Original Article

Evaluation of Effective Organizational Culture Components of Internationalization of Universities in the Country

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Abstract

Background & Objective The internationalization of universities based on upstream documents, such as the 20-year vision document or the scientific roadmap, has been defined as a necessity and priority. On the other hand, organizational culture is regarded as a key factor in promoting and preventing organizational change. Therefore, the present study aimed to evaluate effective organizational culture components design to internationalize universities.

Materials & Methods: This was a qualitative study, and its data was selected by a grounded theory approach and interviews with experts. Overall, semi-structured interviews were made with 23 experts selected by purposive sampling, and data collection continued until reaching saturation. In addition, data analysis was carried out by the fixed comparative analysis method, as well as open, axial, and selective coding stages.

Results: From the perspective of experts, there are 10 components and 54 sub-components in the organizational culture of universities' internationalization. In this regard, the main components included management and leadership, human, physical and financial resources, teachers, language, culture and values, organizational communication and interaction, educational, research and welfare services, growth and excellence of the organization, creativity and innovation, organizational structure, and students..

Conclusion: Organizational culture based on strategic, systemic, process, global, creative thinking between university administrators and staff capabilities in terms of cultural resilience, commitment and belonging, meritocracy, teamwork, language skills and university visibility in terms of accreditation and ranking results played an important role in the internationalization of universities.

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Introduction

The world is changing and organizations must make the desired changes for the future in a multiplicative way in order not to fall victim to change. In general, 75% of planned changes in organizations, including universities, fail, the most common cause of which is ignoring organizational culture. In fact, failure to change organizational culture affects other organizational modifications (1). According to Liu (2), organizational culture is a set of shared assumptions, values and beliefs, which help employees learn how to act and perform a task. Morris identifies organizational culture as relatively stable beliefs, as well as shared values and perceptions that are retained by members of the organization (3).

As an institution that plays a key role in the production and transfer of knowledge, the development of culture, civilization and solving the problems of modern society, universities' most important function is to train people with an educated, productive and capable academic identity (4). University culture studies started in the 1960s, concomitant with studies of social scientists, especially management in the field of culture. After that, "university culture" became a vital part of higher education management (5). Organizational culture in universities gives the staff an identity, includes organizational beliefs and values, specifies the method of allocation and exercising power, and helps the university adapt itself to the external environment (6).

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Today, the phenomenon of globalization has deeply affected universities, such that the 21st century can be described as the century of educational mobility and global education (7). Regarding the relationship between globalization and the internationalization of higher education, Knight expresses a dynamic relationship between the two, recognizing internationalization as an active and innovative reaction to globalization (8). According to this scholar, higher education globalization is the process of integration of global, intercultural and international dimensions for the purposes and functions of teaching-learning, research and higher education services. In fact, the main goal of higher education internationalization is the expansion of knowledge, capabilities, attitudes and values identified at the international level (9). There are different political, economic, cultural, social and academic reasons for higher education internationalization. In other words, internationalization is not only a necessity but is also a future-based response since a limited and isolated environment can no longer cover the extensive higher education goals of the community (10). Various domestic and foreign studies have shown a relationship between culture-building and the internationalization of universities. For instance, Valimoghaddam et al. conducted a study entitled "Design and Validation of the Internationalization Model of Higher Education in Medical Sciences Universities", reporting that cultural organization plays an interventional role in the internationalization of universities of medical sciences. Recognition, understanding, attention and respect for cultural differences, organizational culture flexibility and language were the most important components related to organizational culture in the foregoing research (11).

In another research entitled "Identifying the Components of Internationalization of Higher Education from the Point of View of Experts from Northeastern Government Universities", Hosseini et al. demonstrated that efforts to create a multicultural atmosphere, multicultural education, adaptation of foreign students to the culture of the country and cultural flexibility were among the factors related to organizational culture in the internationalization of universities (12). Moosavi et al. performed a study entitled "Identifying the Components of Internationalization of Higher Education" and reported that the institutionalization of internationalization culture in terms of acceptance and support of internationalization programs was the most important factor related to the effective organizational culture in internationalization (13). In a study entitled "A Model for Internationalization of Universities in the Fields of Humanities and Social Science", Jafari introduced internationalization culture as one of the main components of internationalization and regarded the acceptance of cultural diversity, forming an intercultural space and incorporating the cultural dimension into the curriculum of students as the key strategies and introduction of the rich Iranian culture as an outcome of internationalization (14). Firozjaeiyan and Khorsandi (2017) conducted a study entitled "Identifying and Analyzing the Factors of Internationalization Refusal of Specialized Universities", concluding that the prioritization of the intercultural approach in curriculum planning was one of the most important causes of refusal in the internationalization approach of universities (15).

