

## **Alignment of Knowledge and Business Strategies: Study of an Organizational University**

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### **Abstract**

Aligning knowledge and business strategies is especially important and is one of the organization's main challenges. This study aims to discover and construct a network and map knowledge and business strategy themes based on the functional domain theory in an Iranian organizational university. This study uses a directive qualitative content analysis approach to answer the research questions. Content analysis shows that four academic, physical, character and specific capabilities are needed to meet the strategic intellectual needs of the under-study university. The findings show that using the modality tools of the activity domain creates a communal meaning or shared understanding and consequently creates the possibility of operationalization. The first modality leads to a communal meaning about the structure and communication of elements. The temporalization modality establishes a shared understanding of the order and dependency between actions. The stabilization modality leads to a shared understanding of the organization's rules, standards, regulations, etc. Contextualization modality provides a communal meaning about the formation, organization, and activity domain based on the domain's motivation. The transition modality was used to provide a map and translation of the interaction and coordination, and thereby we achieved sub-categories through which coherent coordination and interaction are created. This research concluded that aligning knowledge and business strategies in organizational universities can be based on a common level and framework as the scope of operational activity. To achieve organizational goals, adopting a suitable approach for aligning resources and knowledge capabilities with the intellectual needs of the business strategy is of foremost importance. It can achieve success and sustainable competitive advantage for the organization.

**Keywords:** Alignment Activity Domain, Strategy, Knowledge Strategy, Business Strategy, Organizational University.

## Introduction

The organization has a unique mission and vision comprised of various elements and sections. Every day, the employees who make up the organization's team work hard to achieve the organization's goals and objectives. Strategies shape the direction of each task that activity, and by using them, it is possible to implement the mission and vision of the organization. The business strategy in the organization determines the long-term goals and objectives, and it is responsible for selecting actions and allocating the necessary resources to achieve these goals and objectives (Chandler, 1962). Knowledge strategy is the most critical aspect of business strategy and considers the organization's intellectual resources and knowledge-based capabilities (Taxén, 2010). The alignment of knowledge and business strategies is one of the most important challenges of an organization. Understanding how to create alignment has numerous benefits (Kaplan & Norton, 2006), and paying attention to the alignment process is an essential step toward successfully implementing strategies and achieving goals and objectives. A standard structure called "activity domain" has been considered to implement the alignment of knowledge and business strategies. Here we study an Iranian organizational university. The reason for this choice is the importance and special place of such universities in the structure of state agencies. These universities provide suitable grounds for holding managerial and specialized jobs in their organizations (Ghomi, 2018). Understanding how to align knowledge and business strategies in organizational universities is a significant step that has numerous benefits, and paying attention to the alignment process for the successful implementation of these strategies in such universities is critical. This study answers how to align knowledge and business strategies in organizational universities. According to this question, this research aims to discover and construct a map of themes of alignment of knowledge and business strategies based on the theory of activity domain in organizational universities. The following sections briefly examine the theoretical concepts related to the research topic, including alignment, knowledge and business strategies, activity domain, and the most crucial research backgrounds. The methodology used in this research is described, and the findings are stated in the next part. Finally, discussion, conclusion, and suggestions for future research are included.

## Theoretical concepts and research background

### Alignment of business and knowledge strategies

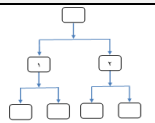
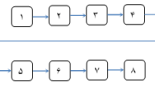
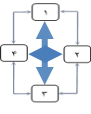
In the age of globalization and with the increasing degree of turmoil, instability, and complexity of the global environment, the organization is facing significant challenges. One of the most important of these challenges is alignment. Alignment is critical in the organization, and after more than thirty years of managerial work and remarkable progress, it is still a concern of managers (Luftman, Derksen, Dwivedi, Santana, Zadeh & Rigoni, 2015). Alignment means the act or condition of alignment. It is the coordination process so that the elements and sections are placed in a relative position to create a relationship or orientation (The American Heritage Dictionary of the English Language, 2000). The most important aspect of alignment in the organization is coordinating various elements and departments to achieve objectives and goals and maximize its overall performance (Taxén, 2010). Without coordination, the likelihood of delays and wasted time in activities, projects, and programs increase (Rezaeian, 2002).

