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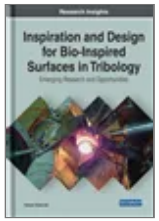

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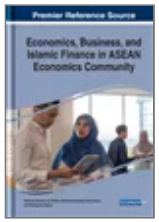

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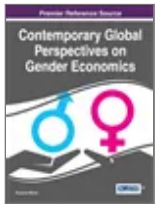

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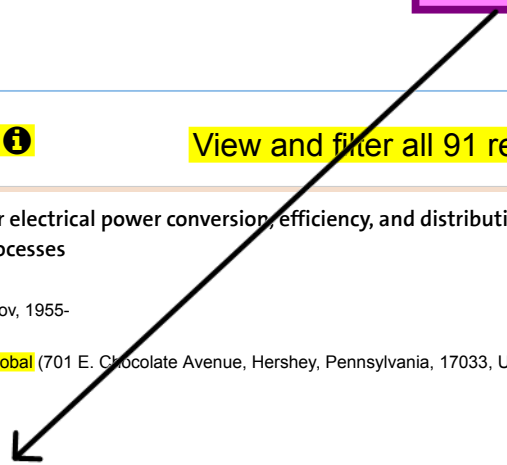

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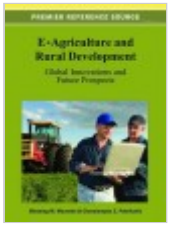

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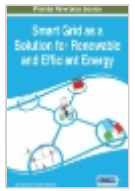

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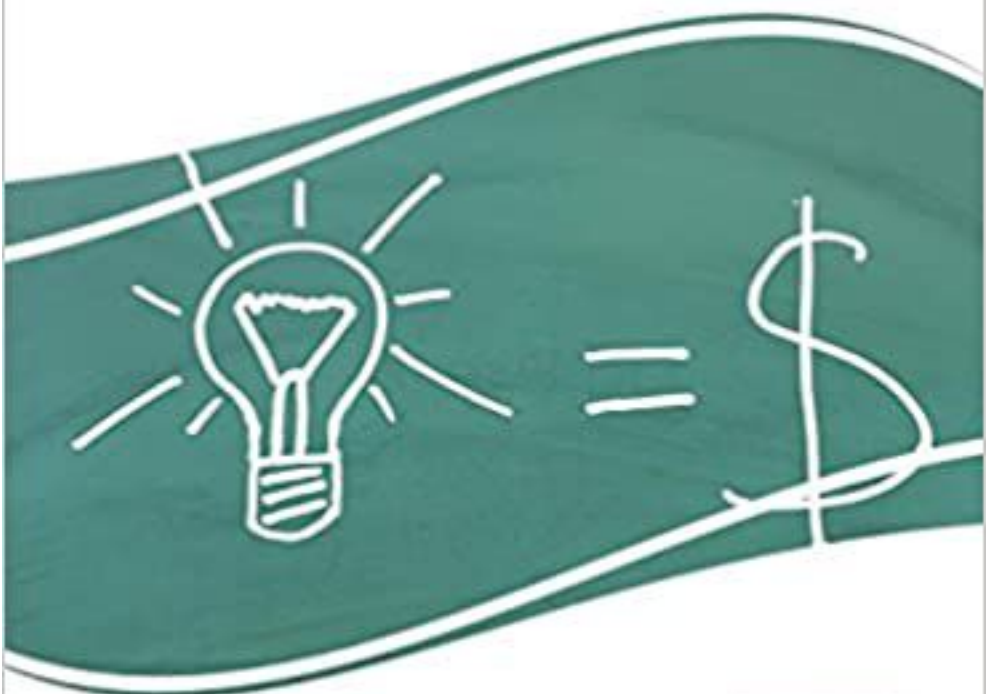

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Library of Congress Cataloging-in-Publication Data

Competitive strategies for academic entrepreneurship : commercialization of research-based products / Anna Szopa, Waldemar Karwowski, and David Barbe, editors.
pages cm
Includes bibliographical references and index.
ISBN 978-1-4666-8487-4 (hardcover) -- ISBN 978-1-4666-8488-1 (ebook) 1. Technology transfer--Economic aspects. 2. University-based new business enterprise. 3. Academic-industrial collaboration. I. Szopa, Anna, 1982- editor. II. Karwowski, Waldemar, 1953- editor.