In a study entitled "Internationalization in Higher Education: Global Trends and Recommendations for its Future", de Wit H, Altbach (2020) mentioned that the mission of universities in the third millennium should be to create a global culture of learning, internationalization of professors, development of learning different languages, development of intercultural competence, development of global citizenship, environmental protection, and access to education for different groups around the world, the root of all of which is the organizational culture of universities (16). In

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another research entitled "The Influence of Organizational Culture on Internationalization of Universities", Xuan marked that developing an entrepreneurial culture through teaching English to staff and students, recruiting foreign professors, increasing staff motivation, clarifying career advancement paths, increasing investment in research, attracting outstanding professors, raising service delivery standards, and accrediting contribute the internationalization of the university (17).

In a study entitled "The Impact of Globalization on Organizational Culture", Palovaara showed a significant relationship between organizational culture globalization and teamwork spirit, employee-employer relationships and entrepreneurial spirit (18). In another research entitled "Faculty Transformation in Curriculum Transformation: The Role of Faculty Development in Campus Internationalization", Niehaus showed that curriculum transformation played an important role in internationalization, and teachers were the key element of this transformation and must accept cultural differences and respect gender and race differences in curriculum planning (19).

The internationalization of the country's universities has been defined as a priority and necessity according to upstream documents such as the fourth, fifth and sixth development plans, general science and technology policies, the 20-year vision plan, the comprehensive scientific draft of the country and the declaration of the fifth step of the revolution. However, universities have had poor performance regarding achieving the aforementioned documents, one of the causes of which is their organizational culture. With this background in mind, the present study aimed to identify the favorable components of the organizational culture of universities for internationalization from the perspective of academic experts.

Materials and Methods

This qualitative study was performed using the grounded theory approach, which, according to its creators (i.e., Glaser and Strauss), when few studies have been conducted in the field and there is no framework theory available. In fact, the method constructs new theories instead of testing the already existing theories (20). Since the grounded theory approach is able to generate data-based theories by adopting the paradigm of social interpretivism, inductive-exploratory reasoning and deductive approach, it was selected as the research methodology to identify the main components and sub-components of organizational culture for internationalization in universities from the viewpoints of higher education experts. Data were collected by reviewing texts and conducting semi-structured interviews. First, the researcher studied books, types of domestic and foreign documents and articles to collect related data and be involved with the subject for a long time. The interviews were made with experts selected by purposive and theoretical sampling. In theoretical sampling, which is known as the dominant method in the grounded theory approach, subjects are selected in a way that could contribute to theory construction. The statistical population included prominent professors of organizational behavior management and higher education management (n=10), and managers of the Deputy Minister of Education, Research and International Affairs at the level of the Ministry of Science, Research and Technology and the Ministry of Health, Treatment and Medical Education and international universities (n=40). Notably, these individuals were selected so that data would be collected from the best people in the business. According to Hooman, purposive sampling of six-eight individuals is suggested for homogenous groups (21). According to the research paradigm, the interview questions were: "What are the characteristics of organizational culture in an international university?", "what are the characteristics of a good organizational culture for the internationalization of a university?", and "what

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are the promotional and deterrent characteristics of the organizational culture of our country's universities for internationalization?". The data saturation method was used to determine sampling sufficiency. In general, data saturation means asking repetitive questions until finding no new data. In the present research, data saturation was achieved after conducting 23 interviews, each lasting for a mean of 45 minutes. Data analysis was carried out by fixed comparative data analysis method which refers to comparative analysis of different parts of data in terms of similarities and differences. Coding was carried out in the following order: open coding (coding all concepts and assigning a category to each concept), axial coding (identifying logical and causal relationships between categories and recognizing core categories) and selective coding (identifying the relationships between core categories). To ensure the quality and validity of the study, we applied the strategies proposed by Strauss and Corbin, including: observance of methodological principles (theoretical sampling, theoretical saturation, continuous comparison and theory construction), determining the purpose of research, self-awareness, education and continuous study of qualitative research, reflexivity (sensitivity, empathy, respect and honesty of the researcher), participation (using the opinions of others and theoretical comparison) and methodological knowledge (22).

