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The Analysis of Effective Factors in Launching Academic Accelerators during Sanctions: A phenomenological Study

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ABSTRACT

Economic sanctions as an unconventional weapon, the creation of technological methods of earning money, the need to develop and strengthen universities and the establishment of accelerator centers are becoming increasingly apparent. The purpose of this study is The Analysis of effective factors on launching Academic Accelerators during the Sanctions. In this regard, in-depth interviews with experts were used to collect data. The statistical population of the present study consisted of managers and staff of accelerator centers in selected universities which include accelerators. The statistical sample of this study was 9 people. Purposeful sampling method was used to select research samples and phenomenological strategy and Klaizi method were used for data analysis. Findings of phenomenological analysis were categorized in 6 titles as follow: (The requirement of entrepreneurial transformation in universities, Accelerator launching process, Motivation to launch the accelerator, Individual capabilities for launching accelerators, Accelerator services, The role of government in launching accelerators). As a result, based on the research findings, university administrators were advised to select people for launching accelerators by providing internal and external incentives and motivators and by increasing psychological readiness and compiling a list of demographic, psychological and job development characteristics. The selected individuals must be qualified to take responsibility for setting up the accelerators and be able to do the job well.

KEYWORDS: Launching, Academic Accelerators, Sanctions, Phenomenological, Start-Up

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1. Introduction

One of the most important issues and concerns of the country's economic officials is the issue of employment and entrepreneurship in these days (Mobini Dehkordi et al, 2018). Shocking statistics and high unemployment rates and the flood of unemployed graduates and business seekers on the one hand, and the failure of governments to create job opportunities and create the necessary conditions for entrepreneurship on the other hand has It has caused the whole economic system to face a great challenge in this field (Goodarzi et al, 2018). Now, the revival of entrepreneurial thinking in all components of government, especially the scientific and academic communities, is necessary and even vital (Bliemel et al, 2019; Siddiqui et al, 2021; Gedeon, 2020). With an analytical look at the statistics and scientific and comprehensive study of the advanced economies of the world, we will find that innovative and new methods have been developed in the field of economics that have led to the flourishing of creative talents and ultimately the creation of emerging products and services (Haji Karimi, 2020). In recent years, we have witnessed the emergence of a new type of entrepreneurial ecosystem or accelerator cores (Hochberg, 2016; Chan et al, 2020). These programs include acceleration kits with a fixed time frame and teamwork for startups to provide training and coaching programs to idea owners, and expose them to a large number of educators, including old and experienced entrepreneurs, venture capitalists and industry managers (Gür, 2021; Cohen et al, 2019). Based on the issues mentioned in the above lines, moving towards strengthening universities will shift higher education from the challenge of documenting to skills and entrepreneurship (Dadjoo & Mahdavi, 2018; Bagnoli et al, 2020). The establishment and development of business acceleration centers in universities will lead to the identification and attraction of innovative students. Students with new and original ideas can settle in universities and form start-up businesses (Sharma et al, 2019). The history of accelerators in Iran dates back to 2015. The first accelerator company in Iran with the brand name of Avaye Tak Pardis started working in the Faculty of Technical Sciences, University of Tehran (Marjaei & Pouratashi, 2016). After that, other accelerator companies gradually started operating in universities and knowledge-based centers (Abouei et al, 2020).

In recent years, the phenomenon of accelerators has been growing in the country, but it has been relatively hidden, and with the widespread support of the Scientific Vice Chancellor affiliated to the Presidential Institution, we are witnessing the rapid growth of the establishment of these organizations supporting small businesses. The issue of the present study is what factors have influenced the launch of accelerators in Iran. Therefore, the purpose of this study is to determine the factors affecting the launch of accelerators in selected Iranian universities and the question arises that what are the factors affecting the launch of accelerators?

