

RESPONSIVE ENTREPRENEURSHIP & LEARNING IN A METROPOLITAN CONTEXT

THE CAREM RESEARCH PROGRAMME
2015-2019

RESEARCH CENTRE SCHOOL OF ECONOMICS AND MANAGEMENT
AMSTERDAM UNIVERSITY OF APPLIED SCIENCES



COLOFON

Centre for Applied Research on Economics and Management (CAREM)

Research Programme 2015-2019

Dr. Frank Jan de Graaf, Professor Corporate Governance & Leadership

Dr. Jesse Weltevreden, Professor Online Entrepreneurship

Dr. Martha Meerman, Professor differentiated HRM

Dr. Willem van Winden, Professor Amsterdam Knowledge Economy

Research Centre School Economy and Management

Amsterdam University of Applied Sciences

Visiting address:

Wibautstraat 3B, 1091 GH Amsterdam, The Netherlands

Postal address:

P.O. Box 1025, 1000BA Amsterdam, The Netherlands

Tel: +31 (0)20-595 2312

www.hva.nl/carem

info@carem.nl

**Responsive Entrepreneurship & Learning
in a Metropolitan Context**

The CAREM Research Programme
2015-2019

Research Centre School of Economics and Management
Amsterdam University of Applied Sciences

Contents

1. Introduction.....	6
1.1 The Research Programme	6
1.2 Research lines	6
1.3 Substantive coherence between the research lines.....	7
1.4 Connection with research and education at the AUAS.....	7
1.5 Objective	8
2. The Positioning of the CAREM and the research programme	10
2.1 Context.....	10
2.2 Connection with the spearheads	10
2.2.1 The AUAS-wide Entrepreneurship programme.....	10
2.2.2 The Urban Management Spearhead	11
2.3 The Internationalisation Key Area.....	12
2.4 Links with the Programmes.....	12
2.5 Starting points and objectives.....	13
3. Research line 1: Learning and working in a changing society	14
3.1 Introduction	14
3.2 Context.....	14
3.2.1 Social context.....	14
3.2.2 Theoretical context.....	15
3.3 Research programme.....	16
3.3.1 Research model	16
3.3.2 Research themes	17
3.4 Connection with professional practice	19
3.5 Links with education	19
3.6 Collaboration with other professorships at the SEM/spearheads for the AUAS.....	19
3.6.1 The Urban Management spearhead.....	19
3.6.2 Entrepreneurship and the professionalisation of the financial professions	20
4.1 Introduction	21
4.2 Context.....	21
4.2.1 The social context	21
4.2.2 Theoretical context.....	22
4.3 The research programme.....	22
4.3.1 Theme 1: Finance & accounting professionals	23
4.3.2 Theme 2: Financial models and corporate governance for sustainable economic growth.....	24
4.3.3 The research method.....	24

4.4 Connection with professional practice	24
4.5 Links with education	25
4.6 Collaboration with other professorships at the SEM/spearheads for the AUAS.....	25
4.6.1 Internationalisation	25
4.6.2 The connection between the Entrepreneurship and Urban Management spearheads.....	26
5.1 Introduction	27
5.2 Context.....	27
5.2.1 Social context.....	27
5.2.2 Theoretical context.....	29
5.3 Research programme.....	29
5.3.1 Theme 1: Success and failure factors for business that are active online.....	30
5.3.2 Theme 2: The effectiveness of Internet technologies and online marketing and sales channels	30
5.3.3 Theme 3: The impact of the use of Internet technologies and online marketing and sales channels	30
5.3.4 Research methods	31
5.4 Connection with professional practice	31
5.5 Links with education	31
5.6 Collaboration with other professorships at the SEM/spearheads for the AUAS.....	32
6. Research line 4: The Amsterdam knowledge economy	33
6.1 Introduction	33
6.2 Context.....	33
6.2.1 Social context.....	33
6.2.2 Theoretical context.....	33
6.3 Research programme.....	35
6.3.1 Theme 1: The changing role of higher education and research in urban innovation eco-systems	36
6.3.2 Theme 2: Learning and innovation in urban knowledge hot spots	37
6.3.3 Theme 3: Learning and innovating in typical urban economic activities, such as the fashion industry, smart-city technology, the ‘shared economy’ and 3D printing, etc.	37
6.3.4 Theme 4: How can urban innovation eco-systems be managed?.....	37
6.3.5 The research method.....	37
6.4 Connection with professional practice	38
6.5 Links with education	38
6.6 Collaboration with other professorships at the SEM/spearheads for the AUAS.....	38
References.....	40