Table1 : Specifications the interviewees

Specifications	Frequency and frequency percentage
gender	Female: 6persons(26%) male: 17persons(74%)
Age	Average: 52±3
Educational degree	PhD in Human Resource Management / organizational behaviour / Education Management: 9persons(39%) PhD in other fields:14persons(61%)
Scientific rank	Professor: 6 persons(26%) Associate professor: 12persons(52%) Assistant professor:5persons(22%)
Workplace	Ministry of Science: 3persons(13%) Ministry of Health: 5persons(22%) University of Medical Sciences: 8persons(43%) University of Ministry of Science: 4persons(17%) Islamic Azad University: 3persons(13%)

Following the review of texts and interviews with experts, we extracted 608 concepts related to the components of organizational culture for the internationalization of universities in the country. In open coding, each concept was turned into a code and was assigned 54 categories related to causal and semantic relationships. In axial coding, the relationship between 54 categories and 10 main factors was identified while the top 10 factors were re-upgraded to a higher abstraction level in the selective coding stage in order to present an integrated and convergent model. Given the conceptual and semantic similarities of the 10 key factors, they must be reconstructed in the form of some more general, analytical and abstract categories. The mentioned process lays the foundation for modeling. After the selective coding stage, causal factors were classified into three causal, intervening and contextual conditions. Causal conditions are events that create situations and issues related to the phenomenon and explain why and how individuals and groups engage in the phenomenon to a certain point. Interfering conditions are broad and general conditions that act as facilitators and limiters of strategies. Interventional conditions include more general terms that act as facilitators or limiters of strategies. Underlying factors are the factors on which strategies and actions are based. Based on this theory, causal conditions have a direct impact on the phenomenon- i.e., the organizational culture of university internationalization. In the present research, causal conditions include management and leadership, meaning that the phenomenon cannot be

formed as long as the mentioned factors are not realized or do not exist. On the other hand, interventional conditions include language and values, meaning that they can facilitate or inhibit the implementation of strategies. Underlying factors include the organizational structure and students, meaning that they are the foundation on which the strategies are shaped. Strategies expected for the internationalization of the organizational culture of universities are human resources, physical and financial resources, educational, research and welfare services and communication and interaction. Ultimately, the consequences of effective organizational culture for internationalization of universities are expected to be the expansion of creativity, innovation, growth and excellence by providing causal conditions and implementing the related strategies. Figure 1 describes the suitable model or organizational culture for the internationalization of universities based on the diagram of grounded theory. The primary and secondary factors identified are explained below:

Table2: The main and sub categories constituent of a model of organizational culture for the internationalization of universities

Categories	Sub-factors	Main Factors
conditions	Management and Leadership	Personal characteristics of the university head
		Leadership style
		management autonomy
		participatory management
		Organizational goals and mission
		strategic planning
		systematic management
	Language, Culture and Values	Language of instruction
		general language of society
		Iranian-Islamic culture
		Cultural resilience
		Organizational values
		Belonging and organizational commitment
		team work
	Teachers	Personal characteristics and personality of professors
		Teacher mobility
		participation and motivation
		educational and research abilities
	Students	Student mobility
		Cultural-ethnic and religious characteristics of students
		Student participation and motivation
		student satisfaction
		Student organizations
	Organizational Structure	Formality
		information technology
		Information management
		Coordination
		Focus
		International Affairs

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Continue of Table2: The main and sub categories constituent of a model of organizational culture for the internationalization of universities

strategies	Human, Physical and Financial Resources	Staff skills
		education and empowerment
		meritocracy
		motivation system
		Employee evaluation
		Universities architecture and design
		Budget composition and distribution
	Educational, Research and Well-fare Services	Educational service provision type and method
		Academic disciplines
		Equipment, space and educational facilities
		Equipment - space and research facilities
		international research
		Holding cultural and sports events
		University Welfare Services
	Interaction and Communication	Communication and interaction at university level
		Communication and interaction between the university
		International communication and interaction
consequences	Creativity and Innovation	creativity and innovation
		Flexibility
		Entrepreneurship
	Organizational Growth and Excellence	Performance evaluation
		Quality management
		Accreditation
		Ranking
		learning organization

Model of organizational culture for the internationalization of universities is presented according to the diagram of the ground theory as shown in Figure (1).

1. Management and Leadership

University management and leadership play a key role in the formation and change of organizational culture in line with internationalization and is defined by seven sub-components. "Personal characteristics of the university head" is an extremely important factor for the formation of organizational culture. Therefore, the selected university head must have the experience and psychological properties required for internationalization, such as global mindset, systematic thinking, risk-taking and flexibility. A part of these features is intrinsic, whereas others are acquired, which must be developed through education and empowerment. Meanwhile, having the experience of education and working in international environments could be an opportunity for university heads' multi-dimensional thinking. "Leadership style" selected by university heads is an extremely important part of the internationalization process. Choosing each leadership style (authoritative, benevolent, consultative, participative, supportive, delegative, and guiding) can be identified as a promotional factor or barrier. The contingency theory of leadership by heads of universities could be the right choice by considering effective variables in the internationalization process. The level of "management autonomy"

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regarding the amount of dependence of the university on upstream institutions in areas of finance, human resources and decision-making is another dimension of organizational culture that affects the internationalization process. The reputable international universities of the world have lower dependence on the body of governance and have high autonomy and creativity of action in the implementation of education and research processes. Internationalization requires the participation of all organizational levels, employees and shareholders of universities. Therefore, "participatory management" must be dominantly used by senior managers in decision-making, planning and implementation processes.

