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# **ENTREPRENEURIAL UNIVERSITY CULTURE: THE CLASH OF VALUES AND RESISTANCE TO CHANGE**

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**ENTREPRENEURIAL UNIVERSITY CULTURE:  
THE CLASH OF VALUES  
AND RESISTANCE TO CHANGE<sup>2</sup>**

This paper introduces an original methodology for assessing the organizational culture of an entrepreneurial university. Methods for the assessment of values in research activity and of resistance to organizational change have been developed. The study of values and characteristics of resistance to change was conducted on the academic staff of the faculties of Economics and Management at the Nizhny Novgorod campus of the Higher School of Economics. It was found that the campus professors' academic orientation in research activity dominates their entrepreneurial orientation and that the strength of this influence differs amongst them, depending on their values. Additionally, greatest resistance in professors is caused by changes in human resources policy and management; this resistance is of moderate intensity and passive. The study confirms a positive relationship between the academic orientation of the "motivation" and "reward" values and the intensity of resistance to change in personnel policy and management.

JEL Classification: M 140

Keywords: entrepreneurial university, organizational culture, academic values, entrepreneurial values, resistance to change.

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## INTRODUCTION

The modern stage of the development of university education is characterized by the search for a university model that is adequate to the requirements of a knowledge-based society. The entrepreneurial university is believed to be one of such models [Clark, 2004; Etzkowitz, 2004; Rinne & Koivula, 2005; O'Shea, Allen, Morse, O'Gorman, & Roche, 2007; Konstantinov and Filonovich, 2007; Taylor, 2012]. Researchers distinguish various characteristics of the entrepreneurial university (also referred to as the "innovative", "service", or "corporate" university). These usually imply an appropriate structure, values and activities. Universally recognized features of the entrepreneurial university are its emphasis on the economic aspects of activity, as well as on efficiency and competitiveness [Rinne & Koivula, 2005].

The advent of the entrepreneurial university is seen as a process of the natural and inevitable evolution of the classical (or research) university [Etzkowitz, 2004]. This process is accompanied by organizational changes in the different spheres of university life: in management (structure, policies, workflows and control systems), in educational technologies, products and services, and in personnel policy. A number of American and European universities are successful examples of such evolution [Clark, 2004; O'Shea, Allen, Morse, O'Gorman, & Roche, 2007]. At the same time, the process of becoming an entrepreneurial university is often hindered by serious obstacles [Rinne & Koivula, 2005; Currie, 2005; Glaser, 2012]. A prominent example is professors' resistance to organizational change [Farsi, 2012; Mkrtchyan, 2014; Lisutkin, Frumin, 2014]. In this context, the task of identifying the causes of resistance gains importance. One of the developmental factors of the entrepreneurial university is the emergence of a new culture within it, a culture in which entrepreneurial and academic values clash. Under our assumption, one of the causes of resistance to change in the academic staff is the orientation of university professors towards academic values and their disapproval of entrepreneurial values.

One of the elements in the formation of an entrepreneurial University is the development of a new type of culture which is based on entrepreneurial values. In the process, a clash between entrepreneurial and traditional academic values occurs, which, in our opinion, may cause resistance to the ongoing changes in the academic staff.

The **aim** of our study was to identify the relationship between value orientations in university faculty members and their resistance to organizational change. To this end, the following **objectives** were set:

- to design an assessment method for and to identify professors' value orientations in research activities;

- to design an assessment method for and to identify characteristics of professors' resistance to organizational change;
- to explore the relationship between value orientations of professors and resistance to organizational change.

## **THEORETICAL FOUNDATIONS AND RESEARCH METHODOLOGY**

The theoretical basis of our study was the concepts of organizational commitment and the factors of resistance to change [J. Meyer and N. J. Allen, 1997; Ijaz, Vitalis, 2011; Rosenberg, Mosca, 2011; Hossein, 2011; Gonçalves, Gonçalves, 2012; Mkrtychyan, Isaeva, 2015]. Organizational commitment is an employee's attitude to the organization in which he/she identifies with the organization, feels his/her involvement in it and wants to continue working for it. In the model by J. Meyer and N. J. Allen [1997], one of the main types of organizational commitment is affective commitment – a commitment based on the similarity of values between the employee and the organization. The higher the degree of similarity, the higher extent the employee identifies with the organization, emotionally accepting it as “his”/“hers” and wanting to contribute to its development. In relation to the entrepreneurial university, the similarities have to be between the faculty's traditional academic values and business values, whose holders are, primarily, the managers. In our study, we assume that there are conflicts between these value systems which complicate their integration and, eventually, reduce the level of adoption of entrepreneurial values by the academics. A low level of adoption of entrepreneurial values, in turn, leads to a reduced affective commitment to the entrepreneurial university from its academic staff.