1. Introduction

1.1 The Research Programme

In the years ahead, the research programme for the Centre for Applied Research on Economics and Management (CAREM), which falls under the School of Economics and Management at the Amsterdam University of Applied Sciences (AUAS), will focus on the question of ***how entrepreneurs and enterprises are finding new ways to survive and grow.*** Responsiveness is a primary concept in this research programme: focus is placed on enterprises and entrepreneurs that respond actively to a changing environment and do so based on their own specific identities and responsibilities. How do they respond to challenges like digitalisation, internationalisation, sustainability and a hands-off government? What (new) business models do they use to (continue to) deliver added value? In our programme, learning and innovation by professionals in enterprises (business models) are key, within the context of the economy of a metropolitan region that is changing rapidly as a result of (technological) developments.

1.2 Research lines

The Responsive Entrepreneurship & Learning in a Metropolitan Context programme consists of four related research lines, each of which has its own particular emphases:

- *Learning and working in a changing society*
A changing society needs organisations that learn; a flexible employment market requires employees who continue to develop.
- *Responsive Finance: sustainability and decision-making in Finance & Accounting*
A financial goal is key, but must always be viewed in relation to the goal for the enterprise as a whole and the role that the entrepreneur plays in society.
- *Entrepreneurship in a Connected World*
New technological possibilities, particularly those in the field of ICT, are game changers and require a proper response by businesses and effective action too.
- *The Amsterdam Knowledge Economy*
Entrepreneurship does not exist in isolation, but is part of an urban knowledge economy that is increasingly functioning as an ecosystem in which all kinds of interactions contribute to the competitiveness of an enterprise.

Each of the research lines has its own identity, geared towards specific degree programmes offered by the School of Economics & Management. The research lines build on the expertise and academic discipline already possessed by professors and the affiliated lecturer-researchers. Each of the research lines also has its own research tradition, approach, dynamic and specific target groups. Aided by the line of research and the joint starting points formulated, this specific identity enables professors and research groups to contribute to common practice at and spearheads for the AUAS.

1.3 Substantive coherence between the research lines

Enterprises as research subjects are key to the research programme. Based on an economic perspective, we consider their probability of survival and their survival strategies in a society that is changing at an ever faster rate. We do this on the basis of three different perspectives.

1. Professional expertise and entrepreneurship

Professional expertise and entrepreneurship are key at universities of applied sciences; we want our research to contribute to both. Students learn how to combine different insights and concepts and link them to day-to-day professional practice. Ultimately, the professional is not just a specialist in his own field (marketing or finance, for example), but someone who is also able to draw on various aspects of business administration in his day-to-day work. Sarasvathy (2001) refers to the above as 'effectuation': entrepreneurs work not solely on the basis of fixed plans, but continually consider how they can establish links between different insights and abilities. This is a process that is characteristic of (enterprising) professionals too. This document will set the substantive and process-related direction for our research, particularly for the Differentiated HRM and Corporate Governance and Leadership professorships.

2. The role played by business models

In recent years, it has become popular to think in terms of business models, as they make it possible to systematically consider all of the various elements of which an enterprise consists. The value proposition – what does an enterprise stand for, which objectives are there? – is linked to financial policy, HR, procurement and every other part of an enterprise. Various fields come together in business models too, just as is the case where professional expertise is concerned. All of the professorships involved in the research programme have a clear connection with enterprises and their business models. For the Online Entrepreneurship professorship, the implications that ICT has for business models often even constitute the starting point for research.

3. Business networks

The starting point for our research is that businesses do not operate 'in isolation': if businesses want to continue to be successful, they will need to collaborate effectively with various stakeholders around them. This is the starting point for all of the research done in the Amsterdam Knowledge Economy professorship. However, this theme also comes into play in the other professorships and in other research lines. For example, the HRM professorship considers the role that enterprises play in relation to the social issues faced by a district, the Online Entrepreneurship professorship looks at collective e-marketing initiatives in retail areas while the Corporate Governance & Leadership professorship focuses on the connection between leadership and institutional change in the financial world.

1.4 Connection with research and education at the AUAS

The School of Economics & Management wants this research programme to make an important contribution to two spearheads of the AUAS: Urban Management and Entrepreneurship.

