Identification and Comparison of Intra-Organizational and Social Components of Corporate University for the Islamic Azad Universities in the West of Gilan Province: Qualitative Analysis

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Abstract

Purpose: This research was done with the aim of identifying and comparing the intra-organizational and social (external) components of the corporate university for the Islamic Azad universities in the west of Guilan province. **Methodology**: This study was done with a qualitative method. The statistical population consisted of heads, deputies, faculty members and professors (20 ones). The research sample was selected using targeted method. The research data were collected through semi-structured interviews and continued until the information saturation. The analysis of the obtained data was carried out using qualitative content analysis method based on open coding, axial coding and selective coding. **Findings**: According to the findings, internal factors included six factors: measurement of knowledge systems, strategy of organization, learning, development, and collaboration, and effective social factors included three factors: communication, technology, and society which were more important than the other organizational university factors. **Conclusion**: The results showed that timely assessment of the corporate university was one of the most important internal factors and the relationship between university and industry and the coherence of education with business needs were the most effective social factors of the corporate university for the Islamic Azad universities in the west of Guilan province.

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1. Introduction

Educational experts believe that traditional universities have failed to provide the skilled and specialized forces that meets the needs of the industry, and their education is only at the level of education degree, rather than the empowerment of human capital in a competitive environment today (Imanipour & Aghajani, 2008). Many organizations have set up their own corporate universities because they feel that the business schools have worked poorly in educating managers and leaders in their organizations. Today, corporate universities in the field of education and commerce have become a new paradigm (Alonso & Peris, 2017).

An important aspect of corporate universities is the active participation of senior management in the learning process and their support in learning acceptance as a tool for competitive advantage. The corporate university is a combination of the word organization, which is based on a strategic and university that offers the nature of education. This corporate university helps the mother organization to accomplish the mission (Sinha & Bull, 2013). Corporation University is a strategic developer of human capability that is aligned with the goals of the organization, and is a unit for the transfer of the organization's culture and a mediator for the creation and transfer of knowledge (Szoboszlai & Etal, 2014).

A corporate university is a strategic umbrella focused on training and developing the employees and value chain members such as customers-vendors and brokers. Most importantly, a corporate university is the main means for distributing and expanding the culture of an organization and enhancing the development not only for the job skills but also for the core workplace skills such as learning to learn, leadership, creative thinking and problem-solving (Mcatere & Pino,2011). Edcohen, Senior Vice President of Leadership Management, Satgam School, Computer Services LTD, states that corporate universities emphasize the learning and growth of employees. Today, the corporate universities are beyond the traditional education curriculum (McGee, 2006). The first corporate university began working in 1940s, but its real development began in 1990s; since 1988 to 1990, the number of corporate universities in the world increased fourfold: from 400 to 1,600 universities; now among 10,000 corporate universities in the world, 4,000 ones belong to the United States (Allen, 2010). A corporate university can create a significant applied learning in the organization, and it promotes the goals and strategy of the organization, thus it can be a powerful tool for improving the productivity and survival of the organization. A corporate university forms the organizational culture with reinforcing leadership, creative thinking, and problem solving, and integrates the organizational strategies into the learning objectives of their audiences (Ashcroft, 2013).

Mark Allen believes that the difference between a traditional university and a corporate university is that the traditional universities are usually tactical and operational, but corporate universities are directly dependent on the organization's strategy, in addition to being tactical and operational (Allen, 2007). While the university is the most important and fundamental place to create the spirit of creativity, innovation and self-confidence in the younger generation. In his article, Gatti argues that the reason of the success of the corporate universities is that they are focused exclusively on the human resources needs of their organizations and the industry and the business market (Guthrie, 2013). Jack Phillips, in a research, showed that 60% to 90% of all skills and knowledge associated with the job are not used at work. Therefore, while we have done a good job of acquiring knowledge, we may not do well to use it in a way that benefits the organization (Allen, 2010). The failure of organizations to acquire rich academic content, has led them to practical learning. In today's highly competitive business environment, the transfer of applied knowledge plays a very important role within companies. Today, the successful organizations use learning and knowledge as a functional proposition for employees in order to retain and attract the skilled people. To Mark Allen's, the best organization in terms of the innovative approach in the educational strategy is the corporate university (Gabric & Kovac, 2013).

