Where international entrepreneurship and innovation meet: a culture of life long learning?

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Jan Ulijn
Inaugural address, delivered in abridged form on the occasion of the public acceptance of the professorship in

International Entrepreneurship, Innovation and Culture

at the Open University of The Netherlands

Heerlen, 31 October 2008

Where International Entrepreneurship and Innovation meet:
A culture of life long learning?
Jan Ulijn

Where International Entrepreneurship and Innovation meet: The culture of life long learning or what can we learn from each other? I will try to answer this question in the coming 45 min by continuing our roundabout, which will lead to my future work here at the Open University. After some introductory remarks on my part, this will be the structure of this talk. The roundabout of our minisymposium delivered four gatekeepers and three speakers showing us the exits or ways out.

There is a gate of introduction and also of the future: that of my colleague of this university, Beate van der Heijden, who was our chair of the minisymposium. She has presented us with an interesting statement to which I will react. A second gate will be for culture, as a start for life long learning: Gerhard Fink, our keynote speaker, be it for 10 min. The third gatekeeper is Judy Strother, who, coming from the US, gave us an interesting statement from which we can learn in Europe. How are we going to do this? Finally, last but not least, the gate of Innovation, which should not be a barrier to cross, but an open invitation for cooperation. There we find Geert Duijsters, my colleague, also from Eindhoven University of Technology. His statement about the US-EU connection in different forms of strategic alliances will show us how to reach innovation success, of which culture is a part.

In doing so, I will share with you the first lifelong learning experiences on my part. The fourth one will be yours, because the rector magnificus of this university allowed me to take a five minute break with you to share with your neighbour your personal learning experience with culture in a broad sense. After this short break we will leave our Roundabout to explore the Hinterlands for the future. We do this with Igor Prodan, Gert van Brussel and Arjen Verhoeff, the last speakers of our mini-symposium. I will react to their statements as well, as part of their PhDs; the first has been finished; the latter two will be defended in due time at this university and there are more to come. *Ik ga eindigen in onze moedertaal,* in Dutch, I am sorry, international guests!

Where International Entrepreneurship and Innovation meet: The culture of life long learning/ what can we learn from each other? This title of my talk calls for definitions. What are *International Entrepreneurship, Innovation, Culture, Life Long Learning.* I am not going to bother you with this; you might look them up in the booklet you will receive at the end of this day or in other texts we have published (see for Innovation and culture, Ulijn and Weggeman, 2001; for those and international entrepreneurship Ulijn, Drillon and Lasch, 2007; and Ulijn and Jenniskens, in press). My hope is that throughout this talk with our four learning experiences we will see the definitions
Inaugural address

...operationalised for ourselves in our own life long learning, when International Entrepreneurship and Innovation would be your business as readers of this text.

One additional comment before we start the roundabout again: how do we learn and then how do we make it life long? It is like the peeling of the onion of culture on which I have published before (see Groen et al., 2006), through a critical incident or something that happened to you. You observe or perceive the outer layer and you go deeper by interpreting and thinking until you come to the inside of the onion, the deeper assumptions of your knowledge. The point is that you are not doing this on your own. Others may also observe the same phenomenon or experience of the outer layer of the onion, they may also observe you and your behaviour as a start for you to know more about yourself.

![Figure 1: A young girl or an old woman?](image)

This is a classic one (see Ulijn and St.Amant, 2001 for a discussion of it). What do you see here? Be frank, if you see this for the first time: most ladies see here the old
lady, whereas most gentlemen see the girl. At least that has been my experience in my classes over the years, so different interpretations of the same event, object or experience might be possible. With regard to yourself you might learn more about yourself through the eyes of the other people: *gnothi seauton*, know yourself, the heading of the oracle of Delphi. So I am proposing here a form of experiential learning with others in a mutual perception, but also linked to our behaviour: learning by doing. International entrepreneurship and innovation: You have to do it to make it profitable. What can we learn from experiences and from each other? Our life long learning then, is perceiving, knowing yourself through the eyes of others, interpreting, thinking and acting: cognition and behaviour combined. Awareness might lead to insight as a drive to our behaviour. Let us go to an area where International Entrepreneurship and Innovation meet, from the inside to the outside and vice versa. The roundabout of learning: our gatekeepers and explorers of the Hinterlands, let us get started.

Gatekeeper 1 is the chair of our minisymposium: Prof. dr. Beate van de Heijden who showed us the way to SHRM: Strategic Human Resource Management. For me this is also the future of my work at this university. If you agree with me at the end of this talk that our world, Europe, our country or region needs more international entrepreneurship and innovation, but that this would also require another culture as a learning process throughout our lives, then the question is: How can we make that happen in our businesses, start ups, small and medium enterprises or multinational companies? Yes, through an effective SHRM. I will come back to this later. My colleague asks the question:

1. **Without a psychological contract between employer and employee, is there no innovative and intrapreneurial employee? (Beate van der Heijden)**