All of the research lines contribute to the Urban Management spearhead programme. Although the enterprise is the unit of analysis, we consider entrepreneurship in the context of the big city, both economically and socially, in our research. How can the city be a relevant 'production factor' and source of inspiration for enterprises? But also: how can enterprises actively contribute to efforts to maintain the vibrancy of the city and to the achievement of a vibrant employment market? What shared values do stakeholders in the city have and to what extent do they facilitate co-creation, with the object of improving the urban environment? How is the urban employment market changing and how is this affecting work and learning? Added to the above, what new forms of urban management/governance are needed to achieve progress in this respect?

The CAREM is the driver of the AUAS-wide Entrepreneurship programme; it focuses on Responsive Entrepreneurship on the Basis of New Business Models. This programme concentrates on the question of how individual entrepreneurs adjust their business model at critical points in time on the basis of innovation (updating or changing existing – operational or non-operational - processes) and/or more emphasis on sustainability (a different approach to scarce resources or stakeholders). The School of Economics and Management is developing this programme in collaboration with five other schools: Media, Creation and Information, Technology, Society and Law, Exercise, Sport and Nutrition and, last but not least, Health.

All four of the research lines have a clear international component, because of which they have a link to the education provided at the International Business School. They also tie in with the following programmes: Commercial Economics, HRM/Management and Finance & Accounting.

1.5 Objective

Three main objectives underlie the Responsive Entrepreneurship & Learning in a Metropolitan Context programme:

- 1) To provide a substantive and thematic delimitation of the research that the School of Economics & Management wants to do and position this research in the research profile for the Amsterdam University of Applied Sciences.
- 2) To make clarify the ambitions and the envisaged results qualitatively and quantitatively.
- 3) To clarify how research relates to the education offered at the School of Economics & Management.

The programme helps where to communicate the profile to clients, the professional field and education is concerned. It functions as a touchstone for investments in (lecturer) researchers and projects. It also serves as a frame of reference for the assessment of the CAREM knowledge centre.

This research programme is the result of close consultation with the programme clusters in the school and also with commissioning clients and the professional field. Besides the individual expertise possessed by the professors and their research groups, there is a great deal of collaboration and cross-connections between the professorships and the researchers involved in them. The spearheads, as binding practices, help to give shape to this

collaboration. Finally, the programme reflects the internationalisation ambition: the research lines include a crucial international dimension.

The follow-up to this document will describe how the programme is positioned at the Amsterdam University of Applied Sciences and at the School of Economics & Management, including a description of the connection that the research lines have with the spearheads, with the internationalisation point for attention and also with the various degree programmes. Next, the joint starting points and objectives of the research will be outlined. This will be followed by a description of the four research lines and of the concrete programme for the years ahead. On the basis of which framework will this be effected? What methods will be used? How will this tie in with education and the field of work? This document provides a brief overview of the above. More detailed descriptions are provided elsewhere.

2. The Positioning of the CAREM and the research programme

2.1 Context

At universities of applied sciences, education has been joined by research as a key activity. New and rapid developments in technology, the business sector and professional practices are forcing universities of applied sciences to stay up-to-date and promote the ability to do research. Research is also a tool that can be used to structure interaction between a university of applied sciences and professional practice. At the School of Economics & Management at the Amsterdam University of Applied Sciences (AUAS), research has gained an increasingly more well-defined place. Parallel to this, the CAREM knowledge centre - where the research is pooled - has gained a clearly more prominent position in recent years. Since the publication of the first School of Economics & Management Innovation and Participation in the Knowledge Economy research programme in 2010, a programmatic approach has been adopted. Since this time, a large number of research projects have been completed successfully, often as a co-production involving researchers, lecturers, students and professional practice. The knowledge centre has become a popular partner for public and private parties; much has been published and ties with the programme clusters at the School of Economics & Management have become stronger.

This line will be continued in the new research programme, with new emphases that reflect the new ambitions that the faculty has and also current policy in place at the Amsterdam University of Applied sciences. The object is to achieve a clearer research profile. The research programme is primarily embedded in the School of Economics & Management and is linked to and intertwined with the degree programmes and the knowledge and experience present in the faculty. The CAREM also emphatically wants to contribute to the substantive spearheads developed across the AUAS, particularly the Entrepreneurship and Urban Management spearheads (see 2.2 for more information). Added to the above, research will be shaped and conducted in collaboration with the programme cluster more than has been the case in the past; the object here is to strengthen integration with education (see 2.4). Given the above, the research conducted will include an international dimension, tying in with education, the research capacity already present and the ambitions of the International Business School of the School of Economics & Management (see 2.3).