2. Literature Review

Accelerator centers are places that implement creative ideas collectively by using creative perspectives and have supported startups intellectually, technically and financially from the very beginning, and accept them based on their internal conditions and support them (Hochberg & Fehder, 2015; Cohen et al, 2019). Usually accelerators support startups in the form of cash donations, allocation of suitable work space, provision of office, laboratory and workshop equipment, invitation and presence of specialized trainers to accompany the teams, intellectual and technical assistance, legal support, holding ours and courses related to ideas and (Ebben & Johnson, 2020; Yu, 2020). In return for the above support, the accelerators enter into a contract with the executive branch and own part of the startup's dividend, depending on what stage of your idea you are in (Mahmoud-Jouini et al, 2018).

The reason for setting up such centers is that a new role has been defined for universities in such a way that today universities cannot be considered as mere centers of academic education as in the past (Hājiāghāyi & Khalkhāli, 2020). Undertaking the mission of entrepreneurship in higher education centers according to the current conditions is one of the changes in the functions of the university and causes the credibility of the university institution. The tendency to create accelerator centers among university centers has been strengthening for time (Hallen et al, 2020). These accelerator centers provide

opportunities for students and researchers to develop ideas (Banc & Messeghem, 2020), that a raw thinking becomes practical knowledge so that entrepreneurship can be achieved from its depth (Bagheri et al, 2017). accelerators can improve and states in this regard that it attracts and develops capable people in the human dimension (Gutmann et al, 2020; Hassanpour et al, 2020), it leads to raising capital in terms of financing(Salamzadeh et al, 2018; Cohen et al, 2019; Szczukiewicz & Makowiec, 2021; Karim- khani, 2018), and it provides specialized space and work space in terms of infrastructure while the policies and programs are for government and legislators(Hausberg & Korreck, 2020; Heo, 2020). On the other hand, it leads to networking and establish network connections between entrepreneurs and investors and Acculturalization and social cognition will be possible in terms of norms and culture (Sakhdari et al, 2017; Rezaei et al, 2013).

3. Theoretical Foundations

Aboui et al (2016) conducted a qualitative study with the aim of factors affecting the entrepreneurship education of knowledge-based businesses in accelerators located in academic growth centers. The statistical population of the study included specialists, experts and experts in the field of education and entrepreneurship and business and knowledge-based business and experts and accelerators in the knowledge-based centers of Tehran. Among these people, 32 people were selected and interviewed using purposive sampling method. The results showed that three influential factors including structural factors, developmental factors, behavioral factors and financial system, as the most important factors affecting the entrepreneurship training of knowledge-based businesses in accelerators located in academic growth centers Has been. Based on this, it was concluded that in order to train proper entrepreneurship, it is necessary to update the equipment and use different trainings and simple content based on the needs of the employees. Also, academic growth centers should change their structure based on environmental needs and uncertainties. Siddiqui et al (2021) presented a qualitative study aimed at identifying the critical success factors of university accelerators investing in start-ups in Saudi Arabia. The statistical population of this study was 15 universities with accelerators in Saudi Arabia. The findings showed that the factors of university dependence and inclusion criteria, accelerator services, networking and support, financial support and economic development graduate success are vital factors On the success of academic accelerators.

Hassanpour et al. (2020) conducted a study with the aim of systematically reviewing individual factors affecting the performance of accelerators in selected Iranian universities. The research findings based on 35 final articles reviewed, led to the extraction of 39 open codes for the sum of individual factors and five central codes including demographic characteristics, psychological characteristics, job competence development, personality dimensions and individual dynamics factors. Bagnoli et al (2020) presented a study aimed at providing a better understanding of the accelerator phenomenon and creating a business model framework for these organizations. In this study, the Structured Literature Review (SLR) method was used and ten experts from some accelerators in Italy and Slovenia were interviewed. Findings showed that value proposition, social factors, stakeholders and partners, resources, acceleration process, customers and product are the influential factors in an accelerator and form the business model of accelerators. Cohen et al (2019) in designing startup accelerators stated that to design an accelerator, stakeholders and supporters of accelerators must first be considered, because accelerators will move towards the goals of these supporters, and in practice, different types of accelerators will be designed and will differ in the way of service and performance.

