# Making Sense of Sensemaking – Exploring the Entrepreneurial University Narratives

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## Abstract

Objectives – This study is a work in progress that is based on my on-going PhD research. It presents a selected sample of a larger body of research material and the related analysis in order to exemplify the dynamics of sensemaking and meaning construction during an organizational change process. The change process under investigation is the entrepreneurial university initiative, which is the university's strategic transition of becoming more enterprising. In particular, this study illustrates how entrepreneurship and the entrepreneurial university phenomenon are understood and constructed from two perspectives; from within the university and from the individual viewpoint.

Prior work – One of the consequences of the linguistic turn in organizational studies is a growing interest in the relationship between the multiple discourse and change processes within an organization (Marshak & Grant, 2008). This study draws on such discourse-centred view, and directs attention to communicative and language practices in understanding the conditions of change in the university context. Another essential concept for this study is sensemaking; which provides a means of analysing the social processes of meaning construction (Weick, 1995), particularly when organizational members encounter ambiguity and seek to clarify 'what is going on' (Weick, 1995; Weick, Sutcliffe & Obstfeld, 2005; Maitlis & Christianson, 2014). In this study, future-oriented exploration becomes interesting and meaningful, thus, I draw on prospective sensemaking and the related antenarrative approach (e.g. Bülow & Boje, 2015; Jørgensen & Boje, 2009). Prospective sensemaking (Boje, 2008) enables access to relational dynamics by paying attention to the future orientation of sensemaking process. Finally, the organizational change is studied in the university context, and the organizational change is considered as the university's strategic transition of becoming more enterprising. The entrepreneurial university concept was introduced over two decades ago (Clark, 1998), indicating universities' growing role and influence in society (Jarvis, 2013; Siegel & Wright, 2015). Since then the research on entrepreneurial university has been diverse, including issues such as descriptions of universities' transformation processes (Clark, 2004; Wissema, 2009), and framing what entrepreneurial university is and what it does (Etzkowitz, 2013), but still lacking a unanimous understanding of what entrepreneurial university is all about (Kirby, Guerrero & Urbano, 2012).

Approach – The research material was collected by a series of group discussions in one Finnish university. This paper focuses on one of those group discussions providing an example of the ways in which the entrepreneurial university change initiative is discussed and made sense of with an emphasis on the intertwinement of storytelling and sensemaking. The analysis draws from the qualitative, interpretative research paradigm, with a focus on language practices in constructing understanding about organizational change, that is, the entrepreneurial university initiative.

Results – On practical level, the study indicates that it is utterly important to discuss and disseminate the university's strategy across the university. Entrepreneurship is such an ambiguous subject with plethora of perceptions and interpretations causing vagueness and even resistance, that a more profound and inclusive dialogue across the university is required. Regarding the meaning-making dynamics, four emerging core themes were identified: 1) the ample diversity of entrepreneurship, 2) tension between the perceived official and experienced versions of the reality of the entrepreneurial university initiative, 3) a query of whose project the entrepreneurial university is, and finally, 4) confusion about to whom the entrepreneurial university is targeted. These themes are preliminary findings, on which the following stages of the research will draw. Later, a more detailed and profound analysis on the dynamics of sensemaking during the organizational change process is conducted.

Implications and Value – The topic of the research is current, because universities are undergoing a period of rapid transition. Also, in recent years, entrepreneurship has gained a firmer toehold in universities' strategies, practices and processes resulting in expectations for high impact. Research on entrepreneurial university often strengthens these expectations, which calls for reinventing and revisiting research on entrepreneurial university, with more critical lenses. This less main-stream view of this study opens up new discussions on entrepreneurial university research. This research will also add to the understanding about change in organization, especially

in the university context, which has specific features and particularities. It advances the idea of prospective sensemaking (e.g. Bülow & Boje, 2015) by focusing on the intertwinement of storytelling and sensemaking (e.g. Boje, 2008) in understanding the university's transition towards being more enterprising. In this manner, the paper contributes to the body of literature that investigates entrepreneurial university, especially from a less studied perspective: from inside of the university and from the individual viewpoint. Hence, this increases the understanding of entrepreneurial university by expanding and diversifying the concept itself and by enhancing the understanding of the phenomenon within Finnish higher education sector.