HC79.T4.C663 2015
658'.044--dc23

2015010251

This book is published in the IGI Global book series Advances in Business Strategy and Competitive Advantage (ABSCA) (ISSN: 2327-3429; eISSN: 2327-3437)

British Cataloguing in Publication Data
A Cataloguing in Publication record for this book is available from the British Library.

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Chapter 3
Active and Passive Resistance to Organizational Change: A Case of Entrepreneurship Minor Program in a Public University

Mehmet Eymen Eryılmaz
Uludağ University, Turkey

Filiz Eryılmaz
Uludağ University, Turkey

ABSTRACT

Today, almost all organizations (private or public, small, medium or large in size etc.) need to change. However, organizational change efforts are not always successful for various reasons. Active and passive resistance to organizational change is one of these. In this chapter, efforts to form an entrepreneurship minor program in a public university and some reasons for active and passive resistance to it are examined. For this examination, data was mainly collected from one-to-one and semi-structured interviews which were mostly conducted with the vice deans of various faculties and from the participative observation of one of the researchers. In addition, some documents about the program were examined.

INTRODUCTION

Many internal and external factors force organizations to change. Educational organizations are no exception. Educational organizations, particularly universities, compete with each other to attract the best students and academics and to raise funds. Therefore, they have to go through change to maintain legitimacy. However, sometimes organizations may not see the results they expect from the efforts of change as those implementing the changes often encounter both active and passive resistance from various internal and external stakeholders. In this study, a change project in a public university and resistance towards it is examined. The aim of the study was to clarify the reasons for this resistance.

DOI: 10.4018/978-1-4666-8487-4.ch003

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This study is of some importance as studies on organizational change (particularly in educational organizations) often focus on absolute free will and the findings of this study show that the senior management of an educational organization may not be able to exercise absolute free will to establish a university-wide entrepreneurship minor program because of resistance to change. Therefore, to the best of our knowledge, this is the first study to link together the concepts of entrepreneurship education and resistance to organizational change.

A brief review of literature will be presented on organizational change and resistance and entrepreneurs, entrepreneurship and entrepreneurship education in the first part of the study. In the second part, the main focus of the study will be explained. Then, the methodology will be explained, including the context, data collection and analysis, followed by the, findings of the study. Recommendations will be made for future study, focusing on points missing in literature. Finally, the conclusion will be made including originalities and limitations of this study.

BACKGROUND

Organizational Change and Resistances toward It

Today, "Organizational Change (OC)" and "Change Management (CM)" are very popular topics. A search of the internet with the keyword of "Change Management" gives almost 6,700,000 hits. In a similar vein, CM is counted as one of the most important competencies which employees should possess. For example, CM is ranked among principal competencies which experts of human resource management should have (Stewart & Brown, 2008). If it is so important, what is OC?. When the extensive literature on OC is examined, it is fair to say that there are various definitions of OC. For example, according to Davis and Newstrom (1989), OC is an experienced differentiation in a work environment. Rampersad (2004) links OC with learning and unlearning, as a process in which individuals and/or organizations learn new things and unlearn the old ones. OC is often conceptualized as a journey rather than an arrival point (Beaver, 2003). In effect, change is a multilevel concept. It can be considered at different analysis levels in the field of management and organization such as levels of department, organization and population. However, this study focuses on an organizational level change to a great extent.