4. Research Methodology

Since this study seeks to understand the factors affecting the launching of accelerators through the experiences of accelerator managers, therefore, the phenomenological strategy has been used using the Klaizi method, because this strategy describes the meaning of the experiences lived by multiple people of a concept or phenomenon. The target population of the present study included managers and staff of accelerator centers in selected Iranian universities (Shahid Beheshti University, Qazvin Branch of Azad

University and Tehran University of Medical Sciences). In this study, non-probabilistic sampling was performed in a targeted manner from the target population. The sample size was determined according to theoretical saturation, i.e. whenever the researcher feels that the data are repeated (No new interview data available) therefore, it can stop its sampling. The criterion for selecting the studied samples was that the participants should participate in launching the accelerators, and experienced factors influencing accelerator launching. In this study, until the theoretical saturation was reached, 9 sample individuals, selected from five different accelerators, were interviewed (Table 1). Semi-structured interviews were used. The duration of each interview varied between 50 and 100 minutes, and the interviews were recorded with the consent of the participants using a tape recorder, then recorded word by word on paper, and the participants were assured that the information was confidential. The questions were designed in two categories: demographic questions and questions about the interviewee experience. At the beginning of the interview with the aim of accompanying the interviewee with the researcher and before asking the main question, managers were asked to introduce their accelerator and explain a bit about its activities.

Then the main questions were asked: Where did the idea of launching your accelerator come from?

And what steps did you take to launch your accelerator?

What factors influenced your accelerator launch?

Table 1: Details of the interviewees

Interviewee code	Interviewee position	Education	Work experience in the accelerator	Age
1	Accelerator Investment Manager	MA	5 years	35
2	Vice President of Accelerator Technology Center	P.H.D	2 years	38
3	Accelerator board member	P.H.D	2 years	43
4	Office Manager and Accelerator Advertising Manager	MSc	4 years	36
5	Accelerator Manager	MSc	5 years	45
6	Accelerator Manager	MSc	5 years	38
7	Accelerator Manager	MSc	3 years	44
8	Accelerator mentoring manager	P.H.D	4 years	48
9	Interviewee side	P.H.D	4 years	45

5. Findings

In this study, Colaizzi method has been used to analyze the phenomenological data. This method consists of seven steps as follows:

Step 1: First, the participants' recorded conversations are listened repeatedly and their statements are written word for word on paper. Each text of the interview is read several times to understand the feelings and experiences of the participants. All descriptions provided by the study participant are called protocols.

Step 2: Refer to each of the protocols and extract the sentences and phrases that are directly related to the phenomenon under study, this step is known as "extracting important sentences". At this stage, the researcher extracted words and sentences related to the phenomenon under study (Table 2).

Table 2: An example of extracting important research sentences

Extract sentences	Interviewee code
Other factors that create an accelerator are the country's need for entrepreneurship.	Interviewee code 1
In some places where the ecosystem was perfect and the center was growth and the center was entrepreneurship but there was a gap	Interviewee code 2
In practice, accelerate innovative and entrepreneurial ideas that can be implemented	Interviewee code 3

We want to help connect talent to industry.	Interviewee code 5
Having fully functional land spaces and infrastructures in the field of agriculture, livestock and other industries that you will see.	Interviewee code 8

Step 3: Meaningful phrases are formulated. In fact, an attempt is made to extract a concept that expresses the meaning and the essential part of one's thinking from each phrase. Each resulting concept is coded (primary codes) in a category. After extracting these codes, which were 115 original codes, the relevance of these codes with the main and initial sentences is checked to ensure the correctness of the relationship between them (Table 3).