The corporate universities play a vital role in ensuring the readiness of the workforce through providing a wide range of learning opportunities. Individuals should not only learn new skills, they must be able to

judge about the use and definition of their teachings and connect them to their daily tasks (Imanipour & Aghajani, 2008). Susan Peters, Chief Education Officer and Deputy General Manager for General Electric, in relation to the goals of Leadership Training Program at the corporate university, states that the mission of our leadership education activities is to inspire, connect, and cultivate leaders today and tomorrow, because the trained people will return their education to the workplace (Azimi, 2012). Research findings have shown that several factors influence in the creation of the corporate universities such as flexibility, continuing and inclusive education (Zaree khalili & Etal,2010), constant change and development, employees' empowerment, performance evaluation, technology, commitment of top management, globalization (Allen, 2010). There are various models of the corporate university; models such as the strategic model of corporate university, organizational model, structural model that is divided into organizational chart models, pyramidal model, organizational muffler model and spiral model, and the stake holder's model (SU); this model has different aspects of the organization, department and staff to partners, customers and society (Gabric & Kovac, 2013).

Islamic Azad University is one of the institutions where the establishment of the corporate university is very important. Chiefs, staff, faculty, and students form the most important parts and areas of an educational institution because they play an effective role in achieving the mission and strategic goals of the university. Therefore, given the weakness of our current universities in adapting to the changes and inappropriateness of education with the needs of business and industry, it is felt that the corporate university be deployed in Islamic Azad Universities. Mark Allen believes that traditional universities can be potential partners with the corporate universities. Anik Rennodekullon believes that when corporate universities collaborate with the traditional universities, they often create an educational program that is specific to a new technology or methodology. Collaboration with the traditional universities can serve as a tool for attracting graduates with desirable skills and capabilities, and on the other hand, it creates a strong strategy for organizing the organization (McGee, 2006).

2. literature Review

Studies on the effective components of corporate universities show that these components have a lot of dispersion. In a study, Sheng & Chia (2017), showed that the new corrective orientations in economics and modern management had practical results in Taiwan universities and institutional governance have been favorable for decision-makers and the heads of the university. According to the findings of the research done by Nazabekov & Etal (2016). The desire to grow and develop the corporate universities in Kazakhstan technical schools is possible with a new educational transition condition and there is a proper assessment and diagnosis to examine the documents of the organization's policies towards the establishment of a corporate university.

From the point of view of Tsipes & Etal (2016) the corporate university is an important tool for organizing the process of sustainable development in organizational culture and project management, which has benefited greatly from domestic and foreign shareholders (Tsipes & Etal,2016).

Moroz & Moroz (2016) in a study showed that the corporate universities' experiences can positively impact in five factors for the expansion of the workforce's potential of the traditional Ukrainian universities: 1- Participating in the formation and improvement of the training programs 2- Participation of interns in the process of students' scientific evaluation 3. The potential interaction between the institution and production. 4. Corporate universities are not just part of the educational system for specific activities, but above all, they result from organizational ideas and participatory culture. 5. The application of the potential of comparative culture within the educational process of Ukrainian universities.

Meyber & Etal (2014) in a poll from 66 representatives of the corporate universities from 5 continents, came to the conclusion that the corporate universities heads are often familiar with the business leadership;

as well as the practical experience of faculty members is essential for the students of the corporate university. Szoboszlai & Etal (2014), concluded in a study that the business schools are not knowledge-central. The purpose of this study is to provide an approach on how to change the group's training on the main foundations between knowing how (academic world) and knowing when (corporate world). This research provides an exploration from knowledge to a conscious examination of alternative educational structures in group content. Sinha & kaul (2013), considered human resource development as a competitive advantage that requires continuing education, and the most important option for personnel education is the establishment of a corporate university within the organization.