Business and knowledge strategies are two important and determining elements of the

organization, and their alignment can play an essential role in achieving the objectives and goals and maximizing the organization's performance (Asoh, 2004). A business strategy is a plan that effectively assists and helps the organization achieve its objectives; This strategy determines the long-term goals and objectives of the company, as the paths, and resources needed to achieve the goal (Chandler, 1962). Knowledge strategy describes an organization's general approach to aligning its knowledge resources and capabilities with the strategic intellectual needs of businesses to deliver products or services superior to competitors (Zack, 1999). According to this definition, attention to two concepts of knowledge resources and capabilities is significant. From a resource-based perspective, knowledge is a vital resource in the organization (Barney, 1991), and organizations that are aware of their knowledge resources process a valuable, unique, and invaluable resource that is difficult to emulate. It can be exploited to achieve a sustainable competitive advantage (Alavi & Leidner, 2001). Knowledge capabilities will also be better understood by focusing on the mediating aspects of knowledge. A person who acts as means is known as a capable person (Taxén, 2010). In other words, a man's common or communal capabilities and the means lead to actions. These standard capabilities become resources only when these capabilities make sense (Taxén, 2008). In other words, capabilities are meaningless in unrelated areas and do not become knowledge resources.

Taxén (2010) defines the alignment of knowledge and business strategies as "management of interdependencies between capabilities" and emphasizes that knowledge capabilities are interdependent and that if these interdependencies are not adequately coordinated, the developing system may not work correctly; In this definition, coordination, as one of the most critical aspects of management, lies in the word management. Thompson (2003) divides interdependencies between organizational elements into three categories: integrated, consecutive, and reciprocal. (Mintzberg, 1983) also sees coordination as a direct consequence of the need to divide the work in an organization into different tasks. He proposes five coordination mechanisms: reciprocal adjustment through informal communication, direct monitoring, standardization of work processes, standardization of organizational output, and standardization of skills required to perform a specific task. The types of dependencies between units, how they relate, examples, and ways of coordinating them are categorized in Table 1.

*Table 1*  
*Dependence between organizational units (Thompson, 2003)*

Type of dependence	Form of dependence	How to relate	example	ways of coordination
polar		indirect and group within	production line	standardization, uniformity, and regularity of work, coordination through the command hierarchy
consecutive		direct	assembly line	the general plan, development of the discipline, standardization of units, and deployment in the right place
reciprocal		bilateral	relationship between flight operations units and maintenance	transfer of new information between units, mutual adaptation, understanding of the operational process

According to the previous sentences, we define the alignment of knowledge and business strategies as follows: Coordinating the dependencies of knowledge capabilities (what capability, when, where and by whom) with the needs of the business to achieve the organization's overall goals and objectives.

Choosing a common framework for operationalizing the alignment

This study selected the "activity domain theory" to operationalize aligning business and knowledge strategies. The reason for selection is that activity domain theory provides a conventional structure encompassing various organizational units and elements, regardless of size and level. The scope of the theory of activity originated with Taxén and was developed by Ericsson to coordinate large and complex projects (Taxén, 2003, 2007, 2008, 2010, 2012). This theory is empirically based on a realistic environment, and its philosophical and theoretical roots can be found in the Russian concept of "praxis" and "activity theory". Activity domain theory focuses on constructing an ordinary, communal, or shared meaning about coordination. Activity domain theory, based on activity theory, considers the concepts of work goal and motivation as the main drivers of domain formation (Bendy & Meister, 1997; Engeström, 1999). The Praxis view emphasizes certain qualities of human activity, such as history, cultural characteristics, and dialectical interaction (Israel, 1979; Kosík, 1976), and the whole is considered coherent (Taxén, 2008).

The central structure of activity theory is the "activity domain", which can be considered a structured activity from the point of view of coordination. The activity domain defines the context in which the knowledge capabilities of individuals and devices become resources of knowledge. What is considered a resource is ultimately related to the motivation and purpose of the domain? According to the activity theory, the organization is considered a set of activity domains, each with the necessary ability to create the output and result from the organization's needs to achieve its goals (Taxén, 2008). The activity domain is a framework in which the "action" of socially organized actors meets a "work object" according to specific social outputs and needs. Such activities are called "work actions" (Goldkuhl & Rostlinger, 2003). The organization's output is obtained by coordinating the outputs of the activity domains. Considering action as a unit of analysis (Taxén, 2010) makes it possible to consider a common goal and framework for aligning business and knowledge strategies. Accordingly, the main goal of business strategy is to form a set of coordinated domains of activity. The goal of knowledge strategy has two aspects. First, in each activity domain, the nature of the goal, or more precisely, the work object, determines the knowledge capability required to produce the output; Thus, the knowledge strategy must determine what capabilities, when, where and by whom should be used in each domain (Asoh, 2004); Second, this strategy must use the knowledge capability needed to coordinate the outputs of the domains to achieve the output of the organization (Taxén, 2008).