Table 3: Sample formulation of important sentences in the research

Important sentences	Basic codes
Other factors that create an accelerator are the country's need for entrepreneurship.	Society needs entrepreneurship
In some places where the ecosystem was perfect and the center was growth and the center was entrepreneurship but there was a gap	There is a functional gap between The growth center and the entrepreneurship center
In practice, accelerate innovative and entrepreneurial ideas that can be implemented	Accelerate ideas
We want to help connect talent to industry.	Connecting talented people to industries
Having fully functional land spaces and infrastructures in the field of agriculture, livestock and other industries that you will see.	Having suitable space

Step 4: The above steps were repeated for each interview and a lot of meanings were extracted and formulated. In this step, the researcher has repeated the third step for each of the participants' descriptions and then arranged the formulated concepts into specific thematic categories and the codes were placed in the thematic cluster (Table 4). The thematic clusters of this stage include the following 18 clusters: Transformation in the core of university administrators, inability of the university to accelerate, change of university culture towards acceleration, obtaining licenses, executive measures (executive platform), accelerator intra-organizational characteristics, university-based reasons, community-based reasons, reasons supporting the entrepreneurial ecosystem, Demographic Capabilities, Psychological Capabilities, Career Development Capabilities, Educational Services, Consulting services, technical services, facilitation services, government support policies, psychological preparation of officials.

Table 4: Examples of primary code clustering

Cluster	Basic codes
Supportive reasons for the entrepreneurial ecosystem	Being Young entrepreneurship ecosystem and helping it
	Accelerate the conversion of ideas into products
	Reduce risk in starting a business
	Young ideas need support
	Integrate facilities for entrepreneurs in one place
	Reduce the costs of idea owners
	Quality part of the products produced
	Use ideas outside the organization
	Support the connection of talented people to industries

Step 5: The combination the results in the form of a comprehensive description of the research topic. At this stage, the researcher combined the inferred ideas into a comprehensive description, to include all the details of the phenomenon under study. At this stage, 18 clusters categorized in the previous stage were categorized into 6 categories related to the research topic, which are: The need for entrepreneurial transformation in universities, the process of launching an accelerator, the reasons for the need to launch

an accelerator, individual capabilities for launching an accelerator, accelerator services, and the role of government in launching accelerators.

Table 5: Basic codes, clusters and categories extracted from research data

Category	Cluster	Basic codes
The need for entrepreneurial change in universities	Transformation at the core of university administrators	Beliefs and attitudes of accelerators and entrepreneurship in managers, the desire of university administrators to launch accelerators, having the mental readiness of managers to launch accelerators, having the ability of managers to launch accelerators
	Inability of the university to accelerate	Lack of adequate facilities in universities, lack of financial resources of universities, lack of counseling services in universities, lack of sufficient support for university growth centers
	Changing the academic culture towards acceleration	Changing the rules of promotion in the university, moving the master's and doctoral dissertations towards starting a business, changing the micro-rules and moving people towards entrepreneurship, changing the education-oriented paradigm, supporting students with ideas, changing the mentality Students towards entrepreneurship.
Accelerator startup process	Obtaining permits	Obtaining a license from the research field of the university, obtaining a license from the Vice Chancellor for Technology, obtaining a license from Ferdis Park under the supervision of the Vice Chancellor for Science and Technology
	Executive measures (executive platform)	Provide appropriate space, identify key stakeholders, equip equipment, laboratories, network, attract networks of experienced mentors and trainers, and identify networks of high-risk investors to collaborate, have a working team.
	Intra-organizational Accelerator features	Creating effective communication within the accelerator, creating an intimate atmosphere, role clarity in teams, accelerator agility, creating a specialized accelerator.
Motivation to launch the accelerator	University-based motivations	Help commercialize ideas from the university, Creating business for university graduates, generating income for the university, a functional gap between the growth center and the university entrepreneurship center, Inefficiency of university research system, production of product from university research, Creating student groups to absorb ideas, relationship between the university and industry, production and application of knowledge and technology in the university, the existence of good ideas in the university context.
	Community-oriented motivations	Job creation, the need for innovation in organizations, independence from abroad, currency savings, Growth and improvement of the country's economy, creating and promoting entrepreneurial culture, solving the problem and needs of society, solving the needs of industries, reducing imports, creating new jobs, creating new markets, changing the employment paradigm from employee to entrepreneur.
	Supportive motivations of the entrepreneurial ecosystem	Making young entrepreneurship ecosystem and helping it, accelerating the conversion of ideas into products, reducing risk in creating business, need for support for young ideas, the integration of facilities for entrepreneurs in one place, reducing the costs of idea owners, quality of products manufacturing, the use of ideas outside the organization, supporting the connection of talented people to industries.
Individual capabilities to launch the accelerator	Demographic capabilities	Education, knowledge, skills, age, specialization, ability to work, not being employed in another job.
	Psychological capabilities	Perseverance, optimism, independence, mastery of desires, creativity, risk-taking, responsibility, commitment, patience, success-seeking, pragmatism, tolerance of ambiguity, honesty, flexibility, motivation, interest in work.
	Career development	Cooperation (teamwork), ability to solve problems, proper