"Organizational goals and mission" are one of the most important elements of organizational culture guidance and formation. In international universities, the statements of mission, vision, as well as macro and specific goals of universities must contribute to the internationalization process. Internationalization is a time-consuming process that depends on various political, economic and cultural factors, the establishment of which requires managers' strategic thinking, which must lead to "strategic planning" that can predict the future of internationalization similar to a roadmap. Since internationalization causes a great change in the structural, cultural and executive body of universities, all of its barriers and effective factors must be identified, which requires systematic thinking and "systematic management". In other words, the relationship between the various components of the university and the environmental elements influencing the internationalization process must be carefully assessed.

2. Human, Physical and Financial Resources

Human, physical and financial resources are related to seven components. "Staff skills" are an important index for the internationalization of universities. In fact, university staff at all levels must have the knowledge and ability to accept internationalization in terms of language skills, respecting intercultural differences and identifying different aspects of the phenomenon. In terms of "education and empowerment", higher education internationalization requires the development of capabilities, skills and knowledge of the staff. The process requires needs assessment, planning and implementation of education based on study and comparison. Teaching professional ethics, language skills, familiarity with the culture and religions of foreign students, problem-solving skills, creative thinking, and acceptance of intercultural differences were among the most important areas of training mentioned by the experts. The "meritocracy" approach in human resources management allows for employing highly competent and capable employees. In fact, in the competitive environment of universities for the attraction of students, the composition and quality of human resources in universities are one of the competitive advantages achieved through meritocracy in attracting and promoting jobs. Higher education internationalization creates a great transformation in the university processes in the long run, and the issue of change management in the area of human resources requires the establishment of a "motivation system" among all university staff to ensure employees' commitment and participation. Identification of employees' needs and level of expectations and satisfaction, creating the conditions necessary for improving the occupational motivation of employees, reviewing the payment techniques, and providing welfare services are the most important activities that must be considered in a motivation system.

"Employee evaluation" is one of the most important duties in the area of human resources management, which must be reviewed and improved on the internationalization path by using the required internationalization indexes so that the degree of cooperation and participation of employees in the process of internationalization

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becomes one of the criteria for job promotion and payment. “Universities architecture and design” has been emphasized by experts in the sense that the architecture of university buildings in terms of beauty, safety and accessibility can be effective in attracting job satisfaction and motivation, and prominent international universities of the world have the initiative in terms of bilingual and multilingual signboards, furniture and layout of public spaces, educational and research space, library, dormitory, self-service and structural safety issues. In fact, university architecture is one of the most basic ways to understand the organizational culture from the perspective of customers. “Budget composition and distribution” is another sub-component of financial resources management and is important because the budget share of education, research, cultural and student services, international affairs, and civil engineering should be such that it supports and promotes the interests of internationalization. Budgeting based on performance, scientific and accurate budget estimation and forecast-based spending in universities should be emphasized so that the lack of resources is not an obstacle to the university’s progress and advancement on the path to internationalization.

3. Teachers

As the core of internationalization and change of organizational culture of the university, faculty members are described with four sub-components. “Personal characteristics and personality of professors” plays an important role in foreign student attraction and scientific and research exchanges. Self-knowledge, self-control, communication skills, flexibility and adaptation power are among the most important individual features that should exist in teachers. A part of these properties is intrinsic while the other part is acquired, which must be considered in the process of teacher recruitment and attraction and educational courses. Students can understand the organizational culture of universities based on the faculty members’ behavioral and functional patterns, which plays an important role in the formation and change of organizational culture. Avoidance of ethnic and national prejudices, respect for cultural and gender differences, familiarity with the cultures and religions of different countries, mastery of language and interest in teaching in the international environment were among the most important indicators considered for faculty members. “Teacher mobility”, defined as creating the opportunity for sending faculty abroad and attracting foreign teachers for research and education services, was one of the sub-components emphasized by experts. This was mainly due to the fact that, based on the opinions of these individuals, creating an international environment in the university requires the existence of teachers who have had the opportunity to learn and work in international and multicultural environments, which need special planning and investment. “Teacher participation and motivation” is a necessary condition for internationalization since the process would not be possible without these factors. However, creating motivation and participation of teachers requires training, acquiring skills and a proper thinking system. “Teachers’ educational and research abilities” are defined as the ability to teach in environmental environments, conduct research projects at the international level, join international scientific societies, and attract international grants.