### **Features and tools of alignment in the activity domain**

An activity domain exists due to organizational needs that are met by changing and modifying a work object by organized actors to a result or output. Work object and motivation are key elements that define and separate the different domains (Virkkunen & Kuutti, 2000). Organized action creates common sense about the actions needed to produce results. This ordinary or communal meaning is created in the interaction between actors and meaningful

artifacts, in the organization's context and through the actors' actions along the modalities or dimensions of activity: spatialization, temporalization, consolidation, mediation, contextualization, transfer. These modalities are manifested as tangible and objectified elements of an object in the activity domain and intangible and objectivated mental elements in the human mind of actors and play an essential role in coordination (Taxén, 2003). The definition of each of these modalities is listed in Table 3. The result or output of the activity domain may be a prerequisite for other domains.

#### Materials and Methods

The qualitative Content Analysis (QCA) research approach describes and interprets data. This approach is classified into conventional (inductive), directed (deductive), and collective methods (Hsieh & Shannon, 2005). As the most popular data analysis approach, the conventional or inductive method helps us develop theories, schematic models, or conceptual frameworks, which should be refined, tested, or developed using a directed or inductive QCA method (Elo & Kyngäs, 2008). In other words, the directed content analysis allows the testing of theoretical topics to understand the data better. Through this method, words can be placed in less content-related categories. It is assumed to offer the same meaning when classified into the same categories, words, phrases, and the like (Cavanagh, 1997).

Direct or deductive content analysis has been used to discover and construct the network, and map the themes of alignment of knowledge and business strategies, based on the theory of activity domain in organizational universities. Based on the proposed methodologies (Assarroudi, Heshmati Nabavi, Armat, Ebadi & Vaismorad, 2018; Carlson, 1998; Elo & Kyngäs, 2008; Vaismoradi, Turunen & Bondas, 2013) the directed QCA is performed in the following steps: (1) Selecting the appropriate sampling strategy; (2) Deciding on the analysis of manifest and/or latent content.; (3) determining the unit of analysis; (4) creating a formative categorization matrix; (5) theoretical definition of the main categories and sub-categories; (6) determining coding rules for the main categories; (7) the pre-testing of the categorization matrix; (8) selection and determination of anchor samples for each main category; (9) performing the main data analysis; (10) inductive abstraction of key categories from primary codes (Preliminary codes are categorized according to their meanings) ; (11) creating the links between the generic categories and the main categories; (12) Reporting all steps of directed QCA and findings.

#### Trustworthiness

Validity is one of the foundations of the scientific method. If we look at content analysis as a scientific method, the narrative aspect must be observed precisely to be able to trust the research findings; Therefore, the measurement of categories according to the opinion of experts and performing experimental coding should be carefully reviewed so that accurate results can be trusted. To increase the validity of the directed QCA, we should identify research steps (Elo & Kyngäs, 2008). In addition, we should provide an honest report of the various facts during the data analysis. To calculate the reliability of the QCA, we used the intra-subject agreement method by the coder (evaluator) (Miles & Huberman, 1994). For this purpose, we asked one of the experts in the field of knowledge management to participate as a research associate (coder). The necessary training and methods for coding were transferred to the research colleague. In each document, the codes considered similar by two experts were identified as "agreement," and the dissimilar codes were identified as "disagreement". For this paper, the reliability of intra-subject agreement, which is used as an indicator of the reliability

of the analysis, is calculated using the following formula (ibid):

$$reliability = \frac{\text{number of agreements}}{\text{number of agreements} + \text{disagreements}}$$

If this index is more than 0.6, the coding has sufficient reliability.

### Results

In this section, in addition to presenting the research findings, we clearly and systematically explain the relationship between the data and draw a conceptual matrix of directed content analysis and a thematic map of the activity domain of the university.