I certainly would agree with you: a psychological contract between employer and employee has something explicit; it needs engagement and mutual commitment from the outside of the culture onion, but goes back to values, such as quality time with your family, peers, friends to keep labor relations healthy, including the people themselves. You stress also the pluriformity of the workforce, which includes cultural diversity. I hope your plea for more positive psychological research will be heard. Already in 1993 you stressed with Boerlijst and van Assen the importance of a particular kind of mobility, not geographical, but mental or psychological: That of age within the firm: *Veertig plussers in de onderneming*. Nowadays it would not be only 40+, but also 50+ and even 60+, because, yes, ladies and gentlemen our pension age will be soon 67 or beyond? Three years ago you gave in your inaugural address at this university a clear underpinning (Van der Heijden, 2005) to the relation between social and technical innovation which drives our joint PhD candidate Arjen...
Verhoeff in his study. We will come back to his work later. Within a firm one has to share responsibility. Human resource management cannot be outsourced. How do we keep our human capital employable throughout everyone’s career?

It is exactly this university in its life long learning mission that can help people to become more entrepreneurial or intrapreneural. That means that within their current firms they may also become entrepreneurial without having to leave the company. Entrepreneuring then, is not only understanding, having awareness or insight, but it materializes itself by acting, as I have said. Simulation can make the required behavior change visible. This can be done in entrepreneurship education. Needless to say, entrepreneurs, to the extent that they are not born as such, might be educated.

Researchers of entrepreneurship education have spent most of their time so far on the age category of 18 to 24, basically on what the university can do. This is important for young adults to get the taste of being self employed, for instance, as young engineers, but what about the stages beyond? See what Igor Prodan said. For the latter category and beyond that age teledistance learning at Open Universities might offer an excellent opportunity. OUNL, for instance, is one of the 14 Dutch universities focusing on open educational resources, educational technology and life long learning as part of (self-) employment. In your research, Beate, about effective SHRM, this educational aspect is well served by sound empirical evidence which gives an underpinning to training objectives and packages. It is a pleasure to work with you on building a culture of Life Long Learning (LLL) with regard to international entrepreneurship and innovation. The basic thing for our roundabout is that you have led us to the next gate as well, that of culture, because your psychological contract is really in the bottom of another culture metaphor apart from the onion: the iceberg.

Visible above surface

Unwritten rules

Unspoken rules

Unconscious rules

Figure 2: The iceberg of culture
Everybody remembers the Titanic in 1912. We should be better prepared for culture, not as a threat or danger, but as an opportunity to develop a truly entrepreneurial and innovative mindset. Everybody sees behavior, institutions, rules and laws, but the interpretation of this by every single individual might be differently framed by our norms, beliefs, attitudes, perceptions and deeper assumptions. We have written a lot about that (see Ulijn and St Amant, Ulijn and Weggeman, op. cit.), but it is clear, as with the young and old lady: What you see is often not what it really is and culture programs our mind a lot. It makes one particular group different in their bottom of the iceberg from others. Think here, ladies and gentlemen, not only of national culture: Dutch or German, European or not European, Indian or Chinese, but also of generation or gender: male or female. Within the context of entrepreneurship and innovation two cultural levels are of utmost importance; one has been extensively researched so far – that of corporate or organisational culture. The other cultural level has almost not been researched: professional culture. As you sit here, you not only have the passport of a particular national culture, but you learned something at school in a broad sense. You are a professional and that leaning never stops. I see culture here as a way of perception, the way to life long learning.

Let us follow our gatekeeper number 2: Prof. dr. Gerhard Fink, keynote speaker of our minisymposium. First, however, I will show you three figures representing the two first learning experience of this talk.

Learning experience 1: The rice drying machine by Philips: from Technology Push to Market Pull.

Before the government of Jan Timmer, top CEO of Philips in 1990 the famous Nat Lab of Philips developed a rice drying machine for the Chinese market.

Figure. 3: Early nineties, the rice drying machine of Philips on the Chinese market?
You see here in the dark a Chinese family. They eat with chopsticks. No surprise, but a problem for Philips in those days. I translate for those who cannot read Dutch:

Philips invented a machine that cooks rice grains perfectly dry, but the Chinese refused to buy it, because they prefer sticky rice to be eaten with chopsticks. Reaction by Philips headquarters in Eindhoven: *When will those Chinese eventually learn to eat!* 

As a result of such misfits between technology and market, Jan Timmer and his successors were able to change the Philips corporate culture from the client having to obey the supplier (Technology push) to the Client is king (*klant* is client or customer): Market Pull. This was their learning experience and not the only one.

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*Figure 4: The Company Culture of Philips before and after Jan Timmer (top CEO 1990-1992)*

The willingness to serve the customer has certainly increased since, including the Chinese one.

Learning experience 2: What can engineers and marketers learn from each other? A case of mutual perception.