OC efforts may have different antecedents. For example, an OC can stem from some developments in political, economical, demographical, physical, legal, technological and social elements of the external environment (Reitz, 1977). In addition, there may be some internal reasons for change. These factors may be primarily managerial or technological. These internal pressures can also be related to human factors (Reitz, 1977). An OC effort may have positive or negative consequences for the organization. OC with largely positive consequences are generally called "Organizational Improvement" (Abrahamson, 1996). These consequences can be stronger financial performance, higher customer and employee satisfaction, more efficient processes and more innovation and more productive employees. For example, Guzzo, Jette and Katzell (1985) focused on studies which were published between 1971-1981 and endeavored to increase human performance in organizations. This meta-analysis which included 11 studies, indicated more productive human performance. Similarly, increased financial performance in British Airways after a cultural change, from "a bureaucratic and militaristic culture" to "a service oriented and market driven

culture" (Goodstein & Burke, 1991), can be given as an example of these consequences. However it does not mean that organizations should constantly change. Abrahamson (2004) warns organizations about excessive change projects. Therefore, it is fair to say that the success level of a change project depends on the situation. Some OCs can even cause organizational mortality (Singh, House & Tucker, 1986).

OC can be experienced in various parts of organizations such as structures, strategies, technologies, products and services, human factors, mindsets and cultures, and processes (Appelbaum, St-Pierre & Glavas, 1998; Daft, 1998; Keidel, 1994; Lewis, 2002; McAdam, 2003). For example, one of the organizational design approaches is re-engineering, which seems more related to organizational process solutions (Keidel, 1994). Similarly, reorganization, as another organizational change approach, is based on the structural elements of an organization to a great extent. However, prospering change projects generally include more than one part of these since they are strongly interrelated. This way of thinking of OC is named by Cao, Clarke and Lehaney (2000) as a "systemic view of organizational change".

On the other hand, as previously stated, OC projects may not always produce positive consequences. Change leaders and/or the top management of organizations cannot always exercise their will since OC projects often encounter some difficulties at various levels such as individual, group, department and organizational levels. The individual causes of this resistance may be economic, political, psychological, social, technical, or a combination (Davis & Nystrom, 1989; Del Val & Fuentes, 2003; Gordon, 1993; Koçel, 2010; Lewis, 2002). For example, an employee in a department may oppose a technological change with a perception of uncertainty or the fear of their extant social relationships. At group level, there are main three causes of resistance such as group norms, group cohesiveness and group thinking (George & Jones, 1996; Ivancevich & Matteson, 1996; Strauss & Syles, 1972; Wssier, 1996). For example, group cohesiveness means the level of willingness of group members to stay in the group. When group members perceive that OC will be harmful to the climate of the group, they may try to resist this change. Resistance to change can also stem from organizational level factors such as mechanical organization structure, a stability-based organizational culture, different functional orientations, resource limitations and agreements between organizations (George & Jones, 1996). In addition to these intraorganizational factors, there may be external factors which resist OC. For example, if a national culture interprets change as instability, an organization operating under this culture can experience some difficulties during the processes of change.

Finally, although orthodox literature largely focuses on active resistance to OC and ignores other alternatives, resistance can be passive as well. When key actors do not contribute as expected to an OC project they can decrease the speed of change or reduce the effectiveness of it. In addition, mainstream in organizational change literature approaches resistance negatively. This stream is largely fostered by the "Unitarist Perspective" (Collins, 1998; Perren & Megginson, 1996). In this stream, resistance is accepted as a pathology which must be cured. This approach to resistance is largely supported by management gurus of North America (Perren & Megginson, 1996). On the other hand, the "Pluralist Perspective" also attributes positive meanings to resistance and accepts it as an instrument for improvement at organizational and societal level (Collins, 1998). For example, with resistance coming from the employees of an organization, top management can check their decision about an OC again. In addition, an another possible situation is that top management may increase their communication efforts to clarify the reasons for OC. Perren and Megginson (1996) go a step further and see resistance as a natural mechanism which is necessary for the continued life of an organization.

Entrepreneur, Entrepreneurship, and Entrepreneurship Education

Although there are alternative explanations in the literature of entrepreneurship, Richard Cantillon (1680-1734) is often credited with coining the words entrepreneur ("entreprendre" in French) and entrepreneurship in his seminal study which was written in French (Matlay, 2005). According to this work, an entrepreneur is an individual who is associated with "bearing risk by buying at certain prices and selling at uncertain prices" (Stevenson & Jarillo, 1990, p.18). However, like the origins of entrepreneurship, there is still no absolute agreement on who an entrepreneur is. Therefore, it is possible to find various definitions of entrepreneur and entrepreneurship in literature. According to Johnson (2001, p.137),

An entrepreneur is an individual who takes agency and initiative, who assumes responsibility and ownership for making things happen; is both open to and able to create novelty; who manages the risks attached to the process; and who has the persistence to see things through to some identified end-point, even when faced with obstacles and difficulties.