As mentioned earlier, this article studies an Iranian organizational university, therefore first of all, some of the most important related documents were examined and analyzed in detail, including the university mission statement, statute, job description, bylaws, educational charter, the current method, educational calendar, comprehensive scientific map, prioritization of Islamic university document actions. The content analysis was limited to written and obvious references based on the purpose of the study, and the mentioned documents were selected as the unit of analysis. In the next step, a categorization matrix consisting of the main category and related subdivisions was deduced analogously from activity domain theory, which includes the main category, generic category, definition, sub-category, code, a unit of meaning, and reference. In the form of the proposed matrix, the theoretical definition of general categories derived from the theory of activity domain is presented accurately and objectively. The codings in this study are based on theoretical definitions to describe the characteristics of the main category and generic categories.

In this study, we presented the categorization matrix. For this purpose, the content was coded by research partners independently, and the problems of using the categorization matrix and differences in the interpretations of the analysis unit. It is worth noting that some parts of the categorization matrix were corrected due to such discussions. This experimental study can increase the reliability between coders (Vaismoradi et al., 2013) and the reliability of the study.

Meaning units related to the study goals and the categorization matrix were selected from the reviewed content, then summarized, and the initial codes were allocated.

It should be noted that the primary codes are grouped and categorized according to their meanings, similarities, and differences, and the output of this categorization process is known as sub-categories and generic categories. The following is a conceptual matrix of university-directed content analysis in Table 2.

Table 2

Conceptual matrix of university-directed content analysis

Main Category	Generic category		Definition	Sub-category	Code	Source
Activity Domain	Output		/Output product	Staff ready to complete the mission	Employees with special academic, physical, and character capabilities	University Statute Educational Charter
	Motivation	Mission	Reasons to do the work	Staff education	Staff education	University Mission Statement
		vision	Where we	Earn the top	Achieving first place	University

Main Category	Generic category		Definition	Sub-category	Code	Source
			want to go in the future	regional title	in science and technology among universities in the region	Statute
	Need		The scope of activity meets the need	Academic, Physical, Character, Special	Satisfying the various service and job needs of the respective organization and other forces and organizations affiliated with the parent organization	University Statute
	Work object		The work object is changed and adjusted by the activity domain	Student	Student education	University Statute Description of university duties
	Actors		Activity domain actors	Human resources	Professors, students	University Statute University regulations
	Activity Modality	Spatialization	Communal Meaning of the structure and relation of departments	Structure Hierarchy, Indirect relation and inside Group, Direct relation, Bilateral relation	Continuity of all elements of the organization by managers and heads Indirect and intra-group relations of colleges Direct relation between the faculty and the president of the university Bilateral relation between the faculty and the vice chancellor for education	An approved organizational chart of the university Educational Charter Roadmap Disciplinary Regulations
		Temporalization	Communal meaning of the process, the timing of achieving goals, the sequence and interdependence between actions	Pooled interdependency Sequential Interdependency Resiprocal Interdependency	Longitudinal interdependence on hierarchy Interdependence of theoretical and practical trainings Interdependence on academic and physical abilities	University Statute Educational Charter Runing method Curriculum

Main Category	Generic category		Definition	Sub-category	Code	Source
		Stabilization	Communal meaning about Policy, Procedures, methods, norms, standards etc. for guiding actions	Rules, Regulations, Instructions, Standard Norms and values, Approvals, priorities	Organization rules Thematic regulations Exhibition instructions Management standards Values that govern the university Priorities of Islamic University actions	Disciplinary Regulations Comprehensive scientific map University Statute Comprehensive scientific map Education Charter Prioritization of Islamic University actions
Activity Domain	Activity Modality	Mediation	Resources through which actions are taken	Official Logistics	mailroom Manpower operations management Message Center Office correspondence system Support and services financial department Services Information and Communications Technology	Documents related to the job description of the university
		Contextualization	Common understanding of the formation, organization, and scope of a domain based on domain motivation and context-dependent meaning	Academic context Physical context Personality context Special context	, Scientific education research activities special education and physical education	Superior documents



Main Category	Generic category		Definition	Sub-category	Code	Source
		Transition domains	Provide a map and translation of how domains interact and coordinate with other	Authority focus And hierarchy Central Headquarters Monitoring And inspection Specialized committees and councils	The president of the university is responsible for overseeing policies and activities determined and coordinated. The path of implementing the orders and communication of the university president through the headquarters. Supervisors and managers responsible for continuous monitoring of the implementation of regulations. University High Council University Educational Council University Research Council	University Educational Charter

According to Table 2, the organizational university provides staff education to meet the service and job needs of the respective organization and other agencies affiliated with the parent organization. The motivation is to educate and earn a superior title among the regional organizational universities. The student element, as a work object, is changed and modified by the activity domain of the organizational university to create an output and to meet the needs.