**Introduction and Research Objectives**
This paper is a work in progress that is based on my on-going PhD research addressing the conditions of organizational change. The change process under investigation is the entrepreneurial university initiative, which is the university's strategic transition towards being more enterprising. In particular, I explore the university personnel's sensemaking and meaning construction during the organizational change of becoming more enterprising.

Current research emphasizes that organizational change is an ongoing process (Tsoukas & Chia, 2002), thus, it is often studied through a process lens (Langley et al., 2013), focusing on the dynamics of organizational becoming (Langley & Tsoukas, 2010). I view organizational change as becoming (Carlsen, 2006) and from that perspective, sensemaking is about punctuating the process of becoming, with pauses that help to understand what has been going on (Colville, 2008: 166). Sensemaking is influenced by the ways in which ongoing change is perceived, because the process of sensemaking relies on the relationship between frames and cues (Colville, Brown & Pye, 2012; Cornelissen & Werner, 2014). Weick (1995: 111) addresses that 'frames tend to be past moments of socialization and cues tend to be present moments of experience'. These two moments interconnect, constructing a meaning for the change. It has been criticized, that such retrospective view to sensemaking is too narrow, lacking anticipation (Sandberg & Tsoukas, 2015) and the historical arc or temporal embeddedness (Maitlis & Christianson, 214) in the sensemaking research. Consequently, recent studies are arguing for a better understanding of prospective sensemaking dynamics (Rosness, Evjemo, Haavik & Wærø, 2016; Sandberg & Tsoukas, 2015; Stigliani & Ravasi, 2012). Moreover, because prospective sensemaking has long been seen merely as a derivative of retrospective sensemaking (Sandberg & Tsoukas, 2015), it is stated to be underresearched and undertheorized (Stigliani & Ravasi, 2012). In my study, I propose prospective sensemaking as a complementary approach to retrospective sensemaking, thus, adding to the understanding of sensemaking in organizational change.

In this paper, the organizational change is studied in the university context. I consider the organizational change as the university's strategic transition of becoming more enterprising, which is conceptualized as the entrepreneurial university initiative. In this way, I join the researchers of entrepreneurial university by giving a voice to the university personnel, and conceptualising the phenomenon as stemming from inside of the university, as a social construction understood through and shaped by language. In this manner, the paper contributes to the body of literature that investigates entrepreneurial university, especially from a less studied perspective: from within the university and from the individual viewpoint. Contrary to many of the extant research indicating rather an automatic positive impact of entrepreneurship in the university context, I take a moderately critical approach by giving space for diverse, possibly challenging and less-mainstream views of an entrepreneurial university. Hence, this increases the understanding of entrepreneurial university by expanding and diversifying the concept itself and by enhancing the understanding of the phenomenon within Finnish higher education sector.

**Literature Review**
Within organizational change studies, traditional approaches have treated change as exceptional and given priority to stability, routine and order. Tsoukas and Chia (2002) proposed a different view and considered change as the normal condition of organizational life. They emphasized the pervasiveness of change in organizations by using the concept of *organizational becoming*. A few years earlier, Orlikowski (1996) suggested organizational change as ongoing improvisation, and in the same spirit, Weick and Quinn (1999) speculated that a shift in vocabulary from change to changing would allow the dynamic nature of organizational change to become more visible. I follow these views and acknowledge organizational change as ongoing and pervasive. Influenced by these, I focus on the prevailing trend of universities' transformation towards a more enterprising organization by highlighting the intertwinement of storytelling and sensemaking (e.g. Boje, 2008) in relation to the realization of organizational change.

Following the linguistic turn in the social sciences, language gained an increased interest and focus also within the field of organizational studies with an emphasis on the socially constructed nature of organizations and the role and use of language in its construction (Alvesson & Kärreman, 2000; 2011). Organizational discourse approach is said to have two distinctive features in contributing to understanding organizational phenomena (Grant, Hardy, Oswick & Putnam, 2004; Tsoukas, 2005). First, it highlights the ways in which language

constructs organizational reality, not just reflecting it (Hardy, Lawrence & Grant, 2005). Second, it addresses that discourses are created and supported through socially constructive processes that involve negotiation of meaning with different organizational stakeholders (Grant et al., 2004; Hardy et al., 2005).