Just as for entrepreneur, there is no consensus in literature about what the concept of entrepreneurship means. However, Stevenson and Jarillo (1990, p.23 as cited in Stevenson et al., 1989) define entrepreneurship in their seminal article as below:

Entrepreneurship is a process by which individuals – either on their own or inside organizations – pursue opportunities without regard to the resources they currently control.

In addition to individual and organizational level success, the creation of new enterprises by entrepreneurs is important for local, regional and national economic development (Matlay, 2005; Rasmussen & Sorheim, 2006). Joseph Schumpeter similarly described an entrepreneur as a person who invents new combinations of the means of production. There is innovation in the essence of entrepreneurship (Stevenson & Jarillo, 1990) and this activity forms the ground for national development (Carland, Hoy, Boulton & Carland, 1984). Entrepreneurs, without a formal entrepreneurship education, may create new enterprises. However, it can be asserted that with a well-designed entrepreneurship education, the effectiveness of entrepreneurial efforts can be increased.

The field of entrepreneurship education has recently experienced a great expansion (Gartner & Vesper, 1994; Rasmussen & Sorheim, 2006). The first reason for this is the attribution of great importance to entrepreneurship. As mentioned above, it is thought of as one of the most important engines for nations' economies (Gorman, Hanlon & King, 1997; Ramussen & Sorheim, 2006; Stevenson & Jarillo, 1990). In addition to that, the myth that entrepreneurs are born, not made has disappeared (Kuratko, 2005). Today, many skills which are associated with entrepreneurship are accepted as teachable to a large extent (Stevenson & Jarillo, 1990). Finally, it has been largely discussed in literature that the evaluation of the success of entrepreneurship education is quite a subjective task (Matlay, 2005). However, the majority of this literature strongly believes that entrepreneurship education may have some positive consequences. For example, Lee, Chang and Lim (2005) compared entrepreneurship education in Korea and the US. According to the results of the study, entrepreneurship education had a greater impact on Korean students since Korea has an entrepreneurship oriented culture at the embryonic stage of development. In a similar vein, some research found that when graduates with a major in entrepreneurship were compared

with other graduates, they seemed to be more prone to start new ventures and have stronger intentions of entrepreneurial activities (Pittaway & Cope, 2007; Rasmussen & Sorheim, 2006 as cited in Kolvereid & Moen, 1997). In addition, entrepreneurship education can decrease the risk of failure of entrepreneurs and organizational mortality rates among new enterprises.

Some of the benefits mentioned in the related literature have been empirically supported, although some are still assumed. However, like the field of entrepreneurship (Shane & Venkataraman, 2000), entrepreneurship education also needs to gain legitimacy as a field. Therefore, turning these assumed benefits of entrepreneurship programs into reality is important to construct the required legitimacy of the field. Moreover, if entrepreneurship education programs fulfill their missions and trigger a number of successful enterprises, this could be a motivational factor encouraging subsequent entrepreneurial efforts (Matlay, 2005 as cited in Simon et al., 2000).

THE MAIN FOCUS OF THE CHAPTER

As literature focuses on the benefits of entrepreneurship education, it clearly assumes that there is no problem in the implementation of these programs. However, like every change project, the beginning of a program on entrepreneurship education may encounter some resistance from different stakeholders. Therefore, this study focuses on the active and passive resistance related to an entrepreneurship education and their causes in a public university.