Ashcroft (2013) in a research from three corporate universities, concludes that: 1. Development of leadership is an essential part of a corporate university. 2. Evaluation of performance is effective in the success of the corporate university. 3. A corporate university should support the business strategy of the organization, which means that the goals of the corporate university should be aligned with the strategy, mission and objectives of the organization. Gabric & Kovac (2013), in the implementation of the corporate university at Slovenian universities, state that the corporate university is not just an intermediate education department but it is unifying an organization's values and culture, and it works best in transferring and sharing knowledge. McAther & Pino (2011) concluded that the corporate universities are currently the best way to systematically create human capital, and a key capability for their adaptive, innovative, and inclusive organizations.

Giulio (2011) in a study concluded that the pivotal role of today knowledge is widely accepted as a widely economic literature. The systematic generation of knowledge through human capital, with targeting the investment, increases the ability to innovate by changing the relationships between economic actors and creating skills and gaining their growing value. The purpose of this research is to examine the special educational model provided by the corporate university in accordance with an intellectual lines model. Nielson (2010), concluded that the main reason for the formation of a corporate university is to answer these questions: 1. Does the university have different sections that require different curriculum? 2. Are the mutual plans in the succession planning are the part of the future of the organization? 3. Is the organization looking for new ways to maintain the staff? It also states that the establishment of a corporate university requires an appropriate organizational structure. Hooman and McPherson (2005), found that focusing on e-learning solutions is difficult because of the slow pace of e-learning growth based on the level of e-organization's e-technology. This raises the concerns about RoI's investment return at the corporate university. Therefore, the development and implementation of e-learning in research firms shows that a change to the third generation of corporate universities proposed by Walton is essential where technology plays an important role in supporting education and development. Researches on the effective factors of corporate universities, especially in the academic fields, indicates that each research has studied only some of the influential factors, and there is no comprehensive study in this regard.

3. Methodology

In this study, the qualitative research method of exploratory type was used for determining the main objective of identifying the factors and the intra-organizational and social (external) components in the corporate universities. The reason for choosing the qualitative method is the deep recognition of the problem; the research data were obtained through Semistruc interviews with participants in the focus group method in the form of four-one groups for 2 to 2.5 hours with one person interviewing about the subject. The statistical population of the study consisted of heads, deputies, and faculty members of the Islamic Azad University in the west of Guilan province. There were 30 students who had experience in education and studies in this field. As the sample size is not known in the qualitative research, the sampling process continues until the saturation is achieved. A sample with 20 people was selected. The following table describes the characteristics of the participating groups in the interview.

Table 1. Profile Participating Groups in the Interview

Group number	Academic Rank	Academic Position and major of Study
1	Assistant educator Professor,	Chief (Biology), Deputy (Economics), Deputy (Psychology), Head of Department (Public Administration)
2	Assistant educator Professor,	faculty member (sociology), faculty member (accounting), faculty member (education sciences), faculty member (economics)
3	Assistant educator Professor,	Head of Department (Administration), Head of Department (Accounting), Faculty Member (Computer), Deputy (Administration)
4	Assistant educator Professor,	Head (Literature), Deputy (English Language), Deputy (Accounting), Faculty Member (Law)
5	Assistant educator Professor,	Faculty Member (business Administration), Faculty Member (sociology), Faculty Member (educational Administration), Faculty Member (Public Administration)

First, with extensive study of domestic and foreign studies, interview questions were formulated for the purpose of the research in order to collect data, and before interviewing and to ensure the accuracy and validity of the findings, questions were reviewed by the supervisors and counselors. Then, with the necessary coordination and appointment, the interviews were carried out as five groups with four people, recording their speeches and taking note of the content of the interviews. At the beginning of the interview, a brief explanation was given on the subject, objectives and methodology of the research. As the interview data collection method was semi-structured, the questions were not completely open-ended or close-ended in order to avoid deviations in responses; rather, according to the structure of the questions, respondents were guided towards the desired response. Morally, the interviewees were assured that the information obtained would not be disclosed with the person's name. The duration of the interviews was about 12 hours. After collecting the required qualitative data, using the open axial coding methods and content analysis method, the main and sub factors and the components and dimensions of the corporate university were identified. In this approach, adapted from Corbin & Strauss, 2008, P614-617 model, which point to three stages of coding: Open Coding, Axial Coding and Selective Coding, in the first stage, the main and sub internal-social factors were presented based on the open and axial coding process of the data from exploratory interviews with the heads, deputies, heads of department and professors and performing the task of refining the conceptual codes. The priority of each factor was determined by the frequency of the concepts mentioned in the interviews. Finally, the internal and social factors of the corporate university were identified and classified.