One of the consequences of the linguistic turn in organizational studies is a growing interest in the relationship between the multiple interrelationships between discourse and change processes within an organization (Marshak & Grant, 2008). Grant and Marshak (2011) developed an analytic framework to highlight the importance of a discourse-based approach to understanding and managing the processes and practices of organizational change. It includes four critical concepts: discourse, text, context and conversation. Discourses are essential in constituting reality, since they are considered as a set of interrelated texts, which, together with the related practices of text production, dissemination and consumption, bring an object or idea into being (Fairclough, 1992; Hardy et al., 2005). Discourses are expressed in texts, such as written documents, speech acts, pictures and symbols (Grant et al., 2004; Hardy, 2001). They include various textual devices such as narrative, rhetoric, metaphor, humour and irony (Hardy & Phillips, 2004). Moreover, discourses are interconnected with context, in a sense that they do not exist or have meaning independent of context (Grant & Marshak, 2011). Conversation, in turn, is a communicative practice, which can be defined as a set of texts that are produced as part of a dialogue among two or more people and they are linked together both temporally and rhetorically (Ford & Ford, 1995; Robichaud, Giroux & Taylor, 2004). In my research, I draw on these discourse-centred views, and consequently, direct my attention to communicative and language practices in understanding the conditions of change in the university context.

Sensemaking has become an important topic in the study of organizations (Maitlis & Christianson, 2014). Sensemaking provides a means of analysing the social processes of meaning construction (Weick, 1995), particularly when organizational members encounter ambiguity and seek to clarify 'what is going on' (Weick, 1995; Weick et al., 2005; Maitlis & Christianson, 2014). Moreover, through processes of sensemaking individuals create and reflect the social world, constituting it through verbal descriptions that are communicated to and negotiated with others (Berger & Luckmann, 1976), consequently sensemaking is 'an issue of language, talk and communication' (Weick et al., 2005: 409).

According to Weick (1995), sensemaking is usually triggered by uncertainty or ambiguity. Hence, sensemaking is an important element in the change process, when organizational members try to understand and make sense of change initiatives. I draw on Gioia and Chittipeddi (1991: 442), who define sensemaking as 'the meaning construction and reconstruction by the involved parties as they attempt to develop a meaningful framework for understanding the nature of the intended strategic change'. I apply prospective sensemaking that shapes the emerging transformation of a university towards a more enterprising organization. Prospective sensemaking entails bets on the future that refer to fragmented pieces of stories constituting a network of discourse fragments (e.g. Boje, 2008). In particular, my investigation into the bets on the future highlights the nascent character of an entrepreneurial university by tapping into a continuously unfolding living story. This living story embodies the discourse fragments that concern a certain prevailing issue and continuously emerge and become renegotiated in present antenarratives (Bülow & Boje, 2015; Boje at al., 2016). Prospective sensemaking can be considered as complementary to sensemaking presented by Karl Weick (1995). However, contrary to Weickian approach, prospective sensemaking has a focus on future, while Weick's sensemaking has a retrospective view. Even though I mainly draw on prospective sensemaking, I will also have a commitment to Weickian sensemaking. Moreover, I explore sensemaking in a group setting, a perspective which is labelled as collective (Weick et al. 2005) or group sensemaking (Brown, Stacey & Nandhakumar, 2008). Researchers are of the opinion that individual and group sensemaking processes are related in such a way that individual interpretations feed those of the collective (Weick et al., 2005).