Resistance to change is a complex phenomenon that includes both psychological mechanisms and behavioral characteristics, both of which determine the direction of resistance [Ijaz, Vitalis, 2011]. In studies of resistance to organizational changes, it was found that it has a negative impact on the success of the changes and is caused by a combination of various individual, group, and organizational factors [Rosenberg, Mosca, 2011; Hossein, 2011; Gonçalves, Gonçalves, 2012; Mkrtychyan, Isaeva, 2015, etc.]. The formation of an entrepreneurial university inevitably requires fundamental changes in different areas of its activity. In particular, one of the essential changes is the creation of a new integrated culture of the entrepreneurial type in the university [Clark, 2004]. It is important to note that at the basis of organizational culture is the values, beliefs, and convictions shared by the staff [Schein, 2010; Dill, 2012; Bazarov, 2014, etc.]. In our opinion, changes in culture play a special role in the formation of an entrepreneurial university, as any university is a value-based organization. This

means that all other areas of organizational changes – in structure and management, personnel policy, etc. – are perceived and judged by the staff through the prism of these values. Therefore, one can expect that the formation of an entrepreneurial culture will be accompanied by the academics' rather strong resistance to the ongoing changes.

Based on the above points, the following hypotheses have been formulated:

- Organizational changes undertaken in the process of the formation of an entrepreneurial university cause resistance from the academic staff.
- Faculty members' resistance to the organizational changes in an entrepreneurial university is connected with the academics' orientation towards academic values in research activity.

### **Research methodology**

In our approach to evaluating organizational culture, we single out two main aspects of evaluation: 1) organizational values per se, and 2) differences in their adoption. We relied on the parametric approach to evaluating organizational values as it allows one to explore the complex and contradictory culture of the university to a greater degree [Bergquist, Pawlak, 2007]. When analyzing the value orientations in university professors, we used a differentiated approach that yields a complex picture of employees' acceptance or denial of various organizational values. We explain our methodological choices below.

#### ***Evaluation of organizational values***

When evaluating organizational values, there is a problem of choosing between the typological and parametric approaches to evaluating the culture. The *typological approach* is based on measuring the key organizational values, the combination of which yields the possible types of culture [Quinn & Cameron, 1999; Goffee & Jones, 2003, etc.]. In this approach, there tends to be a pair of independent organizational values having opposite poles. They form a 2x2 matrix and, accordingly, four types of culture. A classic example of such a typology is the matrix of "competing values" by R. Quinn and K. Cameron [1999]. The key organizational values in this are: 1) internal control and integration – external control and differentiation; 2) flexibility and individuality – control and stability. The combination of these values yields four types of organizational culture: clan, adhocracy, hierarchical and market. Note that it is this typology that is most often used for diagnosing the cultures of both foreign and Russian universities [Berrio, 2003; Beyteikin, 2010; Cai, 2008; Fralinger & Olson, 2007; Makarkin et al., 2004; Pokholkov et al., 2011]. It is noteworthy that in almost all these works the universities under consideration had the hierarchical type of culture, while the researchers themselves believed that the preferred type was the market one.

In our study, we do not use a special typology for university culture, such as the one proposed by I. McNay [1995], in which the author distinguishes two of the main dimensions of university culture: 1) the shape and intensity of control and 2) the direction of policy and strategy. The combination of these dimensions forms four types of university culture: entrepreneurial, corporate, collegiate and bureaucratic. However, it is easy to see that the author's main measurements (values) of university culture are similar to the values of business companies and do not reflect the nature of the university as an organization.

