematically which causes a deep relationship between the scientific faculty members and leads to the entrepreneurship.

Providing various consultation and guidance procedures for all the members of the groups and organizations.

Evaluating the actions and ideas of the scientific faculty members independently and without subjectivity; moreover, delaying unspecified and ambiguous judging situations, because this procedure leads to a greater consideration of the problems and phenomena from several and wider perspectives.

Creation and development of separate section that is nominated entrepreneurship part in universities toward of realization of this research results.

Suggestion For future Research

Other researchers can notice to this subject that if universities are called Entrepreneur learning organization, we should expect what kind of the characteristics, behaviors and effects from higher education.

REFERENCES


19. Missing
20. Missing
38. Missing