The entrepreneurial university concept was introduced over two decades ago (Clark, 1998), indicating universities' growing role and influence in society (Jarvis, 2013; Siegel & Wright, 2015). Since then the research on entrepreneurial university has been diverse, including issues such as descriptions of universities' transformation processes (Clark, 2004; Wissema, 2009), and framing what entrepreneurial university is and what it does (Etzkowitz, 2013), but still lacking a unanimous understanding of what entrepreneurial university is all about (Kirby, Guerrero & Urbano, 2012).
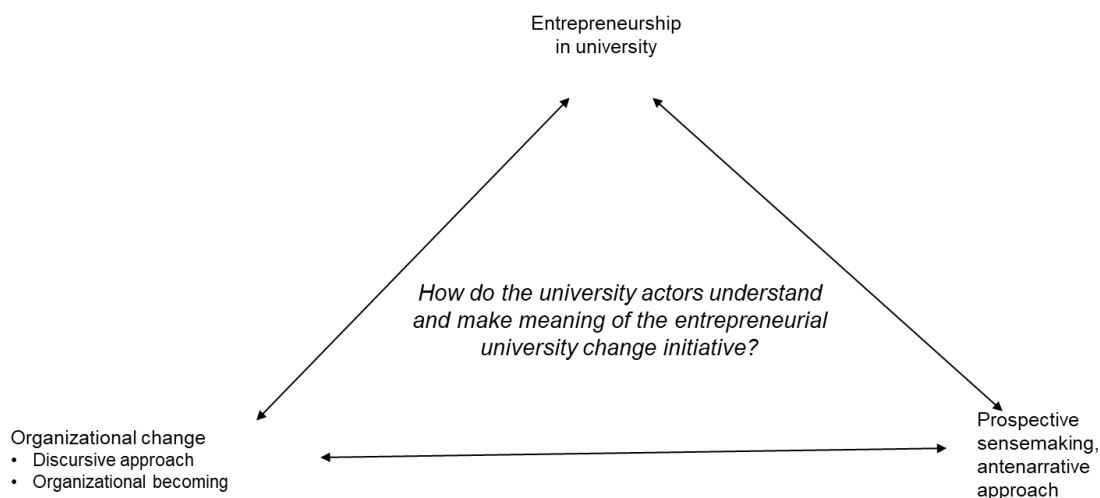
Prior research on entrepreneurial university has focused on university's commercialization processes, technology transfer and spin-off activity (Markman, Siegel & Wright, 2008), university's role in regional development (Jones-Evans & Klofsten, 1997; Zhang, MacKenzie, Jones-Evans & Huggins, 2016) and the third mission of a university (Etzkowitz, Webster, Gebhardt & Terra, 2000; Etzkowitz & Zhou, 2008). Also education in entrepreneurial university has been examined (Gibb & Hannon, 2006; Heinonen & Hytti, 2010; Coyle, Gibb & Haskins, 2013) and the impact of entrepreneurship education (Kozlinska, 2016). Fewer studies have explored the entrepreneurial university from intra-organizational and individual perspectives (see. e.g. Leih & Teece,

2016; Philpott et al., 2011). This study focuses on the entrepreneurial university phenomenon stemming from inside of the university, as a construction formed by the actors of the university.

**Research Approach and Methodology**

I chose a qualitative research approach (Silverman, 2016) in order to study the dynamics of sensemaking holistically. Qualitative approaches make it possible to grasp the complexity of organizational change processes (Flick et al., 2004). My research can be described as inductive, or sometimes even abductive (Eriksson & Kovalainen, 2016). I apply a data-driven approach to examine the conditions of change adhering to interpretive sensemaking as a method of theorizing (Welch, Piekkari, Plakoyiannaki & Paavilainen-Mäntymäki, 2010).

The below presented picture illustrates the cornerstones of my research. In the middle of the triangle is the research question (*How do the university actors understand and make meaning of the entrepreneurial university change initiative?*) to which I try to answer through an interplay between the three corners of the triangle.



Picture 1. Research approach and key concepts

On top of the triangle is the context of the research, namely *entrepreneurship in university*. Because I consider entrepreneurial university as a change process in an organization, I lean on *organizational change theories*. I have adopted a concept of *organizational becoming*, in which change is understood as continuous and normal condition in an organization (Tsoukas & Chia, 2002). Another important motive is the *discursive approach* to organizational change, with a highlight of the significance of language in making sense and giving meaning to the organizational change (left corner of the triangle). In this study, future-oriented exploration becomes interesting and meaningful, which leads me to draw on *prospective sensemaking* and the related *antenarrative approach* (e.g. Bülow & Boje, 2015; Jørgensen & Boje, 2009). Prospective sensemaking (Boje, 2008) enables access to relational dynamics by paying attention to the future orientation of sensemaking process. My inspiration specifically draws on the intertwinement of storytelling and sensemaking (e.g. Boje, 2008) in organizational change. Therefore, I apply an antenarrative approach as an analytical lens to examine the future bets engendered in the university's transition towards a more enterprising organization. Boje (2008) introduced the antenarrative approach referring to minor pieces of stories that are fragmented, fluid, and ongoing, flashes of something that is emerging and unfolding. Antenarrative 'operates at the level of organizational discourse' (Bülow & Boje, 2015: 202). Therefore, antenarrative allows for tapping into the continuously unfolding living story that embodies the particular discourse fragments (Bülow & Boje, 2015; Boje et al., 2016). This inspiration leads me to engage in storytelling research to approach the entrepreneurial university and its evolving forms that become shaped in course of the organizational change (right corner of the triangle).