The starting point will continue to be that the subjects researched at the CAREM will reflect the economic orientation of the School of Economics & Management. After all, this position will make it possible for the research conducted to deliver added value for the education offered by the economic programmes. It is expected that the majority of research efforts will focus on the spearheads in time. However, the field of work and, as such, the degree programmes at the School of Economics & Management will continue to be key when identifying research questions.

2.2 Connection with the spearheads

2.2.1 The AUAS-wide Entrepreneurship programme

As already mentioned in the introduction, the CAREM drives the AUAS-wide Entrepreneurship programme for the AUAS as a whole and, by doing this, contributes to the achievement of the AUAS spearheads. The research programme focuses on the role played by entrepreneurs in social and economic change. Here too, the three perspectives referred to in 1.3 apply. Firstly, The Professional and his Expertise: the attitude and conduct of professionals, focusing on research conducted among entrepreneurs on the subject of 'effectuation' (Sarasvathy 2001) and expertise (Sennet 2008). Based on this research on the unifying ability of the entrepreneur who is learning while doing, attention also turns to business models and business networks. The above results in the following research question:

How do entrepreneurs respond to changes in the markets in which they are operating and in society in general and to what extent are they successful in responding to these changes? Besides economic aspects, social and, as such, normative questions will feature too. The research question results in an inventory of best practices (business models) and research is done on the relevant success and failure factors that apply to entrepreneurs and enterprising professionals.

The above will not be limited to entrepreneurship for a technology start-up or a retailer that is launching a web shop, for example, but will also extend to the entrepreneurship of individuals that try to address certain social problems in collaboration with a social organisation. Research often involves entrepreneurs who work with the parties directly involved (stakeholders) to develop new business models. In other words, these are entrepreneurs that use co-creation to create social added value. Added to this, research focuses on the challenges that entrepreneurs face, as a result of internationalisation and digitalisation, for example.

Specific consideration is given to three forms of entrepreneurship in the programme: innovative entrepreneurship, social entrepreneurship and sustainable entrepreneurship. Responsive entrepreneurship, which can be defined as entrepreneurship that involves a feel for the environment, is used as an umbrella term for the above.

The research results form the input for new education programmes. As such, the spearhead programme must give impetus to the further development of the Amsterdam University of Applied Sciences as an 'entrepreneurial university of applied sciences'.

2.2.2 The Urban Management Spearhead

Cities are the driving forces for the economy. Urban regions are finding themselves faced with complex challenges that demand a coordinated approach with the stakeholders concerned. This makes it necessary to draw on knowledge from a number of sources and disciplines. For example, finding solutions for office and retail premises vacancy levels, area redevelopment, promoting innovation and sustainability, but also combating poverty, social exclusion and unemployment in deprived urban areas. The AUAS has identified this multidisciplinary and joint approach to urban issues (urban management) as one of its research spearheads. The Urban Management spearhead focuses on 'coordination issues' in cities: how can problems be resolved on the basis of interplay between urban players?

The School of Economics & Management is one of the constituent partners in the spearhead, together with the School of Society and Law and the School of Technology. Many relevant issues in Urban Management have an economic focus or an economic dimension:

area development, city marketing, the management of open space, the development of property markets, the dynamics of shopping centres and streets in what is an increasingly digitalised world, urban employment-market issues, the emergence of new economic growth clusters and campuses, etc. Urban Management has set up a number of field labs: specific areas in Amsterdam where long-term research agendas are being put together with urban partners. At these field labs, we carry out research and experiments and we contribute to the realisation of a better city. The School of Economics & Management is taking part in all of the field labs.

2.3 The Internationalisation Key Area

In addition to the two spearheads, a third theme has been given a prominent place in the research agenda for the School of Economics & Management: internationalisation. Enterprises and professionals are increasingly operating in what is a global playing field. This is certainly true of regions like Amsterdam that have a strong international focus. With the above in mind, research on the international context in which enterprises and professionals operate is an important theme in the research programme. The research conducted contributes to the ambitions of the International Business Studies (IBS) cluster at the School of Economics & Management, which is to achieve international accreditation. Research is an important criterion for the above. Research with an international orientation is largely carried out by IBS lecturer-researchers, who are active in all of the professorships.