METHODOLOGY

Context

As mentioned above, entrepreneurship and innovation are of great importance in the economies of countries and regions (Gorman et al., 1997; Ramussen & Sorheim, 2006; Stevenson & Jarillo, 1990). Therefore, various studies have been initiated to protect and increase the national competitive power of Turkey. For example, to encourage universities to adopt entrepreneurship education and the commercialization of scientific knowledge, The Scientific and Technological Research Council of Turkey (Tübitak) has ranked Turkish universities every year in terms of their entrepreneurship and innovativeness level since 2012 (Tübitak, n.d.). This index is known as the "Index of Entrepreneur and Innovative Universities". The institution aims to increase competition among universities in the fields of entrepreneurship and innovativeness and to develop an ecosystem of entrepreneurship. This index comprises five dimensions of "economic contribution and commercialization" (25%), "culture of entrepreneurship and innovativeness" (15%), "collaboration and interaction" (20%), "competency for technological and scientific research" (20%) and finally, "intellectual property pool" (15%) (Tübitak, n.d.). In this index, some indicators related to entrepreneurship education such as the number of programs and courses on entrepreneurship and the number of students who participated in these programs are of great importance. It is known that entrepreneurship education all around the world is in its infancy (Rasmussen & Sorheim, 2006). The situation of entrepreneurship education in Turkish context is parallel to the situation in other countries.

This study is based on a Turkish state university. According to 2014 data, there are 196 (state and private) universities in Turkey (Yok, n.d.). The university where this study is based is one of the older-established universities in Turkey with a prestigious reputation of more than 40 years. It is located in Bursa, one of the most industrial and competitive cities in Turkey, with almost 45.000 students in 13 different faculties.

During the term of the last university administration, which was particularly dynamic, the university attributed an increasing amount of importance to entrepreneurship and innovativeness. Prior to the last administration, there were entrepreneurship courses only in the Business Administration Department. However, then, a minor entrepreneurship program was established with the new administration. This program was made available in the spring term of 2014 to all students in the university and included 40 courses on entrepreneurship and innovativeness such as "economics of innovation", "enterprise and new technologies in animal production", "entrepreneurship in education", "spirituality motivation in innovation and entrepreneurship" and "sociology of entrepreneurship". To graduate from this minor program, students were required to take and pass one compulsory ("Basics of Entrepreneurship") and five elective courses. To the best of our knowledge, this is one of only five entrepreneurship minor programs in the Turkish higher education system.

Entrepreneurship educations can be divided into two sub branches. The first is the more traditional one, in which education is conducted in a classroom setting with general and universal information given to students about the phenomenon of "entrepreneurship". During this type of entrepreneurship education, the importance of teams, environment and context is not often emphasized. This type of entrepreneurship education is based on the "Trait Approach". Today, many academics accept that this type of entrepreneurship education has some inadequacies. For example, according to Shane and Venkataraman (2000), trying to explain entrepreneurship with only personality traits of individuals will be insufficient. In the second type, entrepreneurship education is more based on the "Behavioral Perspective", with the teaching of skills which may be needed by potential entrepreneurs. This education focuses more on "learning by doing" and is an action-oriented approach. It also takes environment, context and other factors into consideration (Rasmussen & Sorheim, 2006). For example, the national culture in which individuals are socially embedded may be just as important as specific characteristics of individuals, as can be seen in a study by Lee et al. (2005). In parallel with this, many studies in the field of entrepreneurship state that new venture creation often needs a team of entrepreneurs rather than an individual entrepreneur. Therefore, a national culture which has a high score in the collectivist dimension of national culture may provide a more appropriate context for entrepreneurs. Similarly, a strong or weak uncertainty avoidance dimension of national culture (Hofstede, 1986) may have some effects on the entrepreneurial intention of individuals. Finally, it can be said that the entrepreneurship education on which this study focuses is closer to the first type of entrepreneurship education.

In the literature of entrepreneurship education, many studies have drawn attention to regional networks and actors (e.g. Rasmussen & Sorheim, 2006; Stevenson & Jarillo, 1990). These actors may support entrepreneurial efforts financially. Or, some experienced businessmen may take on the role of mentor in these entrepreneurial efforts. During entrepreneurship education in this study, the university collaborated with KOSGEB (Republic of Turkey Small and Medium Enterprises Development Organization). KOSGEB was established with a law which was introduced in 1990, according to which, the mission of KOSGEB is to increase the effectiveness of SMEs in meeting the economic and social requirements of Turkish society and to increase the competitive power of Turkish SMEs (Kosgeb, n.d.). KOSGEB have many support programs such as "thematic project support program", "cooperating-leaguing sup-