4. Language, Culture and Values

In this study, the interviewed experts determined the component of language, culture and values with seven sub-components. Overall, two-thirds of most successful universities in the internationalization area have chosen the English language as the “Language of instruction” . Learning a language is a very important issue in advancing international goals and one of the indicators of organizational culture. Apart from the language of science or the learning language, the "general language of society" is a

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determining factor for internationalization in terms of mastery and proficiency in an international language at the university and community level. The issue of "Iranian-Islamic culture" was considered by experts from two angles, including maintaining Iranian-Islamic culture values against the internationalization of university culture and introducing the Iranian-Islamic culture at the international level and using the rich Iranian-Islamic culture capacity to attract teachers and students. "Cultural resilience" increases the threshold of individual and organizational tolerance to organizational challenges and crises by using the capacity and positive characteristics in organizational culture. Understanding, cultural flexibility, empathy, kindness, communication skills and problem-solving skills are effective in creating cultural resilience. "Organizational values" express the beliefs and ethical principles governing the organization on which performance flows. A part of these values appears in organizational slogans and reveals an important part during its operation. The values that govern the organization, including social justice, customer orientation, accountability, acceptance of multi-cultures, discipline, teamwork, and command unity, should be examined in the context of internationalization and, if necessary, reviewed. "Belonging and organizational commitment" shows the level of commitment of employees to the organization with indexes such as accepting the goals of the organization, the desire to work hard and the desire to stay in the organization. This factor was emphasized due to its impact on student satisfaction, service provision quality and making organizational changes. One of the characteristics of the difference between the organizational cultures of different universities is the discussion of individualism versus "teamwork". The leading universities in the area of internationalization have high teamwork spirits, and teamwork is considered a value in these universities.

Organizational Interaction and Communication

From the perspective of higher education experts, internationalization requires upgrading level and action in three levels. "Communication and interaction at university level" is important in the sense that international communication and activities can occur if universities are able to establish constructive communication in different workgroups, schools, teachers and students. "Communication and interaction between the universities" lay the foundation for the move toward internationalization. In addition, universities must have effective interactions in terms of communication with the industry, teacher and student exchanges, and memorandums of understanding on educational and research cooperation. "International communication and interaction" must be bilateral, continuous, transparent and constructive. Moreover, communication with neighboring countries, communication with countries that speak the same language and communication with countries with shared cultural roots must be prioritized in this regard. Some examples of international communication and interaction include concluding a memorandum of educational and research cooperation with scientific centers abroad, participating in international exhibitions, getting delegation of university centers in the country and vice versa, credentialism, and sister country.

5. Educational, Research and Well-fare Services

The organizational culture of an international university must be such that international indicators of education, research, and welfare service provision are tangible. This category includes seven sub-components. "Educational service provision type and method" plays a determining role in the internationalization of universities. Internationalization of educational planning and curriculum, educational content, holding joint educational courses with other universities, giving an international degree, virtual training and responsive

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training are areas that need extensive planning. "Academic disciplines" are an important factor for the formation of organizational culture in terms of diversity, multiplicity and compliance with international standards, which requires meticulous assessment and review. Interdisciplinary development is also an internationalization strategy. "Equipment, space and educational facilities" must be consistent with the goals of internationalization in terms of the existence of a virtual education platform, library and reading room, access to the Internet, access to standard classrooms, type and conditions of course exams, the ratio of students to educational space, and the ratio of students to teachers. In an international university, "Equipment - space and research facilities", such as research laboratories, research centers, scientific journals and study bases, must be at the desired level and standard, and the prevailing culture of the university should be the research-oriented culture that values research activities and studies. The level of "international research", including the presence of advisors and supervisors for theses of students, who could be exchanged with other international universities, concluding joint research projects with other academic centers abroad, receiving grants, publication of articles in valid international journals, holding international scientific conferences, and creating an opportunity for teachers and students to participate in international scientific events and seminars, plays an important role in establishing a research-oriented culture in international environments. From the perspective of higher education experts, universities are obligated to provide extracurricular, support and welfare services in addition to providing educational and research services, which is its main mission. These services are of paramount importance in international universities for attracting foreign students and prominent professors and increasing the credibility and popularity of universities. From the perspective of experts, the provision of these services is one of the weaknesses of the country's universities in the attempt to internationalization. "Holding cultural and sports events" is carried out in international universities to approximate different cultures and diversify numerous programs in the fields of culture and sports. Holding sports competitions and various artistic and literary festivals will further converge the cultural atmosphere of universities. "University Welfare Services" are those services that improve the satisfaction and motivation of staff, teachers and students. Insurance coverage, transportation services, consulting services, and banking facilities are examples of welfare services that should be provided by universities.