2.4 Links with the Programmes

The research programme has close links with the education provided by the School of Economics & Management. Schematically, the research programme can be depicted as shown in Model 1. The four research lines have been depicted with vertical bars, while horizontal bars have been used to indicate the joint themes that feature in each component (the two spearheads and the internationalisation theme). Three of the four research lines are directly connected to programme clusters at the School of Economics & Management (shown at the bottom of the figure) and have been established in consultation with the education clusters. The professors responsible maintain contacts with the relevant clusters and primarily seek to achieve links with the education provided in these clusters.

The horizontal Entrepreneurship and Urban Management bars represent the contribution that our programme makes to the spearheads for the AUAS. The bar used to depict the 'internationalisation' point for attention indicates the connection with the International Business School (IBS).

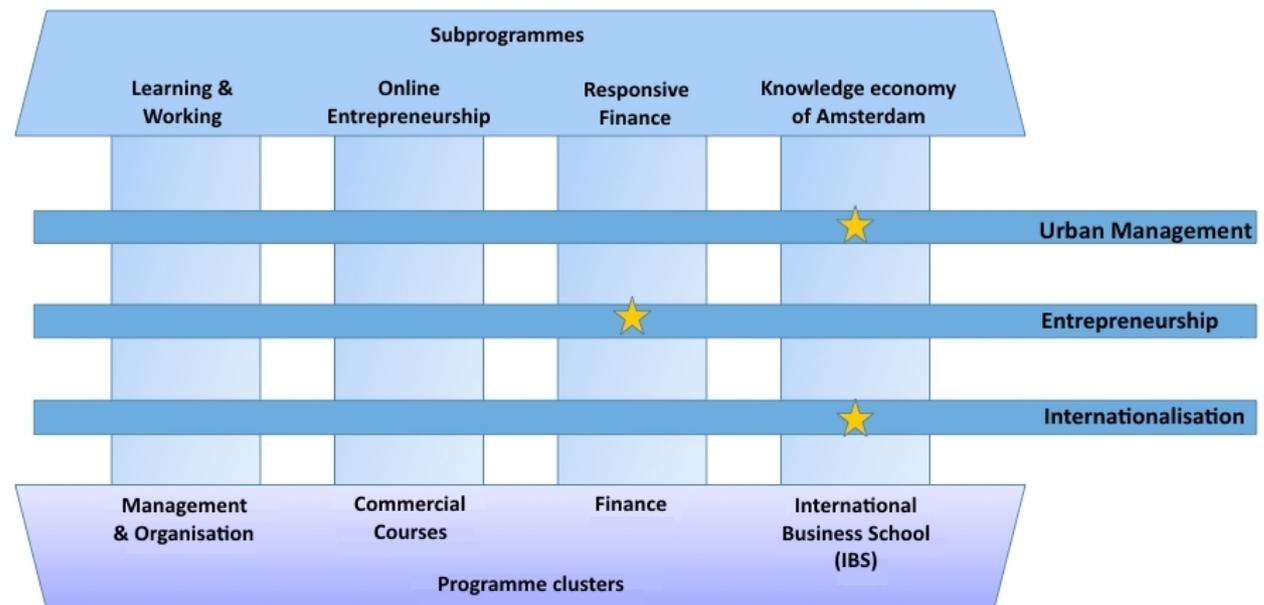
The Entrepreneurship spearhead programme is coordinated by the professor of Corporate Governance & Leadership at the School of Economics & Management. He functions as the first point of contact and 'linchpin' for the other participating faculties and the Executive Board. The various research lines at the School of Economics & Management contribute actively to this spearhead. The professor specialising in the Amsterdam Knowledge Economy fulfils this role for the Urban Management spearhead programme.

As regards internationalisation: in each research line, applied research is done on the international dimension, by lecturer-researchers from the International Business Studies cluster. The first point of contact and linchpin at a strategic level is the professor specialising

in the Amsterdam Knowledge Economy. The coordination of and consistency in the international dimensions of research projects in the research lines is achieved in close collaboration with a lecturer-researcher from the IBS.

The green star in Model 1 shows where ultimate responsibility for the spearhead themes lies. Ultimate responsibility for the 'internationalisation' point for attention lies with the professor specialising in the Amsterdam Knowledge Economy.