The advantages of the typological approach include the ease of diagnostics and interpretation of results, while a disadvantage is the oversimplification of the complex system of organizational values. The *parametric approach* uses a list of independent quantifiable organizational culture parameters. The qualitative analysis of these is used to build a *profile of organizational values*. One illustration of the parametric approach is the model of organizational culture by D. Denison et al. [2012]. It distinguishes four basic elements of organizational culture: mission, adaptability, involvement and consistency, each of which includes three parameters. For example, involvement is measured by empowerment, team orientation and development of potential. In the end, the value profile of organizational culture is constructed based on twelve parameters. Analysis of the obtained profile helps to determine which core values and their component parameters need to be changed. The advantage of the parametric approach is that it yields an individual value profile for the organization and makes it possible to affect the formation of each of them individually. In relation to the culture of an entrepreneurial university, one can analyze the contradictions that arise between entrepreneurial and academic values.

The use of parametric models of business company cultures to assess the culture of an entrepreneurial university assumes that the entrepreneurial university is fundamentally similar to a business company in its mission and objectives and, hence, has similar organizational values. It seems more reasonable to us to focus on the characteristics of the university as an organization. For example, Daumard [2001] believes that there are more differences than similarities between universities and business organizations, and this requires developing special approaches to study university culture. A similar view is held by D. Dill [2012], who points out that the university is primarily a *professional organization* which is based on a system of academic values. Thus, when evaluating the culture of an entrepreneurial university, it is paramount to develop a special parametric model of culture, which adequately reflects the values of the university [Mkrtychyan, 2014].

### ***Differences in accepting organizational changes***

We share the belief that there are differences between the values held by managers and employees. Managers are the initiators and ideologists in the creation of

organizational values, which are not always accepted by their employees. A. Bekarev and G. Pak [2011] assume that two cultures co-exist in a business company: the corporate and the everyday. The corporate is the managers' culture, which is mainly aimed at achieving success in business. The corporate culture may differ from the everyday culture, the bearers of which are the subordinates. The relationship between these cultures ranges from the consensus (a *strong* culture) to the conflict (a *weak* culture), and the organization's efficiency depends on this relationship. This assumption allows one to investigate the "gap" that exists between what managers observe and what they believe the situation should actually be. In relation to the culture of the entrepreneurial university, it is the "gap" between the corporate entrepreneurial culture in the managers and the everyday academic culture in the faculty. In this situation, the task of the university managers is to encourage the academics to adopt the "right" entrepreneurial values. The greater the adoption, the *stronger* the culture of the entrepreneurial university and the higher its organizational effectiveness is.

The object of our empirical study was university professors as the main bearers of academic values. When analyzing their value orientations we used a differentiated approach. A differentiated assessment of values yields a complex picture of employees' acceptance or denial of various organizational values. In our opinion, this approach offers much potential in the study of entrepreneurial university culture, as the forming values are controversial and may be accepted (or denied) by professors with different degrees of unanimity.

There is another approach to assessing the differences in the adoption of organizational values: the *domain-oriented* one. Here the emphasis is on the fact that within academic culture the specifics of individual research fields and specialties are very important. According to N. Silver [2003], a modern university cannot have a single organizational culture – it is in fact a mosaic of faculty subcultures. For example, a study of the culture of the Nizhny Novgorod Lobachevsky University using the method by R. Goffee and G. Jones [2003] showed a difference in the cultures of the natural science and humanitarian faculties. In particular, the former group of faculties have higher solidarity than the latter group, although all of the faculties have the community type of culture [Grudzinskiy, Petrova, 2014]. Without denying the importance of such studies, it should be noted that inclusion in academic entrepreneurship is a common task for all specialties and fields of research in an entrepreneurial university. Thus, the clash between academic and entrepreneurial values – not the domain specifics of academic values – comes to the forefront here.

The study involved teachers from two departments that have relatively close scientific profiles: the Management Faculty and the Economics Faculty. This was done in order to eliminate domain differences.