We are now coming to the important notion of professional culture, very important for the successful development of any technical innovation. Who of you is an engineer? Who of you has to deal with the market? You might recognize then the following:
<table>
<thead>
<tr>
<th>What marketers think of engineers</th>
<th>What engineers think of marketers</th>
</tr>
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<tr>
<td>• Have no sense of time, service or competitive advantage</td>
<td>• Want everything always NOW, want to deliver the product before it is ready, are always in a hurry and impatient or cannot decide what they want</td>
</tr>
<tr>
<td>• Do not worry about or underestimate costs</td>
<td>• Are aggressive, demanding and unrealistic</td>
</tr>
<tr>
<td>• Hide in the lab</td>
<td>• Promise more than they can guarantee with the product specifications</td>
</tr>
<tr>
<td>• Believe the client should adapt</td>
<td>• Have no sense of technology, no trust in engineers and are not interested in their problems</td>
</tr>
<tr>
<td>• Believe standardization and technology are sacrosanct</td>
<td>• Focus on unrealistic profit targets</td>
</tr>
<tr>
<td>• Continue developing a product without planning</td>
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**Figure 5: The mutual perception of engineers and marketers**  
(Source: Ulijn, Nagel and Tan, 2001)

We conclude from Figure 5 that if you want to bring a technical innovation successfully to the market, the engineer has to understand what the marketer needs and the marketer has to be aware of the commercial advantage of high technical quality and cost saving aspects of standardisation, also to the benefit of the client. And now we go to the next gate. A lot of such innovation takes place in strategic alliances, from the simple joint venture up to a complete acquisition. Our gatekeeper for culture makes a nice proposal to bring different professional cultures (embedded in different corporate cultures) together in international mergers and acquisitions.

2. The real culture shock in international mergers and acquisitions, also between EU and US firms, resides not so much from a clash between corporate cultures of the cross-Atlantic partners but from the interaction between headquarters and local management culture of the new venture (Gerhard Fink).

You are my true Jean Monnet colleague. You are the director of an Europa Institut which has the crown of a Center of Excellence at the Wirtschaftsuniveristät in Vienna. In the research with your team you put the early slogan of Jean Monnet in real practice: *if I would start again with Europe, I would start with culture*. We can learn from you that culture shock between the partners in an acquisition can be positive in creating a hybrid culture superseding the one of the headquarters of the acquiring partner, as your US-Austrian case shows. Later in response to my colleague Geert Duijsters, I will come back to Strategic Alliances (SAs) and their cultural aspects with regard to innovation.
What we can learn from you is that culture is a dynamic and learning process (see Fink and Holden, 2008). The hybrid culture can be part of the life cycle of firms throughout their existence. But those organisations need the human capital of, for instance, engineers and marketers and a lot of functions and professions active in the firm to make that happen. A second thing it shows is that the US can learn from Europe through your case, but also, for instance, from the failure of the Daimler Chrysler venture. I am almost sure that European engineers, such as the ones from Austria and Germany are the solid high quality implementers of innovation, whereas American firms represent more the entrepreneurial spirit first. In Europe innovation might precede entrepreneurship, whereas in the US it is generally the opposite: entrepreneurship is the leading principle. This might be one of the reasons for culture shock as well – the clash of different professional cultures, such as of engineers and marketers embedded in a specific corporate or national culture.

I think this is an excellent moment to go our next gate of our Roundabout of LLL to international entrepreneurship: what can we learn from the US?

Gatekeeper number 3 International Entrepreneurship by Prof. dr. Judy Strother. Before I react to her question let me share with you.

**Learning experience 3:** What can we learn from our mistakes within this meeting between entrepreneurship and innovation? The rice drying machine was a misfit; Daimler Chrysler did not work. We deal here with the American and European willingness to take the risk of starting a business. The statements to (dis)agree on were: *Someone who has failed should be given a second chance* (the optimistic side) versus: *One should not start a new business if there is a risk to fail* (the pessimistic side).
Although the Eurobarometer outcome you see here is from 2000, the situation has not dramatically improved yet. Ireland and the UK are in line with the US (Try it again, Sam!) and some Southern and Nordic EU-members are in the middle, The Benelux, Germany and Austria are not very risk taking. Don’t even try to start a business, if there is risk to fail.

Have we learned since 2000? Lisbon 2010 will be here within two years! I am afraid we haven’t learned so much on this score. The last report of the Dutch innovation platform (WRR, 2008), which was created in 2004, reported this past May (see also Leijnse et al. 2007) that there were about 1200 start ups just from scratch with an innovative idea, but only ONE effort out of ten is successful. So risk taking is encouraged, but this is frustrated by the short term interests of most shareholders. NL is more a service economy, including top class agricultural goods and logistic service with some technical innovation around technical universities, such as Eindhoven University of Technology, the European Design Academy (Dutch design) together with Philips. The NL government could follow the US example by being the first client to try out innovations (for instance the National Defense). We have to learn from our mistakes to improve. This is what we can learn from the US. Let us use our own innovations first and then try to export them, with the government as the first client.
I have to say that in learning from the US, I was intrigued by Judy’s question. Is the US no longer a role model for us to see how a multicultural influx could strengthen the entrepreneurial and innovative spirit of a country?

