



Holographic organization is a prerequisite for a third-generation university

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Dear Editor,

The evolution of universities in structure and operation can be seen across three important forms. The first is the first generation (training center). In the late nineteenth century, the second generation (research based) was formed, which highlighted science and research. The third generation has occurred in the second half-century after World War II. Today, the third generation university is a leading issue for research but so far there has been little discussion about it. This change in process to use new capabilities in today's world is vitally necessary and can improve work in the mission of the university.¹ The entrepreneurial university is a place that can improve knowledge in all aspects of economic, political, social and cultural attitudes and skills. This in turn helps the university interact with the local environment and take advantage of existing opportunities.

One part of a health reform plan is the creation of third generation universities. If medical universities do not open their doors to industry, they will have trouble creating a synchrony in developing new research paths. In addition to teaching and research, a third-generation university communicates with industry to pursue new works. Graduates of these universities are entrepreneurial individuals who are seeking opportunities and creating jobs.² As the world moves towards complexity, in order to maintain flexibility and survival, organizations must concede a greater freedom for units and sub-units. Independence and autonomy of units can lead to disorder and create problems for organizations. Therefore, organizations must look for ways to cluster their features into each component so that they can be completely integrated. This is the holographic organization concept.

Indeed, in order to become a third-generation university, and communicate with the industry a holographic substrate is required to break down bureaucratic structural fences.³ The concept of entrepreneurship universities in developed countries has rapidly crystallized and spread but Iranian universities have not yet reached this position. This is due in part to structural problems and to bureaucratic barriers and perceptions in staff and university professors. The existence of about four and a half million students, a young country, a geopolitically strategic position, economic, cultural and social capabilities, and unemployment in the country requires a higher education system to assume some responsibility and support the development of entrepreneurship⁴ in Iran. Lack of university-industry relationships, the main purpose of third generation universities, can contribute to unemployment. In 2011, about 700 000 college graduates were unemployed in Iran. Though good opportunities like teleconsultation, e-learning, and remote activities such as monitoring, diagnosis, rehabilitation, surgery, treatment of skin diseases, ultrasound imaging, pathology, and treatment of cognitive disorders are available through medical entrepreneurship. Lack of attention to the holographic organization is a threat to the formation of the third generation university.⁵

Conclusion

Given that most of Iran's universities are second generation, the lack of progress toward the third generation leads to an accumulation of academic research in libraries and waste of material and spiritual wealth, leading to lack of economic growth. Therefore, it is necessary to prepare a holographic organization as a prerequisite for the

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formation of a third generation university.

Ethical approval

Not required.

Competing interests

None.

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