4. Finding

During the interview process, after reaching the data saturation, the analysis of qualitative data derived from the text of the exploratory interviews as well as their adaptation to the theoretical foundations of the research was done by the participants. After the conceptual study of interviews, the main information was extracted and the results are as followed by table 2.

Table 2. Proportions of Focused Interview (Effective Components of the Corporate University) in open coding, N = 20

Effective components of corporate university	frequency	Related research literature of review	Effective components of corporate university	frequency	Related research literature of review
Heads' support (heads' commitment)	19	Rajabbeygi, M & Hamidi,L.(2014), Sheng-JU C & Chia-YU Y.(2017), Nielson,B.(2010), Ashcroft,P.(2013)	Training facilities	10	
Learning culture (corporate culture)	15	Gabric, E. Kovac, B. (2013)	Control - evaluation	19	Masannat,J.(2014), Ashcroft,P.(2013), Allen M.(2010), Allen,M.&McGee,P.(2005)
The interest of staff, Heads and students in continuing education (motivation)	10		Organizational Structure	13	Szoboszlai, et al. (2014), Nielson,B.(2010)
Development and empowerment of human resources	15	Alonso, et al. (2017), Sinha, A. kaul,N.(2013), Mca teer. P & Pino .M (2011), Wang, et al. (2008)	knowledge management	18	Alonso, et al. (2017), Giulio,P.(2011), Simarasl, N & Fayazi,M.(2007)
Beneficiaries of the corporate University (partners)	5	Alonso, et al. (2017)	Applied educational programs	15	Zareekhalili, et al. (2010), Sheng-JU C & Chia-YU Y.(2017)
Educational technology (computer systems-data base)	20	Homan,G & Macpherson, A.(2005), Allen,M.(2010)	Realizing the goals and strategy of the organization	17	Alonso, et al. (2017), Sinha, A. kaul,N.(2013), Ashcroft,P.(2013), Mca teer. P & Pino .M (2011)
Organization goals (compliance of education with organization's goals and strategy)	15	Rajabbeygi, M & Hamidi,L.(2014), Alonso, et al. (2017), Sinha, A. kaul,N.(2013), Ashcroft,P.(2013)	Educational instructors with high practical skills	8	Meyber, et al. (2014)
Coherence of educational programs with business needs	19	Rajabbeygi, M & Hamidi,L.(2014)	Promoting creativity	11	
Change the learning from public-to-	11	Rajabbeygi, M & Hamidi,L.(2014),	Problem-centered	17	

private educational skill		Naizabekov, et al. (2016)	learning programs		
Combine University Facilities with corporate University Experiences	17		Change the heads to educational leaders	4	Meyber, et al. (2014), Ashcroft,P.(2013)
Participation and interaction of staff, professors, heads and students with the content of education	6	Moroz,S & Moroz,M.(2016), Nielson,B.(2010)	Moral factors	10	
Practicality of educational content	12	Rajabbeygi, M & Hamidi,L.(2014), Naizabekov, et al. (2016)	Responsible manpower training	10	
Compatibility among educational needs of the members of the organization (Azad University and Society)	19	Sinha, A. kaul,N.(2013)	Modeling successful educational methods	6	Gabric, E. Kovac, B. (2013)
Competing universities and cooperating with them	10		Supporting heads of the Country from the corporate university	17	Homan,G & Macpherson, A.(2005)
Technology (IT) (Computer Systems)	17	Simarasl, N & Fayazi,M.(2007)	Encourage higher education system	17	
Needs of industry and business	20	Zareekhalili, et al. (2010), Molayee, et al. (2009), Meyber, et al. (2014), Gabric, E. Kovac, B. (2013), Ashcroft,P.(2013)	Creating value in society	9	Zareekhalili, et al. (2010), Allen, M.(2010)
Industry and University Relations	15		The process of globalization	7	Allen, M.(2010), Homan,G & Macpherson, A.(2005)
Community acceptance of educational system change	17				

Table 2 presents the results of open coding of the research that 35 factors have been considered as the effective factors in the corporate university.