3. Does the influx of immigrants in the US increase or decrease the well reputed innovation culture of the US and the entrepreneurial spirit of its citizens as a baseline? (Judy Strother)

Dear Judy, before I go into your thesis, I just want to mention that I have gladly enjoyed our common start on the basis of psychology, linguistics and communication (see Ulijn and Strother, 1995), to what brings us together today. You were one of my first PhD candidates at Eindhoven University of Technology. The first one is also here: Dr. Robert Lankamp from Leiden University. Your question: Does the influx of immigrants in the US increase or decrease the well reputed innovation culture of the US and the entrepreneurial spirit of its citizens as a baseline? brings us to a new common interest; For Culture and the development of culture you need leaders in the learning process, which this country tends to overlook. In Northwestern Europe, immigrants tend to be more entrepreneurial and innovative than the mainstream population, even if they were to come from countries which score high on Power Distance and Uncertainty Avoidance, à la Hofstede (see for instance Hofstede et al., 2005): people should be egalitarian and not afraid of risks. From a Dutch source of Technology and Science counselors of our embassy and consulates in the US, I quote (Source www.twanetwerk.nl): 80 % of the new jobs have been created in the US by SMEs the last 20 years (one million per year), with significant roles in particular by immigrants, women and minorities. So we still can learn from you in this regard! So with regard to your question: What is the effect of immigrants, who come from cultures that do not have an entrepreneurial or innovative spirit, on America's culture of innovation? My answer would be. Even if they come from those cultures, they might come to the US to develop that entrepreneurial spirit, which maybe is less the case in good old Europe. So we can learn from you to incubate the entrepreneurial talents of the newcomers.

You have written also a book about service leadership (Grönfeldt and Strother, 2006) which could benefit our Dutch service industry, deeply rooted in the logistics of this part of the world giving entrance to North-West Europe. Cameron et al. (2006) argue strongly that leadership is needed to create value in organizations through collaborating, creating, controlling and competing: do things together, first, right and fast, to operate their famous compass. When it comes to leadership, this concept seems to be unclear to this country. As said earlier Dutch seem to hate leaders. In the polder land everybody is equal. Organisations which have more women in the top, claim to have better performances (Topbrainstorm, 2008), such as in the EU with our
Commissioner Neelie Kroes, who was able to handle Microsoft adequately. Just a few women, however, show interest in joining the top. Maybe I can tell you my own story here: in my own educational experience of about 20 years the male students quickly volunteered to be the director in role plays, but I always asked for an equal number of males and females and what happened? The females were always the better performers. So yes, it is in the own interest of firms to attract more women at the top. Dutch hate leaders, but they seem to respect non-Dutch leadership (source: www.topsalaris.nl). In 1986 there were no foreign top CEO’s in 20 AEX firm; in 2006, half of the 24 AEX firms were led by non Dutch: four Belgians, three French, two UK and two US. My colleague Mathieu Weggeman concludes in his award winning book (2007): Leidinggeven aan professionals? Niet doen!: Leading professionals, such as knowledge workers: do not even try. They just foster innovation by their professional expertise in teams. So Dutch do not agree about leadership.

Teams, however, do not develop all by themselves. Leadership seems to affect team performance according to Savelsbergh et al. (2007) of this university, in particular in projects of implementation. Yes, it seems to matter within the context of 19 teams of Philips, DSM (MNCs) and a Dutch infrastructure agency (Rijkswaterstaat), but one very undutch thing: Team leadership behavior was more accepted by their supervisors than their team members themselves (23 and 16 vs. 13 %). Do we learn from how we as leaders are perceived by the people who have to deal with us? The Dutch might be self-conceited or always know it better!

Let us go back to our 4th gate that of innovation, once more with the vehicle of strategic alliances, the field of expertise of Prof. dr. Geert Duijsters

Before I react to your question, here are again my own ideas about the role of culture in the success of such ventures of cooperation between firms.
The idea of loose–tight used by Hofstede et al. (1990) with regard to corporate, not national culture and by Triandis (1995) for national culture might be helpful here. Culture shock is, of course, less intensive if the contacts are rather superficial, such as in SAs, but in the case of an acquisition, there is no way to escape from it (Fink and Holden, op. cit.), see Figure 7. Joint ventures and mergers are in the middle position. How can we reconcile then cultures or even use them as an asset, so that they complement each other in a perfect fit? Thinking of the earlier engineering/marketing dilemma: difference in professional cultures, one company could just bring in the engineering, the other the marketing. With regard to national culture, it is a lot easier for Philips to be successful in the US: everybody is welcome, as long as the venture is mutually profitable. In Japan Philips has to become almost a Japanese firm in a one to one relation between national culture and corporate culture. In our country Philips is a little bit Dutch, as you can see in Figure 8.
Abroad the Philips headquarters culture was often identified as the Dutch mafia. In this respect, I think also that our national MNC Philips deserves a compliment. If I asked during my work in France what they thought of Philips. Mais c’est une compagnie française! The Philips CC seems to be perfectly integrated into the French NC! Of course, most French consider Van Gogh also as a French artist, which makes us a little uneasy in the village where I live: Nuenen. Who can claim van Gogh or Philips as a national property? But that is our Dutch perception.

4. Is there a specific European way of strategic alliancing? (Geert Duijsters)

Geert, it is nice to have you here as a representative of both Eindhoven University of Technology and UNU MERIT. You were one of the first ECIS directors: the Eindhoven Centre of Innovation Studies.