port program", "SME project support program", "R&D, innovation and industrial application support program" etc. (Kosgeb, n.d.). One of these many support programs of KOSGEB is the "Entrepreneur Support Program". This program has many objectives such as establishing successful, competitive and sustainable enterprises, developing entrepreneurship as a basic instrument for local, regional and national development and facilitating the dissemination of the culture of entrepreneurship (Kosgeb, n.d.). For example, KOSGEB organizes a "business plan" contest among university students who have taken the entrepreneurship course. Universities wishing to participate in this contest apply to KOSGEB and after a detailed evaluation, the top three business plans of students are selected and they are partially financially supported by KOSGEB.

During the creation of the minor program, while some faculties such as the Faculty of Economics and Administrative Sciences showed more willingness to contribute to the program, academics in some other faculties did not show any interest in the program and did not offer any courses to support the program despite requests for course recommendations from the administration. This can be interpreted as passive resistance to change. In addition to this, the completed program was released to the university senate to be confirmed, but, during the presentation of the entrepreneurship minor program, some senators strongly objected to this program and its content. This action can be deemed to be active resistance to a great extent. However, the program was passed by the university senate and started with 28 students from different faculties. Finally, on the demand of the university administration, all departments put a required entrepreneurship course on their education programs in 2014. This compulsory course is conducted online. Different subjects related to entrepreneurship are taught by various academic staff from different faculties such as Economics and Administrative Sciences and Engineering. As a result of these efforts, the university advanced in ranking to 19th in terms of entrepreneurship and innovativeness (Tübitak, n.d.).

Data

The data set of this study comprised one-to-one and semi-structured interviews (Fielding, 1993; Patton, 2002; Yıldırım & Şimşek, 2005) conducted with 5 vice deans of faculty and 1 coordinator of the entrepreneurship minor program. The participants were 4 professors, 1 associate professor and 1 assistant professor and only 1 was female. Ages ranged from 42 to 56 years and tenure from 18 to 32 years. Selection of the participants was non-random but based on that they are members of an administrative sub-committee which discusses problems and developments in education in the university. Therefore, all of the participants were closely familiar with the entrepreneurship minor program. Semi-structured interviews took an average of 30 minutes. In addition, the researchers examined related documents about the program. Finally, one of the researchers observed the many meetings which were held over the course of 8 months, to form this program with the participation of vice deans of faculties and one of the vice rectors. Thus, data and method triangulations were provided (Yıldırım & Şimşek, 2005).

Data Collection and Analysis

First, a semi-structured interview form was established in line with rules stated in literature on qualitative research (e.g. Patton, 2002; Yıldırım & Şimşek, 2005). Then, a pilot survey was conducted with an academic and questions in the form were revised if necessary. The final version of the form included demographic (name, age, gender, tenure of office etc.) questions and other questions based on entre-

preneurship education and resistance. Interviews were conducted with vice deans and a coordinator in their offices during working hours. All the interviews were taped with the full knowledge and consent of the participants.

Various tactics were employed to increase the scientific rigour of the research. First, to reduce any stress felt by the participant, the first few minutes of the interviews were informal and conversational in style (King, 1994; Yıldırım & Şimşek, 2005). Second, the researchers prepared alternative questions and probes to collect more detailed information from the participants (Boddy, 2005; Yıldırım & Şimşek, 2005). Third, the researchers collected the data from the participants and reviewed them, asking for clarification of any points they did not understand (Boulton, Fitzpatrick & Swinbum, 1996; Yıldırım & Şimşek, 2005). Finally, to increase the reliability and validity of the research, triangulation of the data and data collection method was recommended (Bloor & Wood, 2006). During this study, data collected with semi-structured interviews was triangulated with data coming from observations and the examination of related documents.

The data analysis procedure was very similar to that of Martin de Holan and Phillips (2004). First, all the interviews were transcribed. Then, every interview was read and codes were attached to the related segments of interviews. Finally, the related codes were collected into categories.

FINDINGS

Possible Positive and Negative Consequences of Entrepreneurship Education

The first question was related with the possible benefits and damages of entrepreneurship education. Participants classified benefits under three headings: individual (student), faculty/university and local/regional/national level benefits.