Model 1: Research lines and their connection with education and spearheads



2.5 Starting points and objectives

A number of starting points apply for the research programme; these are decisive for the research activities to be carried out:

- Research is carried out as commissioned by and/or with the field of work. No 'research is done just for the sake of doing research'.
- Research is of an academic quality.
- Research results are published in specialist journals and in national and international academic journals. The object here is to share the research knowledge gained with both the professional field and academics and to maintain the good reputation that the CAREM has. The AUAS also has its own publication series.
- In principle, each project will be linked to education, although it will not necessary have a big impact on education straight away.
- The research done contributes to the professionalisation of lecturers.
- Where possible and worthwhile, research will reflect the spearheads applicable throughout the AUAS; this will apply to Urban Management and Entrepreneurship in particular.
- Wherever possible, a link will be established with international developments and researchers will participate in international research projects.

3. Research line 1: Learning and working in a changing society

3.1 Introduction

The research line *Learning and working in a changing society* is linked primarily to the Management and Organisation cluster (M&O) and falls under the Differentiated HRM professorship. The content of the programme is linked to the Human Resource Management (HRM) and Management Studies - Management, Economy and Law (MSM) degree programmes and is grounded in the expertise and experience of the lecturers and researchers that form part of the professorship at the current time.

The M&O cluster focuses on the analysis and identification of issues relating to employment and employment relationships in and between organisations. Whereas the MSM tries to formulate strategic objectives and focuses on the analysis, design and management of targeted production and service provision processes, HRM focuses more on staffing and the corresponding administrative processes. More specifically, HRM analyses the human talents of staff and teams, their long-term deployability and the corresponding selection process. The deployment, training and development of staff and the frameworks necessary in this respect are key issues for both degree programmes. Both degree programmes focus on the change process and work transitions possible and envisaged in and outside the organisation that are linked to this issue. This is also the theme on which the research line presented here focuses.

The field of work for which students are being prepared does not operate in isolation, but functions in an environment, in this case businesses and organisations in the Amsterdam region. Cities are melting pots of groups and individuals that differ from each other in terms of income, level of education, ethnicity, opinions, beliefs and interests. This is the social reality in which students will be expected to apply the knowledge they have gained. It is this reality in which the professorship and the M&O cluster want to use academic research to contribute to the often urgent issues applicable.

3.2 Context

3.2.1 Social context

Learning and working in a changing society: the title under which the research line is presented, shows just how important the social context is to research. The programme has been prompted by economic and social developments that have consequences for the combination of learning and working (Zijlstra and Meerman 2013). These developments are resulting in a specific way of looking at things at the current time. There are various developments in this respect:

1. Knowledge is an important factor in efforts to maintain the momentum of economic activity in the Netherlands; knowledge has become a competitive factor. Rapid changes in the field of information and communication technology, operating in international markets and digitalisation are making lifelong learning more vital than it has been in the past.

2. For many people, the recent crisis has not just been a global crisis, but an existential crisis too. The crisis also impacts professionals who find that their qualifications and the necessary maintenance of these qualifications are changing, and whose income and social status are also strongly diminishing (Schmid 2010).
3. The crisis has consequences for the organisation of production and service provision. The changing employment markets demand flexibility. Flexible staff have less access to permanent training. Reintegration programmes are not always optimal and are even being phased out. Alternative organisational forms are emerging (cooperatives, for example) and are offering staff learning opportunities too.
4. Globalisation is responsible for the continuing multiculturalisation of large cities. This is resulting in the re-emergence of cultural diversity and social inequality on the work floor and in the employment market. As such, the search for and competition between talents has become a topical issue. The question is how this will affect education and training programmes and access to them.
5. Government activities are systematically being privatised as a result of neo-liberal policy. A drastic development for employees is the breakdown of the welfare state and, as such, of social security too. However, the financial-economic crisis is now also revealing the limitations of this policy. What new routes are possible (social innovations) and emerging for work organisations?

3.2.2 Theoretical context

Research is conducted in a social environment but has a theoretical context too. The following three types of concept are relevant here:

At institutional level:

1. Research is based on the Rijnlands model, in which – in contrast to the Anglo-Saxon shareholder model – stakeholders are key, focus is placed on sustainable economic growth, with less of a focus on individualism than is the case in the US, a special role is reserved for the state, union involvement is the case and different forms of ownership exist (Albert 1992).
2. Research revolves around aspects of the changing employment relationships (Zinsmeister 2012) and around the emphasis that is placed on the exchange or collaboration dimension. Changes – including corresponding changes to employment law – are possible if employers and employees are willing to take responsible risks.
3. Learning and working-related changes are researched based on the diversity evident in the employment market and on the way in which institutions respond to these changes. The starting point for research is formed not just by the recognition and acknowledgement of diversity, but also by an understanding and implementation of diversity policy (Cox 2001).