**Conducting the Study**

*Selection of study participants*

Because of my personal commitment and practical reasons I focused on one university as a source of research material. The University of Turku has recently been branded as the Entrepreneurial University, and there are number of related strategic procedures currently running, thus, providing an interesting and relevant site for investigation. Within the university, my identification and selection strategy for the study participants was a purposive sampling (Silverman, 2001: 141); in the beginning I used my knowledge, experience and contacts to identify appropriate study participants, and at later stages of the field work I utilised the information gained from the group discussions to further identify suitable participants.

Since the gathering of the research material was involved with group setting and open-ended questions, a critical requirement for the study participants' contribution was their ability to narrate and discuss the subject matter in an extensive manner (Holstein & Gubrium, 1995 in Warren, 2002: 88). As Morse (1986 in Morse 1994: 228) points out, good informants should have the ability to reflect and articulate on the matter of interest and be willing to spend the requisite time in the discussion. Because all of the study participants have an academic education, holding either a Master's or a Doctor's degree, it could be expected that they were able to produce high-level linguistic material by expressing their thoughts, experiences and views verbally in the group discussion. Furthermore, many academics are experienced in verbal activities; they are used to giving lectures, talks, keynote presentations as well as directing other conversational functions, hence I was certain that the study participants were able to produce rich and thick enough material (Patton, 1990: 181) for the research.

*Research data and its collection*
The research material was collected by utilising a group discussion method. I chose a group as a unit of data collection based on its appropriateness to generate suitable material with regards to my research question. A group setting is especially appropriate because it provides an access to participants' own language, concepts and concerns, providing an opportunity to seize the particular terminology, idioms and vocabulary the participants typically use. In addition, group setting encourages the production of more fully articulated accounts both in extent and detail. Participants tend to disclose personal details, express stronger views and opinions in group, they also elaborate their perceptions more explicitly with respect to other members of the group. Groups also offer an opportunity to observe the process of collective sensemaking, letting the researcher to see exactly how views and perceptions are constructed, expressed, defended and possibly modified in the course of discussion, that is, 'to observe the process of collective sense-making in action'. Wilkinson (1998: 188-195; 2004). The group method was also an economical and effective way to ensure sufficient variation in the research material.

The main characteristic of the data collection was the desire for polyphonic, rich and plentiful material with an objective to give as much room as possible for variable views of an entrepreneurial university to be recognised and processed, and therefore I decided to adapt the techniques of an open interview in the group discussions. The participants were asked to narrate stories and incidents that were related to entrepreneurship and entrepreneurial evolution within the university. These type of open-ended, unstructured questions invite the variety of perceptions attached to entrepreneurship become available for further analysis.

The research material utilised for this paper was collected in October 2018. It was the first in the series of group discussions for the data collection, thus, it can be considered a pilot on which I drew when planning and conducting the following group discussions. The group composed of five university actors with various roles and positions in the university. They knew each other in advance, and they had diverse experience and exposure to entrepreneurship. To conclude the characteristics of the group from the research data perspective, it was a good mixture of similarities, differences and familiarity to gain insights into the intertwinement of storytelling and sensemaking (e.g. Boje, 2008) in understanding the university's transition towards being more enterprising. The group discussion lasted approximately three hours and it was recorded.

*Data organization and analysis*
After the group discussion, the audio data was transcribed in verbatim. The analysis can be considered as data-driven, since I essentially turned to the research data without directive frameworks, schemas or particular lens, but rather followed the logic of exploration.