6. Organizational Growth and Excellence

There is a comparative and competitive space between universities for attracting students and increasing the credibility and popularity of universities, which directs them toward the establishment of qualitative systems. Excellence seeking must be evident in the organizational culture of international universities. Reminded as one of the most important values, excellence seeking includes five sub-components. "Performance evaluation" is one of the most important managerial activities on the path toward the improvement of university service quality, which needs attention. Development of performance indicators, formation of evaluation teams, regular evaluation program, adoption of appropriate evaluation methods and analysis of performance evaluation results should be implemented at all levels of the organization. In fact, academic service quality is a prerequisite for entering the internationalization path. "Quality management" is an important and effective pillar of international universities, and customer orientation, process management, internal audit and documentation are important steps that must be taken to improve quality management. Several studies have been conducted on the relationship between organizational culture and quality management, the results of which have always

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indicated a bilateral relationship in this regard. "Accreditation" is a voluntary measure to assess the standard of university services by an external authority. National and international accreditation leads to university visibility and standardization of services. "Ranking" plays an important role in attracting foreign students, exchanging knowledge and increasing visibility from the perspective of the company and gaining the position of the university in national and international rankings. Knowledge exchange is the main process of universities, and creating a "learning organization" is the most important goal for the growth and development of universities in the new millennium. The learning culture is the main foundation of learning organizations, meaning that creativity and learning are valued and supported throughout the university. Evaluation of individuals' mental patterns, individual skills, team learning, regular problem solving, use of past experiences, knowledge transfer and systematic thinking are the most important strategies for creating learning universities.

7. Creativity and Innovation

The level of organizational creativity is an important part of the organizational culture of international universities and includes three sub-components. Individual "creativity and innovation" in an organization requires purpose, motivation, creative thinking and perseverance that must be nurtured and supported by the organization. Among the factors affecting creativity and innovation, experts have mostly emphasized two components of transformational leadership and organizational trust. In this regard, trust is defined as positive expectations, the desire to maintain relationships with others and acceptance of risk, which lead to the development of the innovation climate, which, in fact, supports the innovation capacity and innovative organizational activities. Transformational leadership style leads to individual and organizational creativity through ideal influence, inspirational motivation and mental motivation. "Flexibility" is the index that connects the system to the external environment for absorbing uncertainty, the degree of system dynamics and the ability to change and adapt. Flexibility in the organization is necessary to create a suitable and reasonable environment. A flexible organization does not create any unwanted restrictions that affect the morale of employees. In fact, it provides a pleasant and comfortable work environment for employees. Strengthening collaboration between staff, reducing formality, increasing staff capacity, training flexibility and resilience are ways to increase flexibility in universities. "Entrepreneurship" is the driving force of development in the third millennium, and the development of third-generation universities is one of the most important missions in the field of higher education. A supportive organizational culture is a prerequisite of organizational entrepreneurship, and an important factor in fostering the entrepreneurial activity of the organization. In this regard, selecting managers with an entrepreneurial spirit, establishing a flexible and decentralized organizational structure, and training and improving the entrepreneurial skills of professors and students can be beneficial.

8. Organizational Structure

In this study, we studied organizational structure with six sub-components. "Formality" is one of the most important dimensions of organizational structure and refers to the level of standardization of occupations in an organization. In international universities, high formality is required in some dimensions, such as student admission and attraction, visa issuance, certification and identity. On the other hand, less formality is required in some dimensions, such as cultural activities, student affairs and welfare. It is inconceivable to move towards internationalization without the use of "information technology". The provision of electronic services, virtual education, smart processes, access and speed of the Internet are among the examples of providing services in the context of technology. "Information

management" should be considered in universities in terms of information circulation, access and retrieval. Various data are produced in universities, which, if properly managed and integrated, will lead to the crystallization of the learning organization. "Coordination" is one of the important indicators of organizational structure in international universities, emphasized by experts in terms of ensuring the correct consistency of functions and regular synchronization of performance of different departments to achieve the goals. Meanwhile, some of the consequences of coordination inefficiencies in universities include duplication of efforts, delays in the expected duration of work, mismatch in the direction of the performance of different units and deletion or defect in information flow. "Focus" is one of the most important components of organizational structure, and universities are expected to experience a combination of organizational focus and decentralization on the path to internationalization, depending on the circumstances. "International Affairs" means the creation of a formal and legal structure in the body of universities. In order to pursue matters related to internationalization, this unit is the driving force of internationalization, and various educational, research and development departments should be coordinated with this unit.