At organisation level:

4. A challenge is presented by the views that Nussbaum (2011) and Sen (1999) express about the creation of opportunities for everyone to learn and develop. The same applies for theories about learning opportunities and experiential learning in the workplace, such as the theories developed by Onstenk (1997) and Weissbord (1996) on research as a tool that facilitates learning in the workplace.
5. One crucial thought here is the following: the combination of learning and working throughout an individual's life starts with undergraduate vocational programmes and ends when an individual reaches pensionable age. In a society and at a time in

which lifelong employment by the same employer is no longer something that can be taken for granted and employees are responsible for their own deployability, the concept of lifelong learning is more important than ever before. Vocational programmes are restrictive in terms of employee opportunities in far too many cases.

At an individual level:

6. Professionalisation and learning are not soft options (Sennett 2008). It takes time to attain and embed new competencies. Whereas business policy usually focuses on the short term, the life cycle of employees is key to the Learning & Working programme.
7. The starting points for Positive Psychology serve as a source of inspiration for interventions designed to improve M&O practice. The idea is to promote learning opportunities and reduce the stress experienced by workers (Meyers et al. 2012).

3.3 Research programme

3.3.1 Research model

In the research conducted, the transitional employment market model developed by Schmid (1998) is used as a framework that links together the various concepts (see Figure 1). The model developed by Schmid assumes participation by all citizens in society on the basis of a combination of paid work, voluntary work (and the ever increasing number of forms of unpaid work) and care work (combination economy).

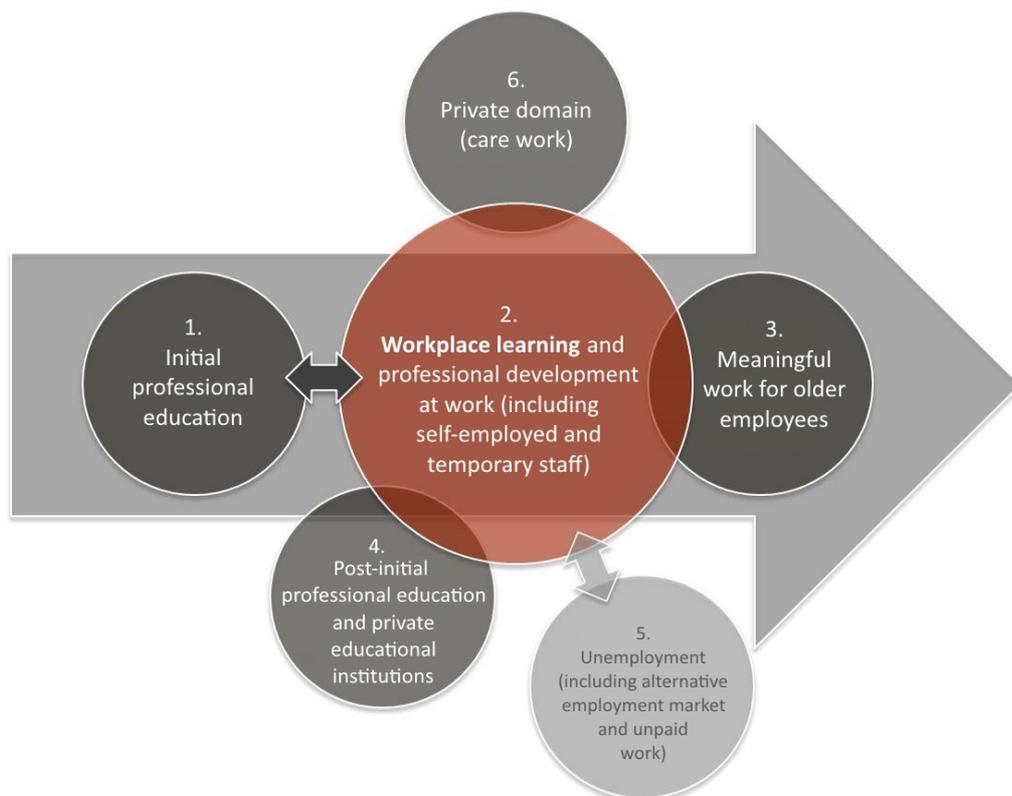


Figure 1 | Research framework: adaptation of Schmid's model of the transitional employment market

The starting point for this model is the life cycle of individuals and the decisions they take (the various circles shown in Figure 1), in addition to the frameworks that various

institutions establish with the object of achieving the above. The transitional employment market is formed by businesses, legislation, educational institutions, employment market developments and the business climate. The three perspectives that are directional for the CAREM research programme – and, as such, for this research line too – come together in the adaptation of the model developed by Schmidts: professional expertise, business models and business networks.