# RESEARCH METHODS AND THE SAMPLE OF RESPONDENTS

## *Research methods*

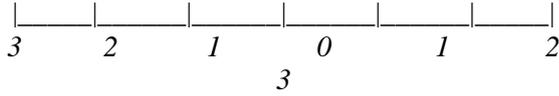
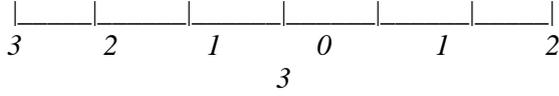
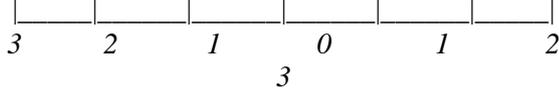
### *Method for assessing value orientations in research activity*

At the basis of the method that we developed for assessing the culture of an entrepreneurial university is the belief that a list of research activity values exists, each of which has alternative interpretations: the academic and the entrepreneurial. The focus on research (rather than educational) activity is due to the fact that it has greater potential for the commercialization and incorporation of a university professor into academic entrepreneurship. The respondent is put in a situation of forced choice between academic or entrepreneurial interpretations for each value. A detailed view of our method of assessing research activity values is given below.

Our questionnaire consists of seven bipolar scales, each of which represents one of the research activity values: "*motivation*", "*freedom*", "*career*", "*interaction*", "*productivity*", "*recognition*" and "*remuneration*". One pole of each scale reflects the traditional academic interpretation of the value, while the other provides the entrepreneurial interpretation (Table 1). The identification of the set of values and the formulation of interpretations were conducted using expert input from professors and university managers, among whom there were supporters of academic as well as entrepreneurial values. The respondents are encouraged to make a choice in favor of either of the interpretations and to assess its significance on a 3-point scale: 3 – very significant, 2 – significant, 1 – relatively significant, 0 – difficult to answer.

Table 1. Questionnaire for assessing value orientations

<i>Scientific relevance and personal interest</i>	<b>Motivation</b>  ----- ----- ----- ----- -----  3      2      1      0      1      2 3	<i>Practical relevance and client's interests</i>
<i>Independence in choosing the subject, setting deadlines, evaluating performance</i>	<b>Freedom</b>  ----- ----- ----- ----- -----	<i>Dependence on the client in choosing the subject, setting deadlines, evaluating performance</i>
<i>Academic career: degrees, titles, and positions</i>	<b>Career</b>  ----- ----- ----- ----- -----  3      2      1      0      1      2 3	<i>Academic entrepreneurship: research project management</i>
<i>Cooperation and collaboration with colleagues</i>	<b>Interaction</b>  ----- ----- ----- ----- -----  3      2      1      0      1      2 3	<i>Competition with colleagues</i>

<i>Scientific publications, conference papers</i>	<b>Productivity</b> 	<i>Deployed technologies, expert opinions and predictions</i>
<i>Recognition by academic community</i>	<b>Recognition</b> 	<i>Recognition by business community and consumers</i>
<i>Stable, fixed</i>	<b>Remuneration</b> 	<i>Flexible, performance-based</i>

#### *Method for assessing characteristics of resistance to organizational change*

This questionnaire was developed and tested when studying the characteristics of resistance to organizational change in Nizhny Novgorod business companies [Mkrtychyan, Isaeva, 2015]. It was adapted for the purpose of this study which is aimed at a university. The questionnaire consists of seven evaluative factors:

- 1) Importance ranking for main directions of organizational changes: in *management, technologies, products and services, personnel policy*.
- 2) Evaluation of resistance intensity on each of the four directions of changes (1-7 points).
- 3) Choice of the typical form of resistance to change: *passive, active, mixed*.
- 4) Evaluation of the impact of the psychological reasons for resistance to change: *inertia, fear of negative consequences, low trust in managers, high group cohesiveness, conflict with academic values* (1-7 points);
- 5) Assessment of the impact of organizational barriers: *hierarchical structure, lack of an integrated culture; lack of a clear development strategy; authoritarian style of decision-making; imperfect system of communication* (1-7 points);
- 6) Ranking of the role of main agents of change: *university top managers, middle-ranking managers and professors*.
- 7) Effectiveness ranking for methods of overcoming resistance: *administrative, information and support*.

#### ***Object of the study and the sample of respondents***

The study was conducted in the Nizhny Novgorod campus of the university Higher School of Economics. The campus was opened in Nizhny Novgorod in 1996 and is one of three (along with campuses in St. Petersburg and Perm) remote and relatively autonomous structures of the Higher School of Economics (Moscow). Currently, the campus is one of the leaders in

quality of education among the universities of Nizhny Novgorod and the Volga Federal District. There are nine bachelor's and ten master's programs in five faculties: Economics; Management; Law; Business Informatics and Applied Mathematics, and the Humanities. The total number of students is about 2700, with about 300 academics. As a structure of the Higher School of Economics, the campus has a unified entrepreneurial development strategy. This strategy involves opening new market-oriented educational programs and increasing revenue from admissions, and strengthening project and expert-analytical work commissioned by the regional authorities and business companies.