OUNL starts its mission with: Working together within networks and alliances, this institution provides and promotes higher distance education of top quality. It is a pioneer in the innovation of higher education and aims at the wide-ranging needs of
its students, its market and the community at large. So we need networks and alliances. We can learn from you here, Geert, and happily you are not too far away, also for the future!

Is there a specific European way of strategic alliancing?

Your answer is yes and I agree with you: After having lagged behind the United States for over two decades, European firms are successful in their ability to properly balance soft- and hard factors in their relationships: A happy marriage between a Polder or Rhineland model of stakeholders (the soft side?) and Anglo-Saxon shareholders value? (the hard side?). Figure 8 shows that Europe with its Nordic and Latin part is right in the middle with regard to looseness or tightness of relationships. It can play an important role in the global cooperation.

Yes, the rise of Asia, China and India is a challenge in this. They seem to have a very natural, evolutionary and organic way of alliancing. We can learn from them. I remember the twinkling of their eyes during my first visits in 1987-1994. Joint ventures of Western companies with their state companies: a way to develop relationships. Relationship management is in their genes! I learn from you that entrepreneurs cannot do without collaboration in no matter what way. Our jointly edited book with Elise Meijer (Ulijn, Duijsters, Meijer, in press) is almost available on the market. It is about Strategic Alliances and culture and brings our expertise together.

Learning experience 4: Your own learning experience: What happened, how did it occur, and what were your interpretations or feelings, what did you learn? From another culture, another person, through a critical incident? (five min pause). Just share with your neighbour on your right or elsewhere if no one is sitting there.

It is too bad that I could not listen to your interactions and your learning outcomes, but maybe you can share some more over a drink which is upcoming for you soon, thanks to the hospitality of the Open University.
We now turn to the hinterlands of our Roundabout through our (former) PhD candidates and professionals

What will be the future of the meeting of international entrepreneurship and innovation through their work? How do we learn from each other? We have listened to Igor Prodan who finished his PhD and to Gert van Brussel and Arjen Verhoeff who are still working on theirs for this university. The roundabout of Entrepreneurship, Innovation and Culture can cover all the fields of the team of external PhD candidates to the OU, as well as of its new members. I am thinking of Roef Hopman, Jean Marie Fèvre, Hans van Krimpen whose supervision I share with some of the colleagues present here and others to come. We intend to make this Roundabout of learning work, are in the midst of it, let us continue. It is hard work, but it is a pleasure to work with you. Which directions are you showing from our roundabout to explore the Hinterlands?

The first Hinterland is between innovation and entrepreneurship: How can we foster academic entrepreneurship with Dr. ir. Igor Prodan, University of Ljubljiana, Slovenia.

5. How can academic entrepreneurship be fostered? (Igor Prodan)

We can learn a lot from your country. Slovenia was the first of the former socialist areas of Europe ready for the Euro. Studies, such as the one about Trimo, an innovative steel company with its headquarters in Slovenia and one of the production units in Moscow as an acquired company are very instructive (Tekavčič, Dimovski, Darja Peljhan, and Škerlavaj, in press). I think this is a clear example of what Gerhard Fink means by the need of a hybridization of corporate cultures. An extensive training program was set up on the basis of a very careful analysis of current and future cultures by all partners concerned in this acquisition.

Elsewhere I have made a plea for developing technology entrepreneurship in the EU as a whole and in our Euregions, such as ELAt: the city triangle of Eindhoven, Leuven, Aachen with the two Limburgs inside and extending to Rhein-Meuse/Maas in particular. It is great, Igor, that you could test your technology transfer model in three EU regions: that of Ljubljana, Cambridge and Eindhoven as part of a PhD study. Those regions can certainly learn from each other with regard to bringing academic R&D to the value of high tech start ups with entrepreneurs who have a high self-efficacy, solid personal networks and attractive role models. It was a pleasure to be one of your supervisors on this project and I am pleased with the concrete measure you propose: giving promising academics a leave of absence for some years to allow them convert some of their R&D results into the values of a start up. They may return.
to academia, even if they run into failures as important intellectual capital in educating a new generation of scientists and engineers. This can be part of the LLL of, in particular, the technical universities, which have the ambition to apply science into technology which works.

My question to you on the basis of Prodan (2007a and b) would be: What type of academic entrepreneurship would you recommend for effective technological entrepreneurship starting from the academy and why or what, when and why? The hero, the maverick, the broker and the prospector. I have no time to go in details here. We still might work together on such a study to explore the Hinterland of entrepreneurship and innovation.

Our second Hinterland is located between entrepreneurship and innovation, just changing the perspective. Gert van Brussel calls it intrapreneurship in line with work by Hanns Menzel, who recently finished his PhD at Eindhoven University of Technology (2008, see also Menzel et al., 2007): becoming an intrapreneur without having to say goodbye to your boss, to both his or her benefit and yours.

6. A choice for intrapreneurship in later career stages is more satisfying (and solid) than in early stages (Gert van Brussel).