9. Students

Students are one of the most important factors in the formation of organizational culture and the internationalization of the university. In this study, this component was identified and emphasized with five sub-components. "Student mobility" is one of the important goals of the internationalization of universities. Attracting foreign students requires in-depth study and research, language and cultural sharing, degree validity, university position in prestigious rankings, tuition fees, university welfare facilities, and the type and attitude of native professors and students with foreign students are important criteria for choosing international students. In fact, this important element requires planning and investment. On the other hand, creating the opportunity to send students abroad is one of the important characteristics that should be achieved in the path of internationalization. "Knowledge, skills and employment of students" are important aspects of student area in terms of the relationship between academic discipline and occupation, cultural empathy, observation without judgment, creative thinking, problem-solving skills, awareness of citizenship rights, ways of thinking and adapting to a complex culture, employment opportunities after graduation and employers' satisfaction with knowledge and academic skills. "Cultural, ethnic and religious characteristics of students" play an important role in understanding the organizational culture of the university. The favorable organizational culture of an international university must be such that the academic achievement and communication skills of students and not their culture and religion would be regarded as the criteria for assessment of academic achievement and communication skills. "Student participation and motivation" plays a decisive role in creating any kind of change in the university, and in the process of internationalization, university students must be prepared and accept intercultural differences and participate in this process with motivation. The level of "student satisfaction" with the performance and services provided by the university plays an important and very decisive role in the internationalization process. However, identifying the real needs of students in terms of educational, research, welfare and employment services should be one of the main tasks of university administrators. "Student organizations" in the sense that students must have the opportunity to participate in decision-making and policy-making processes as one of the main customers of universities. In this regard, the formation of student associations and student publications is an example of these organizations. Meanwhile, the emergence

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and development of this type of organization require an organizational culture based on flexibility, trust, decentralization and collectivism.

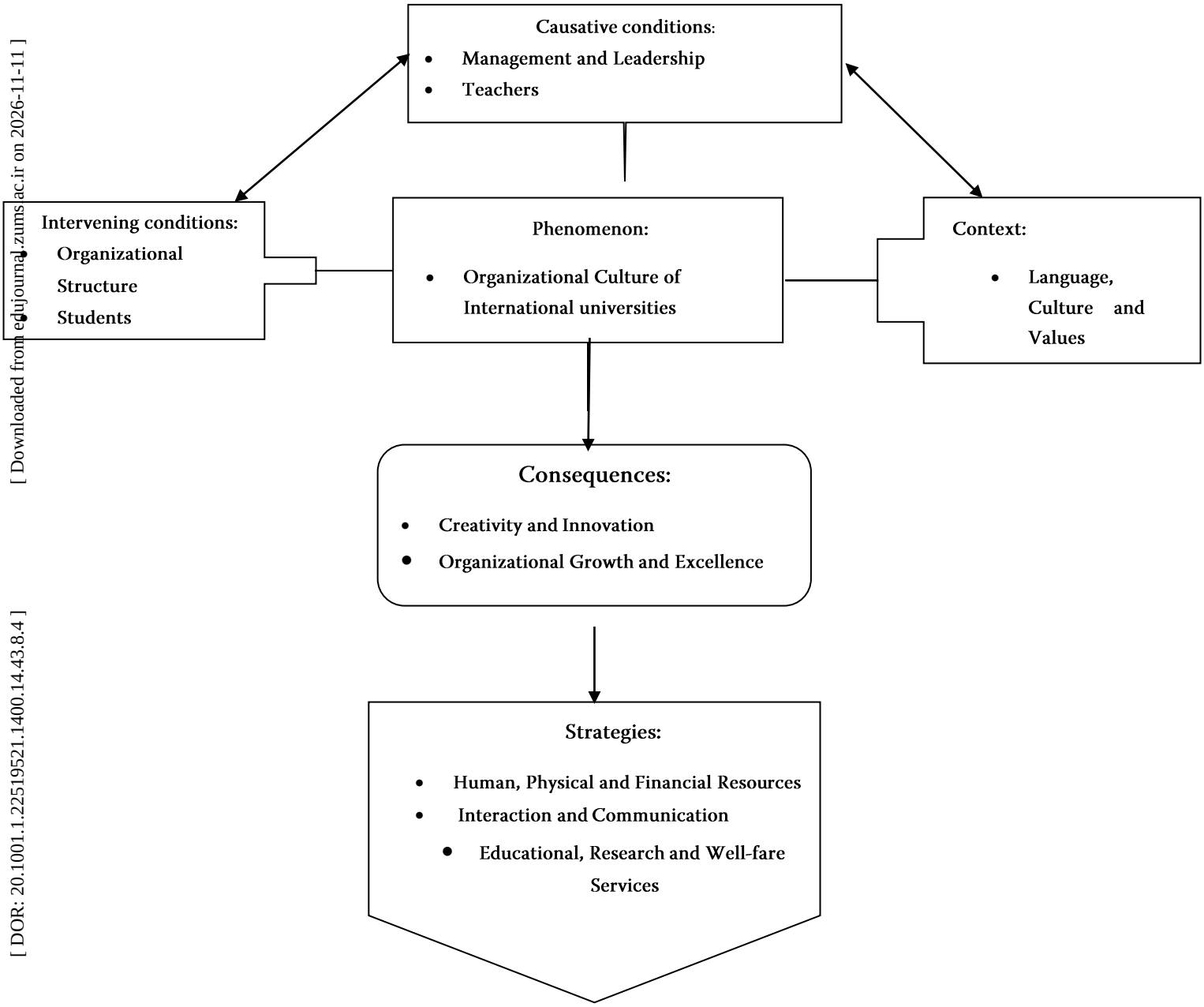


Figure 1: Model of organizational culture

Discussion

From the perspective of higher education experts interviewed in the present study, favorable organizational culture for internationalization of universities of the country encompasses 10 components and 54 sub-components. In this regard, the components included management and leadership, human, physical and financial resources, teachers, language, culture and values, organizational communication and interaction,