The survey of the academics was conducted in October-November 2015 at the two faculties – Management and Economics – which have the greatest commercial orientation and are the absolute leaders among the faculties in admission revenue. The respondents were fifty full-time professors/instructors, including twenty-eight professors from the Management Faculty (56% of the total number of regular faculty members) and twenty-two (44%) from the Economics Faculty. Thirty-one of them are female and nineteen male. The distribution of the respondents by their position is as follows: five professors, twenty-seven associate professors and eighteen senior instructors; and by their experience of teaching at the Nizhny Novgorod campus: eight people with three to six years experience, thirty-six people with six to nine years and six people with over nine years. The sample of respondents consisted of the active and professional section of academic staff from the two faculties; it did not include younger instructors (with experience of less than three years) or retirement-age or part-time academics.

Statistical data processing was performed using the SPSS 22.0 software package for Windows.

## **RESULTS AND DISCUSSION**

### **Value orientations of professors in research activities**

The data indicate that, overall, academic orientation dominates over the entrepreneurial one in professors, and that it is value-specific. It should be noted that when comparing the choices for each of the values, the small number of respondents makes it difficult to draw statistically rigorous conclusions about the differences; therefore, below we focus on the trends detected (see Table 2).

The preponderance of academic orientation for the value of "*interaction*" is overwhelming: 82% versus 2% of choices. In other words, competition with colleagues is almost entirely rejected by the professors in favor of cooperation and collaboration. The academic orientation for "*freedom*", i.e. independence over dependence on the client, is significantly predominant – 50% vs. 28% of choices. The majority of choices of the academic interpretation

of this value (40%) have a high significance score (2 and 3 points), yet there are only 10% of such choices for the entrepreneurial interpretation.

The academic orientation for the values of "*motivation*", "*recognition*" and "*productivity*" is markedly predominant. Almost half of the professors (48%) believe that the motivation for research is based on scientific relevance and personal interest, while only a third (30%) think it is practical relevance and the interests of the client. In addition, 40% of professors prefer academic recognition to recognition by the business community and consumers, in comparison to 24% vice versa, with a large number (36%) of those finding it difficult to answer. When evaluating the performance indicators of research, 46% of professors made a choice in favor of scientific publications and conference papers, and 38% preferred deployed technologies, expert opinions and predictions (16% found it difficult to answer).

The choices for the value of "*career*" were almost equally distributed: 44% of professors were in favor of the academic type of career associated with obtaining scientific degrees, titles and positions, while 40% chose the entrepreneurial career in which management of research projects is the prime activity. Finally, interpretation choices for the value of "*remuneration*" were equally distributed: a stable, fixed remuneration and a flexible, performance-related one were each selected by 38% (24% found it difficult to answer).

Table 2. The frequency of professors' choices of academic and entrepreneurial value interpretations

<i>Values</i>	<i>Choice frequencies (%)</i>								
	<i>Academic interpretation</i>				<i>Don't know</i>	<i>Entrepreneurial interpretation</i>			
	<i>Total</i>	Significance				Significance			<i>Total</i>
		3	2	1		1	2	3	
Motivation	<b>48</b>	8	18	22	<b>22</b>	8	16	6	<b>30</b>
Freedom	<b>50</b>	16	24	20	<b>12</b>	18	8	2	<b>28</b>
Career	<b>44</b>	18	8	18	<b>16</b>	16	16	8	<b>40</b>
Interaction	<b>82</b>	30	32	20	<b>16</b>	-	2	-	<b>2</b>
Productivity	<b>46</b>	8	16	22	<b>16</b>	14	16	8	<b>38</b>
Recognition	<b>40</b>	2	16	22	<b>36</b>	8	12	4	<b>24</b>
Remuneration	<b>38</b>	12	10	16	<b>24</b>	16	14	8	<b>38</b>

In order to clarify the nature of relations between the values, we carried out a statistical analysis of correlations (Table 3). The results indicate that the values have a complex structure, i.e. differ in the number and direction of relationships. "*Motivation*" has the largest number of

positive relationships ( five correlations), followed by "*freedom*", "*productivity*", "*recognition*" and "*remuneration*" ( four correlations each). There is only one relationship for "*career*" (with the value of "*motivation*") and "*interaction*" has no relationships. Thus, in the present set of values, there is a group of five values with close relationships between them, which form a kind of "core" of the academic or entrepreneurial orientation. These are "*motivation*", "*freedom*", "*productivity*", "*recognition*" and "*remuneration*". The choice of the academic or entrepreneurial interpretation of these values is strongly correlated.