	capabilities	understanding of the market, teamwork culture, ability to resolve conflicts, lack of resistance to change, challenge.
Accelerator service	Educational services	Giving basic training to teams, helping ideas to enter the market, refining ideas, transferring experiences through mentors, helping and participating in the growth and development of ideas.
	Consulting services	Consulting in the field of human resources, consulting in the field of marketing, consulting in the field of raising capital, giving morale to the owners of ideas.
	Technical services	Team creating, providing server services, providing technology services, providing physical space, providing equipment.
	Facilitation services	Financing entrepreneurs, Eliminate cumbersome regulations, market assessment, business model validation, initial capital provision for idea owners.
The role of government in launching	Government grants	Consent and support of superiors, Government support for entrepreneurship, reducing cumbersome laws.
	Psychological readiness of officials	Changing the mentality of the superiors to entrepreneurship, the feeling of the superiors' need for accelerators.

Step 6: Explicit statement of the basic structure of the phenomenon under study. Finally, by formulating a comprehensive description of the phenomenon under study, an overview of the intrinsic structure of the phenomenon was presented. The encrypted data in Table 6 were transferred to MAXQDA 10 software, and the conceptual model of the factors affecting the launching of accelerators including categories and clusters obtained, which can be seen in Figure 1.

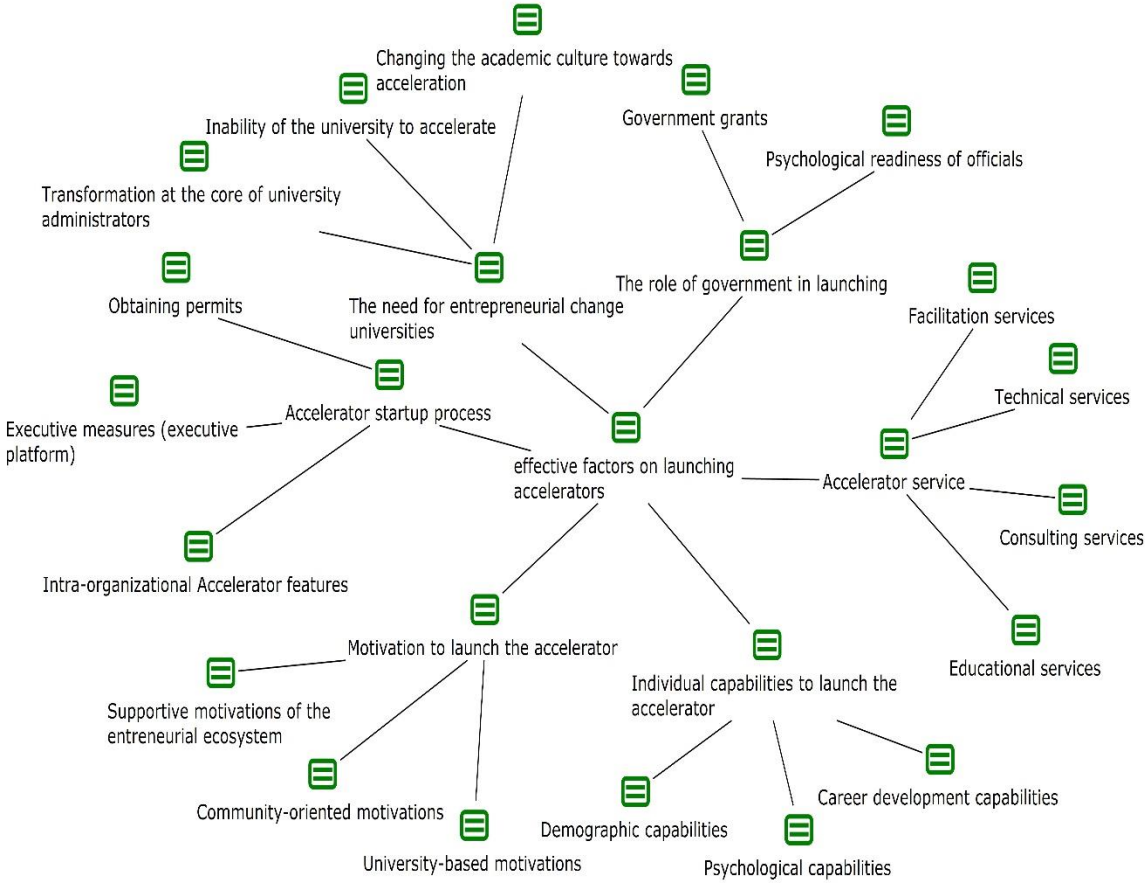

Figure 1 - Conceptual model of research

Step 7: By referring to each of the participants and conducting a single interview or conducting multiple interview sessions, the participants' opinion on the findings and the final validation of the findings can be