Drawing upon the research question, *How do the university actors understand and make meaning of the entrepreneurial university change initiative?*, I have three main concerns in the analysis, and accordingly, I posed the following three questions to the research material.
1) *What is being said* when the study participants talk about entrepreneurship in university context? The analysis pays attention to the content of the accounts, answering to the following questions: What kinds of meanings are associatively connected with entrepreneurship in university? What are the language and the used phrases like?
2) *How is it said?* looks at the ways in which entrepreneurship in university is made sense of. In the analysis, attention is given to the form and structure of the accounts, i.e. how stories are told.
3) *What is the role and influence of social interaction in sensemaking?* The analysis focuses on social dynamics in the course of the discussions and includes answering to the following questions: What kinds of interactions there are between the study participants? Are there specific roles in the group? How do the study participants react to each other's opinions and accounts? Are there common patterns in social dynamics?

The data analysis will be conducted in stages to capture the richness of data. In the first stage, I analysed the group discussion material to gain a better understanding of the context and the process in general. I used

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inductive coding (Thomas, 2003) to analyse the emerging core themes of the change process and to understand how the study participants constructed meaning with regard to entrepreneurial university change initiative. The preliminary findings presented in this paper are based on this first stage of the analysis. At later stages of the analysis, an antenarrative approach will be applied together with a more detailed and fine-tuned analysis.

**Preliminary Findings**
This is a work in progress, hence, the findings presented in this chapter should be considered as both preliminary and a stepping-stone in gaining information on how the entrepreneurial university initiative is made sense of. As the analysis proceeds, it will generate more detailed and fine-tuned results to increase the understanding about sensemaking dynamics in organizational change of becoming more enterprising.

Regarding methodology, the group discussion proved to be as advantageous a data gathering method as I expected. First, from a practical point of view, it allowed me to gather a larger amount of data in quite a short time, but more importantly, the social dynamics in the group generated more to be interpreted, including explanation of one's positions, opposing the others, sharing a same opinion and building on other's accounts. Indeed the group discussion was more than a sum of individual positions, the group interaction provided more layers to sensemaking of the entrepreneurial university initiative.

The analysis started with close reading of the material, which provided a preliminary understanding of how entrepreneurship in the university context was made sense of. First, entrepreneurship and university were discussed through contraries; entrepreneurship was characterized through various dynamic attributes, while rigidity was attached to the university. In a similar way, opposites such as small/big, doing/thinking, and present/future were generated. The discussion was not normative by nature, but rather descriptive and explorative. In addition to the separating manner, similarities were also detected and for instance the works of a researcher and an entrepreneur were understood through the very same elements, such as creativity, commitment and uncertainty. Another observation was that the earlier knowledge of the study participants affected their perceptions about entrepreneurship and university; they drew on various examples concerning either their (personal) experiences or someone they knew well to argue for instance the opinion of applicability and relevance of entrepreneurship in university context, and the objectives or adequate methods of entrepreneurship education.

Next, through the inductive coding (Thomas, 2003) four emerging core themes were identified in the discussion. First, I recognised the ample diversity of entrepreneurship, which I name as a conceptual cacophony of entrepreneurship. A plethora of perceptions and interpretations causes vagueness to the discussion of entrepreneurship in the university context. The vocabulary is the same, but semantics and semiotics are widely divergent. Secondly, I noticed that there is an inconsistency between the perceived official and experienced versions of the entrepreneurial university; the university has been declared as an entrepreneurial university, but how does it affect to the everyday life in the university? Although the entrepreneurial ideology is seen to match with the concept of multidisciplinary university, more information, guidelines, and transparency is asked for its appropriate execution. In addition, the implementation process of an entrepreneurial university is not considered entrepreneurial. The third core theme that emerged from the research material is the ambiguity of ownership and agenda of the entrepreneurial university. There is an experience of top-down directionality and the initiative has an undesirable flavour of administration that is difficult to accept and adopt. The university's strategic planning and implementation as well as both national and international science policy were brought into discussion under this particular theme. Finally, I noticed a loosely defined target audience of the entrepreneurial university, which has linkages to the first thematic issue; based on the position of the interpreter and the respective definition of entrepreneurship, perceptions vary substantially. An open-ended and undefined target group causes confusion and inaccuracy about the ways of appropriate and functional implementation and execution of an entrepreneurial university. 'Anything goes' is too wide a segment to be attractive and influential to possible subjects of an entrepreneurial university and to ingrain entrepreneurialism into their everyday practices and processes.