The content analysis of the documents shows that the under-study university must meet the four academic, physical, character, and specific capabilities to meet the university's strategic intellectual needs. Accordingly, based on the definition of knowledge strategy (Zack, 1999), the organization should adopt an overall approach called the Knowledge Strategy to create a coherence between knowledge resources and capabilities with the aforementioned strategic needs. To achieve coordination, it is necessary to create coordination between dependencies of knowledge resources and capabilities with the strategic needs of the university.

As mentioned earlier, there are tools called modalities or dimensions of activity in the range of activity domain that uses them to create and create a communal meaning, or common understanding, resulting in operational coherence. Spatialization, as The first modality, leads to a communal meaning of the structure and how the sections communicate. Content analysis shows a hierarchical structure in the under-study organizational university, and there are three types of relationships between different departments and elements: indirect (intragroup), direct, and two-way. A communal meaning of the process and timing is created through temporalization modality to reach the goals and discover the order and interdependence between the actions. We discovered three interdependencies: Pooled, sequential, and reciprocal.

The stabilization modality leads to a communal meaning of the organization's rules, subject-by-regulations, exhibition guidelines, managerial standards, university values, and priorities of Islamic University Documentation. Contextualization creates a communal meaning of the formation, organization, and activity domain based on motivation and the dependence of meaning to the context, identified at the university in four academic, physical, character, and specific fields. To provide a map and translation of how the interaction and coordination of domains related to other domains, we applied the transition modality, focusing on authority and hierarchy, headquarters, supervision and inspection, and committees and councils. We have achieved coherent coordination and interaction. Figure 2 illustrates the university activity domain as a common framework for alignment.