In contrast, the values of "*interaction*" and, to some extent, "*career*" are independent and are not linked to the choice of interpretations for other values. Of particular interest is "*interaction*" because it demonstrates the overwhelming dominance of the academic orientation over the entrepreneurial one. This means that the focus on professional collaboration and interaction with colleagues is perceived by professors as the fundamental condition of research activity and is not subject to reinterpretation in favor of entrepreneurial values.

As for "*career*", its relationship with "*motivation*" seems to be psychologically justified. Indeed, a professor's orientation on fundamental research and personal interest leads to choosing the traditional academic career, involving the defense of theses and obtaining scientific titles and positions. Conversely, a professor's orientation on applied research and demands of the client leads to choosing the entrepreneurial type of career involving research project management. The autonomy of the "*career*" value is perhaps due to the fact that academic entrepreneurship is seen by professors not as an independent type of career, but as an addition to the main academic career ("professor before lunch, entrepreneur after lunch").

Table 3. Pearson correlation coefficient matrix

<b>Values</b>	Motiv.	Freed.	Car.	Inter.	Produc.	Recog.	Remun
Motivation	X						
Freedom	<b>0.445**</b>	X					
Career	<b>0.287*</b>	0.095	X				
Interaction	-0.014	0.202	-0.104	X			
Productivity	<b>0.344*</b>	<b>0.284*</b>	0.098	-0.173	X		
Recognition	<b>0.545**</b>	<b>0.358**</b>	0.217	0.042	<b>0.413**</b>	X	
Remuneration	<b>0.603**</b>	<b>0.308*</b>	0.154	-0.092	<b>0.311*</b>	<b>0.432**</b>	X

\* correlation is significant at 0.05 (two-sided)

\*\* correlation is significant at 0.01 (two-sided)

### *Characteristics of professors' resistance to organizational change*

The survey results show that of the four change directions, professors consider changes in *management* and *personnel policies* to be the most significant. The most important changes in management at the Higher School of Economics are: structure optimization (creation of megafaculties and departments); a new model of educational program management (creation of academic councils and the post of program academic supervisor); strengthening the role of independent expertise in the allocation of internal grants and evaluating their results. In personnel policy, the most significant changes are: increase of requirements to the quality of publications; involving a wide range of domestic and foreign candidates in the competition for professor positions, and the introduction of a new academic contract.

It should be emphasized that it is these two areas that cause the greatest resistance in professors, which reaches the following average values: the intensity of resistance to changes in personnel policy is 4.58 points, and the value is 4.14 points for changes in management. While 68% of respondents said that resistance to ongoing changes occurs in the passive form, the remaining 32% indicated the mixed form. It is noteworthy that not one professor marked the active form of resistance to change. Apparently, this is due to the fact that this form of resistance can have negative consequences for one's university career.

Table 4. Directions of changes and professors' resistance intensity

<i>Direction of changes</i>	<i>Change significance (ranges from 1 to 4)</i>		<i>Resistance intensity (1-7 points)</i>	
	Average	Standard deviation	Average	Standard deviation
Management	1.60	0.93	4.14	1.83
Personnel policy	1.88	1.42	4.58	1.60
Technology	2.96	1.12	2.90	1.45
Products and services	2.88	1.19	2.68	1.41

Evaluation by the academics of the psychological causes of resistance to change suggests that the influence of all the psychological causes of resistance to change is moderate (ranging from 3.68 to 4.50 points) and is complex (Table 5). The most important factors are:

1) *Fear of negative consequences*: fear of job loss, situation at work worsening, wage cuts, etc.

2) *Mismatch between the changes and academic values*: the conflict of the changes with traditional academic values and the norms of professional conduct.