Table 3. Proportions of Focused Interview (Internal Factors) in open coding, N = 20

effective intra-organizational components in corporate university	frequency	effective intra-organizational components in corporate university	frequency
Heads' support (heads' commitment)	19	Training facilities	10
Learning culture (corporate culture)	15	Control - evaluation	19
The interest of staff, Heads and students in continuing education (motivation)	10	Organizational Structure	13
Development and empowerment of human resources	15	knowledge management	18
Beneficiaries of the corporate University (partners)	5	Applied educational programs	15
Educational technology (computer systems-data base)	20	Realizing the goals and strategy of the organization	17
Organization goals (compliance of education with organization's goals and strategy(	15	Educational instructors with high practical skills	8
Coherence of educational programs with business needs	19	Promoting creativity	11
Change the learning from public-to-private educational skill	11	Problem-centered learning programs	17
Combine University Facilities with corporate University Experiences	17	Change the heads to educational leaders	4
Participation and interaction of staff, professors, heads and students with the content of education	6	Moral factors	10
Practicality of educational content	12	Responsible manpower training	10
Compatibility among educational needs of the members of the organization (Azad University and Society)	19	Modeling successful educational methods	6

Table 4. Proportions of Focused Interview (Social Factors) in Open Coding, N = 20

effective out-organizational components in the corporate university	frequency
Competing universities and cooperating with them	10
Technology (IT) (Computer Systems)	17
Needs of industry and business	20
Industry and University Relations	15
Community acceptance of educational system change	17
Supporting heads of the Country from the corporate university	17
Encourage higher education system	17
Creating value in society	9
The process of globalization	7

Tables 3 and 4 of the results of open coding indicate that 26 items are considered as internal factors and 9 components are external factors and the theoretical frequency of data is between 4 and 20. With the explanation, in terms of the frequency percentage, 20% to 100% of the items are related to the internal factors and 35% to 100% of the items are related to the social factors of the corporate university. After the main content of each interview was extracted and the initial concepts were written, then the similarities and differences between the same concepts were discovered. That is, the concepts that were more semantically related to each other, were identified and placed in a bunch, and then the axial encoding was performed. Tables 5 and 6 show the result of the axial coding.

Table 5. Titles of the intra-organizational main and sub factors of the corporate university resulting from the axial coding

main factors	Sub-factors	Component dimensions	Percent selection of sub factors	Preference for selecting mean percentages
measurement	Control and evaluation	Evaluation of results	95	95% First rank
	Technology	Educational technology, databases and computer system	100	
Knowledge systems	knowledge management	knowledge management	90	93.33 Second rank
	Culture	Learning culture, organizational culture	90	
Organization strategy	Organization goals	Matching the education with the goals and strategy of the organization	75	74% third rank
		Realizing the goals and strategy of the organization	85	
	combination	Compatibility between educational needs of the organization and society	95	
		Complementary of the corporate university and the formal university	85	
		Modeling successful educational methods	30	
	Commitment of top executives	Support of the senior heads	95	
		Convert Educational executives to Educational Leaders	20	
Learning	educational programs	Integrating the educational programs with the business needs	95	66.87% Fourth rank
		Problem-based learning programs	85	
		Applied educational programs	75	
			60	
		Practicality of educational content	55	
		Change the learning from public-to-private education	50	
		educational facilities		
Development	Human resources	Development of human resource empowerment	75	54% Fifth rank
		Promoting creativity	55	
		Responsibility	50	
		Moral factors	50	
		Educational instructors with high practical skills	40	
Collaboration	Structure	Organizational Structure	65	35% Sixth rank
	Learning fellows	The interest of staff, heads and students in continuing education (motivation)	50	
		Beneficiaries of the corporate university (partners)	25	
	participation	Participation of staff, professors, heads and students in relation to the educational content	30	