asked, In the final stage, the researcher referred to the participants in the study in order to clarify the ideas of the research findings and to validate the findings. At this stage, the interviewees were referred and their research findings were confirmed.

To validate the data of the present study, in addition to the seventh stage of the Klaizi method, the four criteria of Guba and Lincoln (1985) (validity, transferability, reliability and verifiability) Has been used under the heading of reliability as an alternative to validity and reliability in qualitative research. In this study we referred to participants, to increase the validity of the research (to what extent the structure and meaning of the phenomenon is properly and appropriately represented), and the results obtained from them were consulted. To achieve the transferability of the research (to what extent the research findings can be generalized to other environments), the researcher has given a detailed description of the research process from the sampling stage to the interpretation of information. In order to achieve reliability (the extent to which the researcher's findings are corroborated by other researchers), the researcher has used the guidance and supervision of expert professors throughout the data collection process to confirm the researcher's interpretations. To increase the verifiability of the research, the researcher tried to obtain the data, interpretations and findings of this study through careful review and revision of the data. Regarding the measurement of reliability in qualitative research, Guba and Lincoln (1985) have proposed reliability, which has already been mentioned as the third criterion.

The Kappa Cohen index has also been used to validate the coding process and quality control of the factors affecting the launch of accelerators in selected universities. Using SPSS software, the concepts presented by the researcher are compared with the concepts presented by the expert. As shown below, the value of the kappa index is calculated to be 0.97, which is at the level of excellent agreement according to Table (6).