3) *Low trust in the managers* implementing change: their lack of necessary managerial competences and leadership qualities, the violation of ethical norms.

For the purpose of our study it is important to note that one of the causes of resistance in professors is the mismatch between changes and academic values. That is, the ongoing system changes do not only have the normative dimension (*what* is changing), but also the value dimension (the vector of changes). The ongoing changes at the Higher School of Economics have a distinctly entrepreneurial vector, which leads to a clash with the traditional academic values.

The impact of organizational barriers is also complex and ranges in average values from 3.46 to 4.58 points (Table 5). The following barriers have the greatest influence on resistance: 1) *imperfect system of organizational communication*, which hinders understanding and acceptance of changes; 2) *authoritarian style of decision making*, which reduces the involvement of professors in the changes; 3) *lack of a clear development strategy*, which does not allow staff to predict future changes. *Lack of an integrated organizational culture* also plays a role, although it is less significant. The selection of this barrier indicates that there is no agreement among employees about key organizational values.

Table 5. The influence of psychological causes and organizational barriers on resistance to change

<b><i>Causes of resistance</i></b>	<b><i>Impact (1-7 points)</i></b>		<b><i>Resistance barriers</i></b>	<b><i>Impact (1-7 points)</i></b>	
	average	std.dev.		average	std.dev.
Fear of negative consequences	4.50	1.73	Imperfect system of communication	4.58	1.73
Mismatch between the changes and academic values	4.34	1.20	Authoritarian style of decision-making	4.44	1.86
Low trust in the managers	4.26	1.85	Lack of a clear development strategy	4.20	1.81
High group cohesiveness	3.74	1.70	Lack of an integrated culture	4.08	1.82
Inertia	3.68	1.91	Hierarchical structure	3.46	1.50

### ***Relationship between value preferences and intensity of resistance to changes***

To establish the relationship between value preferences and intensity of resistance to change, we conducted a statistical analysis of the correlations between the intensity of resistance to change in management and personnel policies, and the five key values that form the “core” of the value orientation (Table 6). The results of the analysis indicate that there are positive

correlations between the academic orientation of 1) "motivation" and resistance to change in management and personnel policies and 2) "remuneration" and resistance to change in the personnel policy. If we interpret the results in terms of causality, it can be assumed that the academic orientation of the "motivation" and "remuneration" values causes resistance to changes in management and personnel policies. "Motivation" has a wider impact and causes resistance to change both in management and in the personnel policy, while "remuneration" – only to change in personnel policy.

Table 6. The Pearson correlations between resistance intensity and key values

Values	Resistance intensity	
	Changes in management	Changes in personnel policy
Motivation	<b>0.286*</b>	<b>0.372*</b>
Freedom	0.119	-0.031
Productivity	0.110	-0.103
Recognition	0.198	0.221
Remuneration	0.162	<b>0.307*</b>

\* correlation is significant at 0.05 (two-sided)

## Conclusion

The results of the study generally confirmed the hypotheses:

1. Organizational changes carried out at the Higher School of Economics (in the process of its development as an entrepreneurial university), cause moderate-intensity passive resistance in the professors/instructors of the Management and Economics faculties in the Nizhny Novgorod campus. The greatest amount of resistance is caused by changes in management and personnel policies.

2. There is a positive relationship between university professors/instructors' value orientations in research activity and their resistance to organizational change: the higher the academic orientation of the "motivation" and "remuneration" values, the greater the resistance to changes in management and personnel policies.

The study of the entrepreneurial culture and its relationship with resistance to change conducted at the Nizhny Novgorod campus of the Higher School of Economics is a pilot and needs to be continued.

Some directions for *further research* are:

- Increase the sample of respondents to include professors from other campuses of the Higher School of Economics, as well as academics from other universities focused on entrepreneurship.

- Study the value orientations of entrepreneurial university managers and identify conflicts with value orientations of professors.

- Study the problem of integration of the academic and entrepreneurial orientations. In particular, this implies modifying the method for assessing value orientations. Forced choice of either of the interpretations should be replaced with a procedure allowing for simultaneous selection of both interpretations of the values. In addition, special attention should be given to explaining why some respondents choose "difficult to answer". Could it be because both the academic and entrepreneurial orientations are equally significant for these respondents?

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