Table 6. Titles of the out-organizational main and sub factors of the corporate university resulting from the axial coding

main factors	Sub-factors	Component dimensions	Percent selection of sub factors	Preference for selecting the mean percentages
Relationship	Needs of industry and business	-	100	87.5% First rank
	University relationship with industry	-	75	
Technology	Computer systems	IT	85	85% Second rank
Society	society culture	Community acceptance of changing educational systems	85	64.17% third rank
		Supporting heads of the country from the corporate university	85	
			85	

	Encourage higher education system	
Value	Create community value	45
Cooperation	Competing universities	50
Globalization	-	35

Tables 5 and 6 show that the main effective factors within an organization are: measurement (with 1 factor and 1 dimension), knowledge systems (with 3 factors and 3 dimensions), organizational strategy (with 2 factors and 5 dimensions), Learning (with 2 factors and 8 dimensions), development (with 2 factors and 6 dimensions), and Collaboration (with 2 factors and 3 dimensions) that have the most frequency, respectively. The external factors include the communication (with 2 factors), technology (with factor 1 and dimension 1), and society (with 4 factors and 5 dimensions) which have respectively the most frequency and are more important relative to the other factors of the corporate university.

The results of coding and analyzing the content of the components showed that measurement as the most effective internal factor of the corporate university has the great importance. All participating groups considered the evaluation and control of the operation of the corporate university as the most important factor in creating a corporate university (due to the high volume of interviews, 2 to 3 interviews were counted in each component). One of the experts in the field says: "Many projects are written in Iran, but they run badly and the result of performance is not evaluated and controlled". From the point of view of the participants in the main interviews, the lack of attention to scientific methods of evaluation is one of the main challenges and obstacles in the establishment of the corporate university. If the scientific methods of evaluation are implemented at all stages of the establishment and implementation of the corporate university and its results are at the disposal of senior executives of the organization, they will be financially and spiritually supported.

The results of the content analysis of the interviews showed that three factors in the knowledge systems are important among the effective internal factors of the corporate university. from the viewpoint of the participating groups, the factors of technology, knowledge management, and learning and organizational culture, respectively, were the most important factors in the establishment of a corporate university. In the meantime, the technology with the dimensions of educational technology, databases and computer systems have the most frequency. According to the interviewees, "technology facilitates learning and saves costs and time". In addition, according to the viewpoint of contributors in the field of knowledge systems factor, knowledge management plays an effective role as an intra-organizational factor in the establishment of a corporate university. In this regard, participating groups say: "Knowledge management organizes and processes knowledge of the organization and protects the organizational knowledge; this less happens in Azad universities". Other factor affecting the corporate university in which the participants point out, is the factor of learning and organizational culture. One of the key experts who is the head of the university unit says: "People do not believe that learning should be continuous, and as long as this does not become an organizational culture, it is hard to change how to learn at a university. The members of the university should have this desire", (1).

Contributors have referred to two factors and five dimensions on the strategy of the organization. Among these factors, organizational goals and composition are mentioned as sub-factors. From the viewpoint of the participants, the compatibility between the needs of the organization education and the society, as well as the realization of the organization's goals and strategy, and the fact that the corporate university must complement the official universities, have the greatest importance in the establishment of the corporate university. "There is no relationship between the needs of the industry and business and the educational needs of the universities; what is taught to students at universities is not consistent with the real business environment", one of the participant said. In general, the participants suggest that the corporate university must be complementary to

the official universities in order to be able to pursue the strategic objectives of universities, which are education and human resource development to meet the business needs in the real environment.