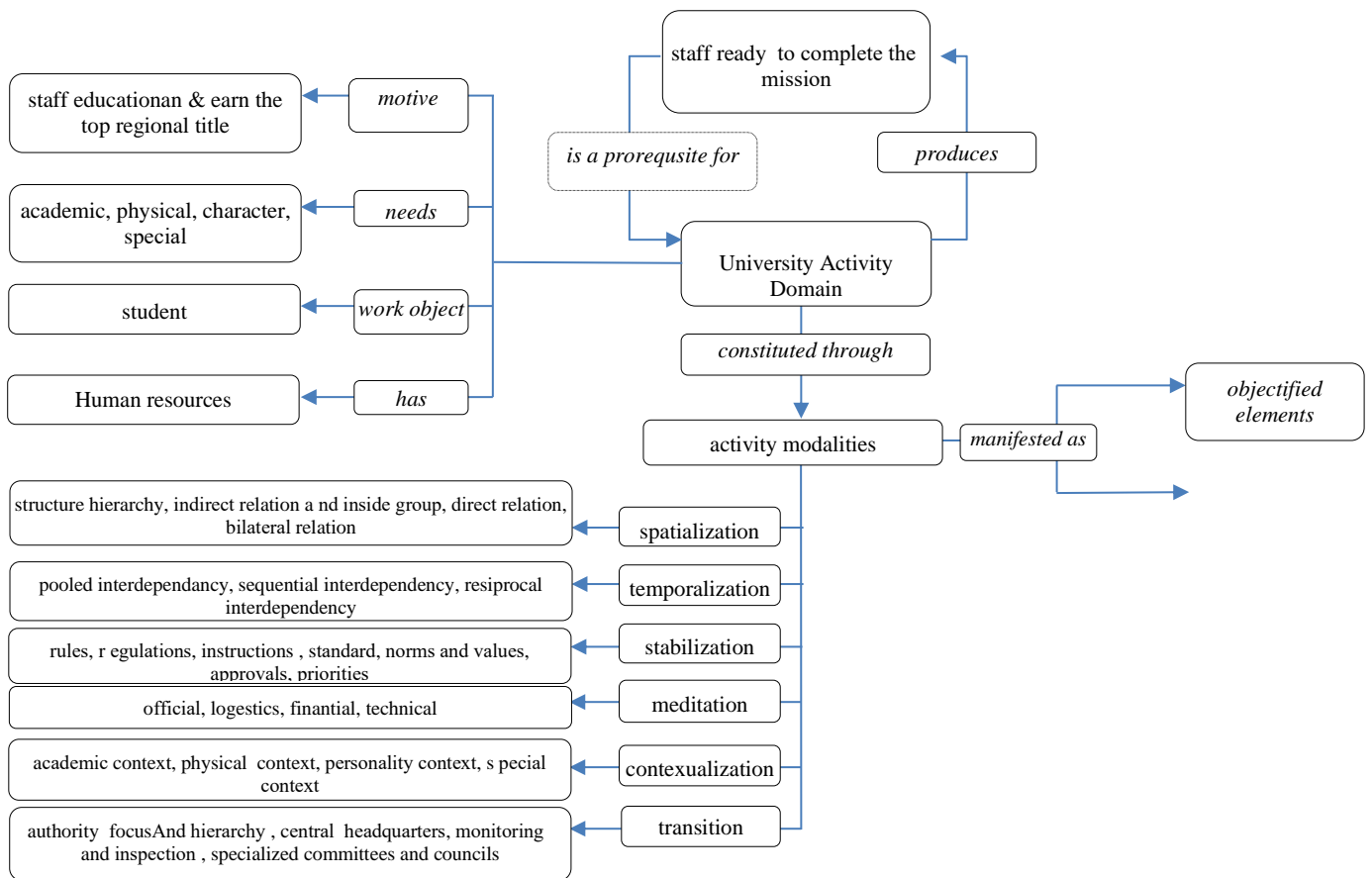


Figure 1. Organizational university activity domain based on the activity domain theory (Taxén, 2008)

### Discussion

Previous studies show that the alignment of knowledge and business strategies in the organization is of great importance, and understanding how to create an alignment has numerous benefits. Organizational universities are of particular importance in the structure of government or state agencies and play a significant role in creating suitable grounds for holding jobs, providing the required manpower, and meeting the respective organization's scientific needs. Knowledge in such organizations is vital, and aligning knowledge resources and capabilities with strategic intellectual needs to provide outputs or services is an ideal way of the most critical challenges. After thirty years of management and dramatic progress, the challenge remains a concern for the managers. The reasons for this permanent concern are confusion,

instability, the increasing complexity of the global environment, scientific advances in various fields such as modern education practices, educational technologies, information technology, communication, and, consequently, new organizational needs. To the best of our knowledge, there has been no research at the level of organizational universities on the alignment of knowledge and business strategies, and an essential aspect of the present article is to respond to the research gap and answer the question of how to align knowledge and business strategies alignment at organizational universities. In addition to filling in the research gap, the innovation of this study is in the research methodology used. For the first time, directed Qualitative Content Analysis was performed based on activity theory to operationalize alignment in an academic environment. We used directed or deductive QCA to discover and construct the network and map of knowledge and business strategies themes based on the activity domain theory in organizational universities. The activity domain is a structured activity in the context of coordination and is considered a common framework for alignment operationalization.

The findings and results of this study indicate that in the under-study case, four academic, physical, character, and unique knowledge resources and capabilities are needed to meet the strategic intellectual needs of the organizational university. The university must adopt a general approach to knowledge strategy per the definition of Zack (1999), through which the knowledge resources and capabilities align with the strategic needs mentioned. It is necessary to create coordination between the dependencies of knowledge resources and capabilities with the strategic needs of the business to achieve coordination. To achieve this goal, there are tools as modalities or dimensions of activity within the framework and common level of the activity domain that uses them to create a communal meaning or common understanding. As a result, with the help of these tools, alignment becomes operational. The stabilization modality leads to a communal meaning of the structure and how the departments or elements communicate. Content analysis shows a hierarchical structure, and interdependencies between organizational elements are divided into three categories: integrated, consecutive, and reciprocal in the organizational university. In fact, in complex academic organizations, all kinds of relations are observed, and without effective relations between the various sectors and elements, they will face serious challenges. In other words, the complex organizational academic environment will not have meaning without academic, physical, character, and specific relations. Through temporalization modality, a communal meaning of timing and interdependence was created. Three types of polar, consecutive, and reciprocal interdependence were discovered in the university under study. These types of dependencies correspond to the types provided by Thomson. As mentioned, the stabilization modality leads to a communal meaning of the organization's rules, subject-by-regulations, guidelines, managerial standards, university values, and priorities of Islamic University Documentation. Given the emergence of new needs in the university due to scientific advances, continuous updates of laws, bylaws, guidelines, standards, norms and values, approvals, and priorities are important, and lack of attention to this issue leads to misalignment. The knowledge resources and capabilities are based on the strategic intellectual needs of the university. For example, with the emergence of the need for effective students in cyberspace, guidelines for using information and communication technologies, such as using the internet in the organizational university environment, should be reviewed to a communal meaning of social networking activities between educators and supervisory bodies. The contextualization modality provides a communal meaning of the formation, organization, and activity domain scope based on domain motivation and the