Gert, you bring us back to the behavioural aspects of our LLL trip to build our own intrapreneurial culture. There are neutral, pro and contra aspects to your statement. Elsewhere we have listed the traits or characteristics of innovators, entre- and intrapreneurs; they are overlapping, of course, as well. This is what I could attribute from those lists to the categories, neutral, pro and contra:

Neutral is: Age does not matter; personality counts, nature or nurture?

Pro is: Become an intrapreneur later.

Contra is: Forget it, start immediately as an intrapreneur; at later age it will become much more difficult.

With regard to the innovator profile element in the intrapreneur, you are right. Three out of five traits of the HAIRL model of Shell might grow with age: A Helicopter view, a Realistic bottom line and Leadership.

With regard to the entrepreneurial element in the intrapreneur: you never know if he or she prefers to be self employed or make a start up firm, as yourself: the balance is equal. Five out of ten Ernest & Young traits (Ernst & Young and Roper Starch, 1998),
are neutral: Recognizing and taking advantage of opportunities, *Creativity and imagination, Independent thinking, Hard working and Optimism* might be of all ages or generations (see for more details Ulijn et al., 2007).

With regard to the true intrapreneur, at least as Hanns Menzel and I see it, the majority of traits (8 out of 14) would be again irrespective of age, with an overlap with the entrepreneur, as said.

Throughout these three lists young people seem to score better in *analytic skills, drive for autonomy, risk taking and willingness to learn from their mistakes*, but is an intrapreneur possible without *Vision, a Strategic orientation, a Helicopter view, a Realistic bottom line and Leadership and a Hands-on attitude and ability to make rapid decisions under uncertainty*?

A safe conclusion might be that intrapreneurs of all ages are needed, because they complement each other, but the debate is still open. In our group through his *skill/will* model Hans van Krimpen (see his book with Yves van den Berg, 2008 for instance), seems to be much more pessimistic, although he tries to develop intrapreneurship at senior levels by his Wrinkles sessions (*Krasse Knarren*, remember Koot en Bie), I am looking forward to some nice joint sites in this Hinterland of Intrapreneurship and innovation and eventually intrapreneurial culture as well as our LLL task. There is a role here for the organisations to stimulate intrapreneurship to their own benefit: Your burn outs or bore outs (getting bored of your work) are often your best talents, so how can you keep them and help develop their careers? The following is certainly needed and overlaps partly with the above:

*Top-management support, sponsors and mentors*
*Vision and creativity*
*Tolerance for risk and failures*
*Recognition of small contributions*
*Mutual trust and confidence and superordinate goals*
*Expectation of excellence and high standards of performance.*

In this sense, Gert, you have brought us back to the strong need of SHRM to make the emergence of intrapreneurs happen in our organisations, both profit and non-profit. Thank you and good luck with the rest of the exploration of this interesting Hinterland.

We end up with a 3rd Hinterland, that of innovation. My knowledge management colleagues will agree with me. Innovation is, in sum, a learning process not only through the life cycle of organisations, but also of individuals as we sit here. Igor and Gert have mainly dealt with the role of the individual in an academic or business
context including that environment as well. Arjen Verhoeff in virtue of his own professional experience brought us back to the organisation, which has a task in both technical and social innovation.

7. Technical innovation cannot be successful without social innovation (Drs. ing. Arjen Verhoeff, AWVN and OUNL).

Earlier I said I would not bother you with definitions, but here I have to make an exception. Social innovation is not an easy concept. The special issue on this in *Tijdschrift voor HRM* (winter 2005, 109 pages: Amersfoort: Van Vliet illustrates with at least five different opinions. May I sum up to some conclusiveness on this matter? Technical innovation implies among other aspects asking the right R&D questions leading to a successful, process, product or service and social innovation means selecting the right people to make this happen.

Your statement illustrates the intricacy of technical and social innovation; they are interwoven, in a cyclical not a linear way à la Wheelwright and Clark (1992). Your recent data proves that the item Team loads very strongly on the constructs of both technical and social innovation both from the individual and the organisational point of view. I might imagine that the first is less true for the initiation of innovation, which is rather a process of individual creativity and intuition than for the implementation which needs team spirit (see also Nakata and Sivakumar, 1996 and Ulijn, Lineke and Wynstra, 2004). Alertness and self efficacy (confirmed by Igor’s research) load strongly on the individual aspect. This is in line with the earlier intrapreneurial traits discussion. You have to be alert in recognizing opportunities and be self confident, committed, persistent, driven and determined to make decisions and to take action in a proactive way. These are features of self-efficacy: you can do it. The development of Intrapreneurship is definitely a part of social innovation.

Your own employer, Arjen, the general Dutch employers’organisation, AWVN appeared to be a champion of social innovation and cultural diversity as part of it through a number of publications to which you and AWVN director Hans van der Steen have contributed strongly as well, also with another OU-colleague Frans Leijnse. With this and with its yearly social innovation trophies AWVN has delivered good service to companies and not only in our country.

It might be that a harmonisation of both needs, technical and social innovation, is at the most championed and fostered in open innovation spaces, such as the High Tech Campus of Philips in Eindhoven or the DSM one in Geleen with the DSM Venturing and Business Development and the Chemelot manufacturing site. As DSM vice
president Innovation Kirschbaum (2005) argues: such new businesses get built not by a process, but by a culture of changes naturally evolving from open innovation as described and analyzed by Chesbrough, et al. (2005).