Table 6. Kappa index status and Cohen Kappa agreement coefficient results

Statistical results (Kappa Cohen agreement coefficient)		The numerical value of the kappa index	Status of agreement
Value	0/971	Less than 0 0-0/2 0/21-0/4 0/41-0/6 0/61-0/8 0/1-81	Weak Insignificant medium Appropriate Valid Excellent
Number of samples	18		
Significance	0/0001		

5. Discussion And Conclusion

The research findings were obtained in the form of 6 categories. Which is briefly discussed below:
The first category of results found is the need for entrepreneurial transformation in universities. The central codes of this category include change in the core of university administrators, inability of the university to accelerate, change of university culture towards acceleration. The first factor interviewees point out about the need for change in universities and the core of administrators is the desire of university administrators to launch accelerators, the mental readiness of accelerator managers, and the ability of administrators to launch accelerators whereas the interviewee No. 6 stated: "The first factor in all is wanting. That means that the verb want must be used. "Then, first of all, there must be the agreement of the Ministry of Science and the Head of the university, and then the necessary facilities for its establishment". The second central code of this category is the inability of the university to accelerate on the basis that universities today can no longer be considered merely centers of academic education. The role of universities in responding to the growing needs of people and industries is greater than ever, but universities do not have these facilities. Changing the university culture towards accelerating is the last central code of this category. What plays a major role in culture is education; because becoming an entrepreneur and acting as a successful entrepreneur are the dimensions of the entrepreneurial learning process. What has been considered in our universities so far is the issue of education, but not enough

attention has been paid to research and entrepreneurship issues. Most of our students are still unfamiliar with the issue of entrepreneurship. The results in this category are in line with Siddiqui et al (2021), Gedeon (2020), Sharma et al (2019) and Marjaei & Pouratashi (2016) researches.

The second category in this topic was the accelerator launching process, which has three central codes for obtaining licenses, executive actions (executive platform), and internal features of the accelerator. Tendency to establish accelerator centers among university centers is possible by providing the necessary platforms for acceleration, including providing suitable space, providing equipment, laboratories, attracting networks of experienced mentors and trainers, identifying networks of high-risk investors to cooperate. In the next step, obtaining the necessary permits, and then by creating an intimate atmosphere in the accelerator, they try to form effective communications within the accelerator and pay attention to its internal features to continue the path. accelerator managers active in Iran have the ability to select and set high-level goals that are also achievable and their support of the idea owners is in the form of cash donations, allocation of suitable working space, provision of office, laboratory and workshop equipment, invitation and presence of specialized trainers to accompany the teams, and to provide intellectual and technical assistance, and legal support. The results in this category are in line with Bagnoli et al (2020), Cohen et al (2019), Ebben & Johnson (2020) and Sakhdari et al (2017) researches.

The next category of Motivation to launch the accelerator, which includes central codes: University-based motivations, Community-oriented motivations, and Supportive motivations of the entrepreneurial ecosystem. Establishing accelerator centers with the goal of entrepreneurship is a good solution for economic development during the recession, high unemployment rate and increased competition. In different universities or colleges entrepreneurship is promoted in certain ways, such as: Provide a statement of university duties and responsibilities, validate entrepreneurship as an academic discipline, establish an entrepreneurship chair, a wide range of entrepreneurship classes, and create and develop a network of regional business community. But acceleration leads to a broader and more tangible concept. Society does not directly benefit from the interests of academic research. Unless solutions are devised that the results of research are left to companies, public sector factories, i.e. economic agents who specialize in commercial investment. The results in this category are in line with Gür (2021), Yu (2020), Banc & Messeghem (2020) and Rezaei et al (2013) researches.

The fourth category is individual capabilities for accelerator launching and its core codes are demographic capabilities, psychological capabilities, and career development capabilities. Although the employees of organizations have similarities in many ways, but the set of personality traits of each person makes them unique in their kind. The principle of individual differences is one of the indisputable and accepted principles of behavioral sciences. In his research, Kigado (2002) divided the personality trait factor into four subgroups: Demographic characteristics (with variables of age, gender, marital status, social status, education, experience, race), psychological characteristics (with variables of success, risk-taking, self-confidence, pragmatism, independence, focus of internal control), Behavioral characteristics (with the variables of hard work, energy, perseverance, leadership and influence, strategic action), and basic competencies (with the variables of technical skills, artistic, political, social, human relations, ingenuity and business acumen, creativity and innovation, Weekly Management Tasks (POSDCORB). The results in this category are in line with Hassanpour et al (2020), Haji Karimi (2020) and Bagheri et al (2017) researches.