dependence of meaning to the context, which was identified at the university in four academic, physical, character, and specific fields. It is important to emphasize that the communal meaning of the scope of the activity is important. The organizational university, for example, should focus all its knowledge resources and capabilities on the territory and context related to its strategic goals, and the lack of communal meaning between the various elements, such as the academic and character departments, will lead to the failure of programs. For example, focusing on advertising, unrelated finances, etc., can waste students' time and failure to reach university goals.

As mentioned earlier, to provide a map and translation of how the interaction and coordination of domains related to other domains were used, the transition modality was used, thereby concentrating on the authority focus and hierarchy, headquarters, supervision, and inspection, and we have achieved specialized committees and councils through which coordination created. Along with all the modalities, the transmission modality is also significant. The responsibility of creating a constructive interaction and mutual coordination of the various elements and parts of the organizations, such as the university, depends on using this modality. Continuous monitoring and formation of committees and community of practices, as well as specialized councils, and ensuring the interaction and coordination of various domains, are essential tasks of the university, and lack of attention to this modality, leads to inconsistency and, as a result, victory in some domains and failure in others. For example, Failure to pay attention to transition modality leads to a student who has the necessary capabilities in the field of character and special but does not have the academic and physical capabilities required by the organization.

The depicted themes map of the university activity domain is consistent with Taxen's activity domain theory. In addition, the research findings confirm the findings of Taxén (2008, 2010) in the field of activity modalities, Thompson (2003) in the field of coordination interdependencies and ways of coordination (Mintzberg, 1983) in the field of coordination mechanisms.

The positive achievement of the present study is to address one of the most important organizational concerns, which is to align in an organizational academic environment, which can be the basis for a tremendous change in all academic areas and coordination of knowledge resources and capabilities. A scientific work that has not been done so far. This communal meaning is manifested as objectivated elements in the minds of the actors and as objectified results in the domain

This study shows that activity modalities are manifested as objectified elements in the form of laws, regulations, guidelines, etc., and as object-based mental elements in the form of a communal meaning in the actors' minds. To the best of our knowledge, this is the first research to discuss the issue of knowledge and business strategies in an organizational academic environment. Our results provide strong evidence for the operationalization of knowledge and business strategies alignment in academic environments, mainly organizational academic environments. They can be used by academics, administrators, policymakers, researchers, and alignment enthusiasts.

Some limitations of this study can specify for future research. The first limitation is that only an organizational university has been examined in the upcoming study, while the university's parent organization also covers four organizational universities. However, these organizational universities use joint regulations, laws, and bylaws. But, for example,

educational charters and instructions may vary depending on each university's specific situation.

The innovation of the present research has led to fewer knowledge and business strategy resources in universities in general and organizational universities in particular. Another limit is the method of conducting directed or deductive QCA research that is different from other common content analysis methods, such as the inductive method of data theory or the mixed content analysis method.

According to the research limitations, the following suggestions are presented for future research:

1. Study of Knowledge and Business Strategies in other organizational and non - organizational universities
2. Using other research methods, such as hybrid content analysis or quantitative methods to examine the alignment of knowledge and knowledge strategies in academic environments

### Conclusion

Alignment of knowledge and business strategies in organizational universities can be operational based on a common framework and level called activity domain. The activity domain provides tools for the communal meaning of the structure and relationship of different elements and parts of the organization, timing, and dependence between actions, laws, guidelines, standards, values , and priorities. This communal meaning is manifested as objectivated elements in the actors' minds and as objectified results in the domain. To achieve organizational goals, it is vital to adopt an appropriate approach to aligning knowledge resources and capabilities with the needs of the organization's business strategy, which can bring the organization's success and achievement of sustainable competitive advantage.

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