Interestingly enough he describes there a double loop of actors involved, one turning an idea into a development project, which depends upon a change in a mindset from scientist to intrapreneur, and one from start-up to grown up, which requires a different management style from intrapreneur to professional. So intrapreneurship seems to play also a key role in harmonizing the different professional cultures as we have outlined earlier, for instance between different types of engineering and marketing.

In conclusion this can parallel the ideas of my colleague and dean, Herman van den Bosch (2003) of this university, about corporate universities serving with distance learning mature professionals in management science. They can be a catalyst for strategic human resource development as well. A switch from the classical university concept of supplier driven to an end user demand orientation based upon modules and open source learning, from MP to TP (see Kim, 2007) can shorten the technology life cycle and reduce the social costs of educating engineers in fields which are not needed for technical universities. Our three Hinterlands of our Roundabout have shown that the development of intrapreneurship is key in a successful interaction of international entrepreneurship and innovation, both technical and social. This can be done through effective SHRM and using training methods, such as simulations, which are used also by our INENTINCC group as well as the OU research team. We see the trainer as a coach or a participative leader of an LLL. In doing this we will not forgot the European context, as I have said and more in particular the context of this interesting Euregion in a narrow and a broader sense.

As a token of this I wear today not the gown of this university, but that of the country of Jean Monnet to whose legacy I owed my chair in Eindhoven, my first one. This is in line with the rules of this academic house an a tribute to one of the founders of the European Union and also the field I had the pleasure to serve in France, Germany and this country, industrial engineering. Thank you, Institut National Polytechnique de Grenoble where I used to be a parttime professor, that you accepted me through this red color as an engineer, which I am not, of course.

What will I draw as a personal conclusion of the above learning experiences? Figure 9 shows it.
Both organisations and individuals may eventually learn, if they develop at best an intrapreneurship-supportive culture at the place where national, professional and corporate cultures meet. The interaction of entrepreneurship and innovation is no longer a matter of quantitative forecasting of what happens if an organisation wants its technical innovation to be profitable in the market. Dealing with human resources and culture as part of social innovation is a condition sine qua non, a MUST, so to say. So the title of this address gets an exclamation mark, no longer a question mark, as I suggested in the beginning. How is that with you?

The successful meeting at our Roundabout of International Entrepreneurship and Innovation implies the development of a culture of life long learning!

_Dus een uitroepteken, geen vraagteken meer, dit is een goed moment om over te gaan in de moedertaal._

I am sorry for those among you, who cannot understand Dutch!
Dames en heren, het lijkt moeilijk voor deze professor om ermee te stoppen en daarom houdt hij maar opnieuw een oratie. Zo erg is het gelukkig niet. Ik heb al vanaf 1 augustus 2006 op deze universiteit mogen werken, naast een 0.0 bemoeking aan de TU Eindhoven en zal daar in goede harmonie met andere zaken graag mee doorgaan.

Een terugblik zij mij vergund na bijna 40 jaar TU/e waaronder de laatste 15 bij de vakgroep Organisatiekunde, nu Capaciteitsgroep Organisation Science and Marketing (OSM). Ik dank de hooggeleerde collega’s en eerdere vakgroepsvoorzitters Joan van Aken, kritisch maar cooperatief en Mathieu Weggeman, die de principes van zijn boek zelf met ons in de praktijk bracht en niet zonder resultaat op het moment dat het Eindhoven Center of Innovation Studies (ECIS) in de picture kwam, vele publicaties van hoge kwaliteit Leidinggeven aan professionals? Niet doen!

Intussen deed je dat natuurlijk wel, maar met veel humor en relativering, vooral om de nodige bureaucratie verdraagbaar te houden. Je respecteerde bij kenniswerkers hun vakmanschap en innovatievermogen en dat respect van jou en andere OSMers heb ik gewaardeerd en ik hoop dat je blijven doen in goede synergie met mijn speciale taak hier bij de OUNL in het begeleiden van externe promovendi.

Ik heb ECIS al genoemd in verband met mijn hooggeleerde collega Duijsters met wie ik nog een boek schrijf over SAs en Cultuu. Ik voeg daar Eddy Szirmai aan toe, beiden waren een tijd wetenschappelijk directeur van ECIS in Eindhoven en werken nu bij UNU-Merit in Maastricht. In het Limburgse kan onze samenwerking dus worden voortgezet.

Wat is een HL zonder secretariaat en dat geldt vooral voor deze man. Het werkt(e) bij OSM altijd prima. Hoe kun je de noodzakelijke bureaucratie hanteerbaar maken? In de persoon van Marion and Bianca bedank ik ook alle anderen die da ook de samenwerking met andere universiteiten, zoals deze, hebben mogelijk gemaakt, alsmede het ondersteunend personeel van deze OU.