Besides the content of the group discussion described above, I was interested in the ways in which the discussion was structured, how the issues were talked and what was the role and influence of social interaction in sensemaking process. From these perspectives, I noticed that the group was very cohesive; though the group members had their own perceptions and opinions, they shared and explained them in the group and built on their 'collective' story when making sense of the entrepreneurial university initiative. The group cohesion was so strong, that they made a distinction between them and the others, thus indicating that they were quite well aware of the entrepreneurial university initiative compared to many others in the university.

The above presented preliminary findings can be considered as the first stage of the analysis, resulting in a general understanding of the ways in which the entrepreneurial university initiative was made sense of. The following stage is to deepen the understanding by analysing the ways in which various discursive fragments

construct the entrepreneurial university narrative and the meaning of an organizational change in becoming more enterprising. This antenarrative approach enables to gain insights into the dynamics of sensemaking, and the dimensions negotiated to the entrepreneurial university narrative of an organizational change.

**Discussion and Implications**

This paper discusses and problematizes the university personnel's sensemaking and meaning construction during the organizational change of becoming more enterprising. The topic is current, because is current, because universities are undergoing a period of rapid transition. Also, in recent years, entrepreneurship has gained a firmer toehold in universities' strategies, practices and processes resulting in expectations for high impact. Research on entrepreneurial university often strengthens these expectations, which calls for reinventing and revisiting research on entrepreneurial university, with more critical lenses. This less main-stream view of this study opens up new discussions on entrepreneurial university research. This research will also add to the understanding about change in organization, especially in the university context, which has specific features and particularities. It advances the idea of prospective sensemaking (e.g. Bülow & Boje, 2015) by focusing on the intertwinement of storytelling and sensemaking (e.g. Boje, 2008) in understanding the university's transition towards being more enterprising. In this manner, the paper contributes to the body of literature that investigates entrepreneurial university, especially from a less studied perspective: from inside of the university and from the individual viewpoint.

From a practical perspective, this research provides useful information about university's strategic implications on entrepreneurship and entrepreneurial university promotion. Within the explored university, the University of Turku, several new initiatives have been launched and the implementation of the strategy for entrepreneurial training and entrepreneurship is rather active. However, it is important to understand how entrepreneurship is perceived across the university, so that the diverse activities and measures are inculcated appropriately into its reality and institutions. At this state of the process, this study has two very concrete and practical outcomes within the University of Turku. First, the conduct of this study has communicated about the entrepreneurial university initiative widely across the university. Though the initiative is a part of the university's current strategy, not everyone is aware of its objective and implementation, let alone the branding of the Entrepreneurial University and the consequent activities. Discussions among university personnel have been a wonderful platform for information sharing. At the same time, this study has given an opportunity to discuss the role of entrepreneurship especially from the perspective of the university personnel. With the very neutral stand, it has allowed critical and sceptical perspectives to be heard. I argue that such multi-voiced views provide an avenue for a more holistic understanding about the organizational change of an entrepreneurial university initiative and how it is made sense of in the university context. Secondly, this study provides useful information to the management of the University of Turku. Even though several new initiatives have been launched and the implementation of the strategy for entrepreneurial training and entrepreneurship is active, there are also criticism and doubts about the current preference. Hence, it is important to understand how entrepreneurship is perceived across the university, so that the diverse activities and measures are properly inculcated into its reality and institutions.

The preliminary findings of this study indicate that entrepreneurship is a very wide and multifaceted phenomenon, and the understanding stems from prior knowledge, experience and personal values. Moreover, the entrepreneurial university is constructed through these varied perceptions of entrepreneurship, resulting in vagueness to the discussion about entrepreneurial university. Currently, entrepreneurial university speaks to few; its objectives, content and target groups should be revisited and discussed with a larger body of personnel, in order to make it more relevant, meaningful and acceptable across the university. These findings are the first stage in the process of contributing to increase knowledge and understanding about the sensemaking dynamics of an entrepreneurial university initiative from within the university. In the further analysis, I will apply an antenarrative approach as an analytical lens to examine the future bets engendered in the university's transition to a more enterprising organization. The antenarrative approach enables to grasp the minor pieces of stories that are fragmented, fluid, and ongoing, as flashes of something that is emerging and unfolding.

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