The individual level benefits of entrepreneurship education are below:

Entrepreneurship education helps to realize an individual's ideas. Second, if an individual has the intention of entering the field of entrepreneurship, this type of education can give self-confidence. Third, an effort of entrepreneurship entails working with other people so it can strengthen teamwork skills.

Entrepreneurship education may increase satisfaction at an individual level. As there is a product, an entrepreneur will go beyond a standard employee who is working for his/her plant. Financial support will consolidate this high satisfaction.

According to participants, the faculty level benefits of entrepreneurship education are presented below:

This type of education may have a positive effect on the faculty image.

When graduates from a particular university come to key positions in industry and society, it strengthens that university.

National level benefits of entrepreneurship are presented below:

Entrepreneurship education can support local entrepreneurs. The success of these entrepreneurs can create local economic development.

In my opinion, there is no job in the world which can be done by only one person. When you start even a small business, you have to employ someone. This means a contribution to the economy of the country.

Finally all participants almost came to a consensus about that there is no negative effect of entrepreneurship education. Only one participant expressed a slight suspicion about entrepreneurship education programs:

We can motivate some students who do not have personality traits consistent with entrepreneurship. These people may then become unsuccessful or unhappy in their private and business life due to incorrect channeling.

Resistance to Entrepreneurship from Academic Staff and Students

Passive resistance from academics stems from various reasons such as course overload, self-lack of entrepreneurship spirit, inconsistencies between personal ideology and the philosophy of entrepreneurship, self-confidence level and high-risk avoidance behavior. For example,

When you want to give a course to an academic in a program, the academic will first review his/her weekly course load.

To expect a contribution [e.g. giving a course in the program] from academics, first they have to have the spirit of entrepreneurship as an academic and an individual. Over the years, if the academic has been delivering the same course with the same information from the same resources, you can not expect effective entrepreneurship education.

He/she professes more intellectual reasons for education and states that when you commercialize it, you dilute the situation (expressed by the Turkish saying of 'we all grow flowers for different reasons')

People in our culture wait for maturation knowledge about a subject. People first look at the subject to assess whether it has been tried by other persons before him/her or not. This is high-risk avoidance behavior. In effect, this type of behavior by an academic is inconsistent with the spirit of entrepreneurship and entrepreneurship education.

In addition, a theme which was examined in interviews with participants and observed in meetings was that many academics had doubts about whether entrepreneurship can be taught or not. This may be another reason for passive resistance to the program. There were two groups of academics in the study. The first group included those who strongly believed that entrepreneurship is teachable. The second group had some doubts about whether entrepreneurship education is teachable or not. Some excerpts can be found below:

Like every technical or social field, entrepreneurship can be taught. In my opinion, entrepreneurship can be taught in a theoretical manner.

To explain the passive resistance of students, many reasons were presented by the participants. One was that the majority of current students of the university had no interest in the private sector. They generally perceived the public sector as safer than the private sector. Therefore, they were aiming to work for a public institution to guarantee their future. For example,

In crowded classes, I ask if there is anybody who is not going to enter the "public personnel selection examination" [KPSS in Turkish]. Only one or two students raise their hands. This means that almost 98% of students do not consider entrepreneurship.

According to the participants, the reason for the low level of student interest in the entrepreneurship minor program is uncertainty about the output of this program. For instance,

The reason for the unwillingness of students to take this program is that either we don't clarify the outputs of this program for them or they are not confident about the outputs of the program.

Finally, during the presentation of the program to the senate, strong and active opposition was encountered from academics from different faculties. As emphasized by many academics, power relations and change projects affect each other. It was declared that the administration of this program would be assigned to the Faculty of Economics and Administrative Sciences and thus, according to the observations of one of the study authors, a perception might have been created in rival academics that they and their faculties were losing their relative power.