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educational, research and welfare services, growth and excellence of the organization, creativity and innovation, organizational structure, and students. Personal features and personality of the university head, type of leadership style, managerial autonomy, participatory management, alignment of organizational goals and mission with internationalization, the existence of a strategic plan for internationalization and systematic management were some of the characteristics in the field of "management and leadership". The "human, financial and physical resources" of the university must be allocated to internationalization in a way that they could affect the dimensions of organizational culture. Human resources help form organizational culture in the path of internationalization through staff skills, training and empowerment, meritocracy, motivational system and evaluation in accordance with international goals. The design and architecture of universities should reflect a multifaceted culture while preserving and respecting indigenous culture, and financial resources should be spent transparently and responsibly on the path to internationalization. “Teachers” were one of the most important components emphasized by experts because the expected outputs of internationalization, including attracting foreign students, international education and international research, cannot be achieved without the participation of these individuals. On the other hand, teachers are the most important gateway to perceiving organizational culture by the main customers of universities- i.e., students. Therefore, it is important to pay attention to how to select and promote faculty members and evaluate their performance in line with the goals of internationalization. “Language, culture and values” is a very important and key issue in the development of the international culture of universities. The use of international languages in the university and at the community level should be considered from the lowest levels of education in the country to the level of higher education. Preservation and promotion of Iranian-Islamic culture should be accompanied by cultural resilience, empathy, respect for cultural differences, the sanctity of work, conflict tolerance, accountability, responsibility, customer orientation, carte blanche, commitment and organizational belonging. Establishing a desirable, transparent and constructive “communication and interaction” at the domestic, inter-academic and international levels is a necessary condition for moving towards internationalization.

The activity of the university in the field of “educational, research and welfare services” requires the internationalization of educational and curriculum planning, strengthening the facilities and infrastructure of education and research and providing welfare services tailored to the needs of staff and students. Another component was “organizational growth and excellence”, where the university’s participation in prestigious international rankings, accreditation, the establishment of quality management systems and attention to organizational learning were among the activities emphasized. Moving towards the internationalization of universities and third-generation universities requires the creation of “creativity and innovation”. On the other hand, the development of creativity and innovation requires the creation of entrepreneurial culture and individual and organizational flexibility. One way to change organizational culture is to change “organizational structure.” Moving towards decentralization, reviewing organizational and national laws and regulations, strengthening coordination, correct and comprehensive use of information technology, information management and creating the structure of international affairs were some of the proposed features in the discussion of organizational structure.

“Students” are the most important customers of universities, and attracting students from countries that have cultural and linguistic convergence with our country, creating opportunities to send students

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abroad, paying attention to student motivation and satisfaction, developing trade union activities and student organizations, creating employment opportunities for graduates in accordance with the needs of society and the knowledge and skills required by employers were among the most important issues in the path of internationalization. Regarding the introduced components of organizational culture for internationalization of universities, including the component of cultural flexibility (11, 12, 14, 16, 19), language (11, 16), Iranian-Islamic culture development (11 and 14), international curriculum construction (11, 14, 19), the role of teachers (11, 16, 19), organizational relationships and interaction (18), teamwork (18), and entrepreneurship (17), our findings are consistent with the aforementioned studies. The distinguishing feature of the recent study in the field of internationalization of higher education and organizational culture was the deeper and more specialized processing of effective components of organizational culture in the internationalization of universities, which should be more considered from the perspective of national experts.

Conclusion

University internationalization is affected by various economic, political, cultural and social factors from one side, and by different university properties from the other side. Continued internationalization of universities requires a favorable organizational culture to minimize the adverse effects of environmental and intra-organizational variables. In a qualitative study performed by reviewing texts and interviewing experts of the country, favorable organizational culture for internationalization of universities has features such as innovation, flexibility, resilience, growth and excellence, participation, international language, accountability, justice, trust and customer orientation in 10 areas of management and leadership, human, physical and financial resources, teachers, language, culture and values, organizational communication and interaction, educational, research and welfare services, growth and excellence of the organization, creativity and innovation, organizational structure, and students.

Conflict of interest

There is no conflict of interest in the present study by the authors.

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