The fifth category was the accelerator service, which has 4 central codes: Educational services, consulting services, technical services and facilitation services .In fact, an accelerator offers a variety of services to startups with good ideas, which in turn leads to the rapid growth of startups. The Code 7 interviewee stated that: "Acceleration and starting up is done by providing space, money and equipment so that the entrepreneur no longer spends part of his energy and thought on these issues and also by getting to know and talking to successful entrepreneurs, so that these children are strengthened spiritually and do not despair." Sharma et al (2019) found in their research that providing the training needed for a start-up

business such as instructor and mentor, workshops, professional advice by experts are important services of accelerators and coaching is a valuable aspect of accelerator programs. Salamzadeh et al. (2016) took an inside look at accelerators and found that having appropriate managerial advice (revenue model, marketing strategies, human resources, business model) and business advice (accounting, financial, legal, tax) is one of the suitable keys for Success of accelerators. Hochberg & Fehder (2015concluded in their study that the process of acceleration in accelerators and how they work, in each country is different based on the existing infrastructure, spatial conditions and the state of the entrepreneurial ecosystem, but they are all similar services such as the use of an extensive communication network, increasing creativity and completing ideas, mentoring, providing space, equipment and primary funding.

The last category extracted from this research is the role of the government in launching accelerators, which has two central codes of government aid and psychological readiness of officials. The open codes extracted from these two central codes show the high importance of the psychological readiness of government officials in this field. Most of the problems are rooted in the attitude of officials and major decision makers. Creating a positive attitude requires study, training and practice. The attitude of officials and major decision-makers moves or stops the creation of accelerators in society. The deeper, more constructive and uplifting their attitude, the more promising the future. Szczukiewicz & Makowiec (2021) believe that supporting the launch of accelerators will increase investment, create employment, increase people's income, tax for the government and the welfare of society, and all countries are working to create a business environment with accelerators. The approval of laws and regulations, creation of entrepreneurship disciplines, establishment of a government platform for entrepreneurship, reduction of cumbersome laws and launching of accelerators in universities are among the activities that have been done in this regard.

As mentioned at the beginning of the study, The purpose of this study is The Analysis of effective factors on launching Academic Accelerators during the Sanctions. Finally, in the results obtained in this study, factors have been extracted that can be important and effective factors in accelerating the accelerators, so that university administrators and accelerators can use and take advantage of these factors, which are used as a guide to start accelerators. Thus, the feeling of the need for an accelerator is not understood by the officials and administrators of the universities, and no further measures are taken to set up these centers. Therefore, university administrators are suggested that based on the needs of society, universities and ecosystems for accelerators, by providing internal and external incentives and motivators to create a desire to launch accelerators in the hands of those involved in entrepreneurship centers, centers Grow growth, innovation centers and science and technology parks. Therefore, by understanding the need for these centers by the officials, the managers should try to transform the entrepreneurship of the universities, Therefore, it is suggested to increase the psychological readiness, knowledge, awareness and individual skills in the hands of the staff of entrepreneurship centers, growth centers, innovation centers and science and technology parks, to convince them that they have the ability and competence to drive accelerators. In parallel with the transformation of universities, the government should have the necessary support in this regard and play its role in providing the necessary conditions for the activities of these centers. This is where the key taken by the officials and managers to start the accelerators is activated by the employees and people working in the accelerators and the employees make sense of doing things in the accelerators based on their individual characteristics and abilities, and this will affect the services of the accelerators. Therefore, it is suggested that university administrators select people to set up an accelerator by compiling a list of demographic, psychological, and career development characteristics which have the authority to accept responsibility in launching accelerators and to do the job well.

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Authenticity of the texts, honesty and fidelity has been observed.

CONFLICT OF INTEREST

Author/s confirmed no conflict of interest.