Learning is one of the factors that are essential for the corporate university. Most of the interviewees mentioned this factor as one of the main intra-organizational factors at the corporate university. From the perspective of the participants, there are two factors and eight dimensions in this field. Sub-factors include the commitment of top managers and curriculums that the support of senior managers of the organization from the corporate university and the alignment of educational programs with the needs of the business. Participants referred to the transformation of the educational managers into the educational leaders, educational facilities, problem-based learning programs, learning change from general-to-specialized instructional skill, pragmatic content of educational and applied programs, as the learning dimensions. One of the contributing groups believed that "if the university's top managers do not provide material and spiritual support from the corporate university, its deployment will be certainly difficult". One of the participants in the curriculum believes that "the content of the academic curriculum should be practical and pragmatic, and not only the theory; most of our students graduate with good grades, but they are faced with problems in practice". Also, the majority of one of the participating groups believed that "learning from general skills training should be turned into the training of specialized skills, required by the industry", (1).

The results of the content analysis of the factors showed that two factors in the field of development are important and influential factors in the establishment of the corporate university in Islamic Azad University units. From the perspective of the participants, sub-factor of the human resource has 5 dimensions that are important in terms of development and empowerment of human resources, promoting creativity, responsibility, moral development, and high educated instructors. The second sub-factor is the development of organizational structure as an effective factor. Most participants consider the development and empowerment of human resources as an important index for a corporate university. A majority group believed that "the development of individual skills and the maintenance of key personnel should be a priority for any organization; it will be possible only by training and empowering human resources". One of the participants says: "Many staff and professors are not responsible and do not try to improve their education", (1).

Participants referred to two factors of learning fellows and partners in the collaboration factor. The interest of staff, managers and students in continuous education and their participation in educational content was considered as the effective factors in the corporate university. One executive participant says: "Without the involvement of beneficiaries of learning in the education system that includes staff, faculty and students and their lack of participation in educational content, one should not expect the university to succeed in achieving its goals". "Individuals' motivation for continuous learning and their collaboration with the corporate university will transform the learning way" said one of the professors in the interview.

Socially (Out-Organizational) Effective Factors

The results of coding and content analysis of components showed that communication has the great importance as the most effective social factor. All participating groups consider the needs of industries and businesses as the most important factor in creating a corporate university. Social factors are the factors that are out of the control of the organization and therefore the organization must adapt itself to these factors and be constantly changing. The needs of industry and business and the industry's relationship with the university are among these factors. All participating groups believed that "the universities should understand the needs of industries and businesses, and adapt their education and learning to these needs to match curricula appropriate to these needs". From the point of view of participants, university has nothing to do with the industry.

The results of content analysis showed that computer systems and IT as the technology components are among the most effective social factors. The technology factor was both an internal factor and an external factor; the most participants believed that the technology was an uncontrollable factor and its changes were

not out of the control of the organization, but the effects of this factor could be controlled by equipping the university. The three participating groups pointed out that the ever-increasing changes in technology and computer systems can have both a positive and a negative impact on university learning. Today, e-learning should be at the top of the agenda.

Participants have referred to four components of the community culture, value, globalization and collaboration as the sub-factors; the interviewed groups believe that these factors are some parts of the social factors that affect the corporate university. Two participant groups believed that the support of the country's top managers and the government's laws and regulations and supportive policies will be effective in the creation and growth of the corporate universities. On the culture of society and the creation of value from the corporate university, one participant states: "The community should accept the transformation of educational systems and the development of traditional learning. Otherwise, a corporate university cannot be worthwhile in the community".

5.   Discussion

Identifying the factors and components affecting the corporate university as well as knowing the impact of each of them, can help Islamic Azad universities to adopt the appropriate strategies for the establishment of a corporate university. On the other hand, introducing these effective factors into the academic community will change the educational system and apply the teaching and learning among them. At a higher level, the establishment of a corporate university in universities will lead to the efficient and an effective education that realize the goals and strategy of the university and meet the needs of business and industry. The results indicate that the factor of evaluation and measurement as the internal factor and the factor of communication as the social factor has the most impact on the corporate university in Islamic Azad universities in the west of Guilan Province. This indicates the need to pay more attention to the issue of controlling and evaluating the performance of the university, as well as the coherence of education with the needs of industry and business, and the relationship between universities and society, especially with industry in Azad Universities to create a corporate university. In this regard, holding workshops suitable for executives, staff and professors of the Azad University to identify the corporate university, can be useful.

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