FUTURE DIRECTIONS

First, this study largely focused on internal stakeholders of higher education institutions. Future studies could focus on the attitudes of external stakeholders to entrepreneurship minor education. Second, since an entrepreneurship education program can encounter some opposition as seen in this study, forming a new education program may sometimes need more persuasive effort. Therefore, future research could include an evaluation of which "rhetorical strategies" (Aristotle, 1991; Green, 2004; Green, Babb & Alpaslan, 2008; Green, Li & Nohria 2009) are used by actors (proponents of the program) to persuade others about an entrepreneurship education program and to legitimize it and which themes are selected for these rhetorical strategies.

CONCLUSION

In this study, it was aimed to show that entrepreneurship education in universities as a project of OC can encounter active and passive resistance from different stakeholders. As far as is known, this is the first study to link entrepreneurship education with resistance to change.

The first question on the interview form was about the possible positive and negative consequences of entrepreneurship education, but participants only mentioned positive effects of the program. These positive consequences were grouped under three main headings of individual (student), faculty/university and local/regional/national level benefits. In particular, the emphasis of participants on national benefits is consistent with previous emphasis of academic literature (e.g. Gorman et al., 1997; Ramussen & Sorheim, 2006; Stevenson & Jarillo, 1990).

Another question was about the reasons for resistances in the university towards the entrepreneurship minor program. According to the participants, some of the causes of passive resistance by academics were course overload, ideological inconsistencies between academia and entrepreneurship, inadequate entrepreneurship spirit of academics and low levels of self-confidence. In addition, there was active resistance among some academics from various faculties who strongly objected to this program. According to the researchers of this study, some of this resistance was fruitful. For example, these objections as active resistance and passive resistance forced the committee of the entrepreneurship minor program to gather more detailed information about similar programs in other universities and to consider the program in much more depth to be able to advocate it. Therefore, it can be said that the researchers of this study largely adopted a "Pluralist Perspective" (Collins, 1998; Perren & Megginson, 1996) to resistance to organizational change and they believed that the resistance to an organizational change project was partially beneficial.

Another finding of this study was that one of the reasons for the low level of student interest in the entrepreneurship minor program was uncertainty about the outputs of the program in the students' minds. At this point, to increase student demand for this program, the university administration may share best examples with indecisive students. In addition, empirical findings of studies which state the positive consequences of entrepreneurship programs can be shown to candidates of the program.

A secondary finding of this study was that the entrepreneurship education on which this study is based, is closer to the traditional style of entrepreneurship education. However, many studies in literature have previously reported the deficiencies of this style of education. Therefore, the university should change its educational technology and adopt more action-oriented entrepreneurship education, which emphasizes learning by doing and teamwork and takes environmental factors and context into consideration (Rasmussen & Sorheim, 2006).

Like every study, this study has some limitations. For example, it was difficult to schedule appointments with the faculty administrators so interviews were conducted with only 6 participants. Generalizations are not possible due to this very small sample. Second, as the researchers used tape recorders during the semi-structured interviews, participants might have been hesitant to share all their thoughts. Another limitation of this study is that all the interviews were conducted by only one researcher. As has been emphasized in literature, it is possible to increase the scientific rigor of a study with the participation of more than one researcher in interviews.

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KEY TERMS AND DEFINITIONS

Entrepreneur: An entrepreneur is an individual who takes agency and initiative, who assumes responsibility and ownership for making things happen; is both open to and able to create novelty; who manages the risks attached to the process; and who has the persistence to see things through to some identified end-point, even when faced with obstacles and difficulties (Johnson, 2001: 137).

Entrepreneurship: Entrepreneurship is a process by which individuals – either on their own or inside organizations – pursue opportunities without regard to the resources they currently control (Stevenson & Jarillo, 1990: 23 cited from Stevenson *et al.*, 1989).

Organizational Change: A set of responses which different elements of an organization give to various parts of an environment (Tosey & Robinson, 2002).

Pluralist Perspective: A school of thinking in the literature of organizational change that attributes a positive meaning to resistance to change.

Resistance to Change: The act of struggling or opposing with changes that deeply influence the status quo in the organization (http://humanresources.about.com/od/glossaryr/g/Resistance-To-Change-Definition.htm).

Semi-Structured Interview: A method of data collection in qualitative research tradition.

Unitarist Perspective: The mainstream approach in the literature of organizational change that interprets resistance to change as a negative situation.