Hooggeleerde decaan van de Faculteit Managementwetenschappen van deze universiteit, Prof. van den Bosch. beste Herman: ik stel onze gesprekken altijd op prijs, ze zijn zeer doel- en oplossingsgericht, maar laten toch veel academische vrijheid om dat doel te bereiken voor mij en mijn promovendi-team. Jij gebruikte in een SWOT analyse van een OUNL-collega het beeld van een steen in de vijver van een rimpelloze Open Universiteit (Van den Bosch, 2007),

Misschien ben ik wel een nieuwe steen voor de OU? Mijn les is: gebruik de kracht van Strength en laten we het gevaar van Threat vergeten. Weaknesses heeft mijn
aanpak misschien ook, maar Opportunities zijn er legio, mede dank zij deze learning community. *In der Beschränkung zeigt sich der Meister.* Samen met mijn medepromotoren, zoals Beate van der Heijden, Wouter Reynaert, lector Fontys Hogescholen, Jeanine Deen, lector Hanze Hogeschool en RU Groningen, Heidrun Gerzymisch-Arbogast, Universitaet Saarland, Cary Cooper, University of Lancaster (UK) en andere collega’s die nog komen gaan die kansen volop te benutten voor het afleveren van hoogwaardige proefschriften. Herman, je feedback wordt op prijs gesteld. Het helpt me mijn zelfkennis nog verder te verbeteren, *gnothi se auton.*

**Dames en heren, collega’s van de OUNL**


De meeste hechte *learning community* is natuurlijk die van mijn eigen promovendi van wie ik deels al wat werk behandeld heb. We leren van elkaar volgens de slogan van deze universiteit: levenslang leren zonder daarbij het gevoel te hebben in een gevangenis te zitten waar geen academische vrijheid heerst na een veroordeling.

Arjen Verhoeff and Karie Bothof alsmede AWVN, bedankt voor jullie hulp bij de inhoudelijke voorbereiding van deze middag en de publicatie die U bij uw vertrek uit Heerlen krijgt uitgereikt.

Arjen was een goede spiegel voor mijn exercitie, naast die van mijn vrouw Pieta. Via Arjen’s afstudeerders van de OUNL, maar ook eerder in Eindhoven en Darmstadt hebben wij heel wat discussies gehad en ik zie uit naar de volgende halfjaarlijkse bijeenkomst van onze groep. Deze middag en de publicatie is ook mogelijk gemaakt door de dames van het CvB en de faculteit Managementwetenschappen. Zonder een CvB kan een HL niets, U mag erop rekenen dat ik het in mij gestelde vertrouwen waarmaak.

Ik zie ook uit naar de verdere samenwerking met de PhD kandidaten Gert van Brussel, Dr. Jean Marie Fèvre, Roef Hopman, Hans van Krimpen en wie nog komen gaat. Hun externe PhD-overeenkomsten met de OU worden hopelijk binnenkort ondertekend.
Dus een volledige tableau de la troupe kan ik nog niet geven, omdat we nog niet weten hoe de troupe van Ulijn of misschien moet ik zeggen: mon équipe er in haar definitieve vorm uit gaat zien. Het groeit en bloeit.

I just always have enjoyed the international and European setting of my work, also here now at the OU, my former MSc students and my (past) PhD candidates and colleagues present here from different European universities know that.

Tot slot; Pieta, mijn vrouw, een gevleugeld woord van jou: Jij zou kunnen leren dat...
Gelukkig is dit leren in ieder geval sociaal nuttig, en meestal prettig, vooral als we het samen doen, in de natuur, op de fiets, van onze kleinkinderen, etc. Life long Learning, de slogan van de OU komt goed van pas, ook in de privé-sfeer. Eigenlijk geldt die voor iedereen, maar de formalisering waar dit huis zo goed in is, is zeker ook nodig! In mijn geval, mag ik dan wel met veel plezier 20 jaar Onderhandelen in een intercultureel perspectief hebben mogen onderwijzen, in theorie weet je het allemaal wel. Je eigen theorie toepassen in het leven van alledag zou natuurlijk het best zijn wat er is, maar het vlees is zwak. Gelukkig deden we nooit dit:

We will not go home before the book is finished

Figure 10: We never did this!
Ik heb in ieder geval van jou geleerd om de invloed van NC te relativeren: mensen zijn mensen waar ook ter wereld. Door jouw patientenverhalen ’s avonds en ook hoe je vaak goed opgeleide mensen uit andere culturen mocht helpen, zich in onze cultuur met hun eigen vaak traumatisch verleden beter te leren voelen. Mijn mensen, zet je altijd....En dan ging het o.a over een Ierse vrouwelijke ingenieur, een Engelse technicus die op zijn werk in Nederland moet huilen, een Afghaanse die een topfunctie in Kabul had of een Sloveense lerares Frans die moeilijkheden kreeg op haar werk.

Ik hoop dat jij me mijn uurtjes in het kamertje boven wilt vergeven vanwege deze uit de hand gelopen hobby. Er echt helemaal mee ophouden zal wel niet gebeuren, daarvoor is het teveel een plezier, maar dat kan in synergie met de andere leermomenten bovengeschetst. Bedankt voor al je steun, Pietje.

Ik heb gezegd.

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