The world of formal work forms the starting point for research (Circle 2). Activity in this circle is variable and depends on the political, economic and social context in a company, sector or region. The quality of human-resource (qualitative requirements) and talent (qualitative possibilities) recruitment is routed via Circles 1, 4 and 6, while exits are routed via Circles 3 and 5. The way in which institutional arrangements are designed can ensure that workers are able to switch easily between the various systems; it facilitates a wide range of possible combinations of social activities.

3.3.2 Research themes

Research at universities of applied sciences is initiated in close collaboration with the field. In the Differentiated HRM professorship, questions often focus on changing the field or looking for solutions for problems in the field. Many types of field-related questions can be answered by means of action research. This involves traditional academic research on the analysis of existing situations, the object of which research is for the knowledge gained to result in policy changes and/or recommendations. However, action research is also conducted on the assumption that knowledge can only be gained in action. In this framework, the challenge is to conduct research *in collaboration with* professionals in the field of work as a way of achieving professionalisation and changing the field.

Based on the model outlined and given the context outlined above, themes and research questions have been formulated that have been established in discussion with the stakeholders for the professorship. The questions are not absolute and are often limiting, but do clarify the research model too.

3.3.2.1 Theme 1: Transitions in the employment market: school/work/unemployment

Various issues are the case for the 'employment market' theme. Three points for attention from which concrete questions ensue will be singled out.

Undergraduate vocational education prepares students for the employment market and the experiential world that comes with it. It is important to know which knowledge and skills are necessary to gain acceptance in the world of work.

- How do the diverse graduates delivered by vocational education make the transition from vocational education to work?
- To what extent does knowledge play a decisive role when selecting employees? Added to the above, to what extent do other factors apply that are rarely referred to explicitly?

The placement is often decisive for the direction that a student's career takes. As such, undergraduate vocational education is responsible (and shares responsibility) for the way in which students profile themselves in the employment market. Students who are able to work independently are often the preferred choice.

- To what extent is the self-profiling of underprivileged groups actually responsible for their lack of privilege?

Knowledge becomes obsolete, because of which 'non-actives' in the employment market require special attention.

- What knowledge and/or skills are necessary to regain paid employment?
- How can people equip themselves to re-enter the employment market?
- How is the transition made from not-working to working?
- What role do legislation and work organisations play in this process?
- How do people who are not in paid employment learn in the formal, informal or alternative economic circuit?

3.3.2.2 Theme 2: Learning in the workplace

As long as the professorship and the research group have been in existence, work organisations have approached them with questions that fall under the theme 'learning in the workplace'. The questions received relate to learning outside formal educational frameworks - in other words, learning in teams, 'the learning organisation' - but also to learning opportunities in various positions. These are activities that are geared towards updating the knowledge and skills that employees have and giving shape to (informal) professionalisation. Various questions are relevant in this respect:

- What informal and formal requirements are imposed on the professionalisation of employees?
- What role do managers and employees themselves play here?
- What impact does training have on the work retention and taking career steps?
- What networks and learning programmes do self-employed individuals use?
- What structures, control and training courses do management need to stay on top of changes?

It can be observed that the Differentiated HRM professorship has been very successful in recent years where the professionalisation of lecturer teams at universities of applied sciences is concerned. In addition to this, guidance is given to teams of professionals (like HRM professionals, project managers and employment market specialists) when conducting their own research.

3.3.2.3 Theme 3: Meaningful work for older employees and the transition to retirement

The professorship has a long tradition of conducting research on the appreciation and performance of older employees. So-called 'from work to work' arrangements play a marginal role for older employees: the Employee Insurance Agency (UWV) finds it very difficult help older individuals to find work. This raises the question of how investments should be made in older employees to enable them to gain control over their own careers.

- What are businesses, institutions and sectors doing to facilitate learning by older employees?
- What are older individuals doing to ensure that they continue to develop? Are managers sufficiently utilising the competencies of older employees?

3.3.2.4 Theme 4: The role played by private training institutes for the professional field / the work organisation

Undergraduate vocational education prepares students for the first five years of their working careers. After this time, these individuals become increasingly more dependent on private training institutes or post-graduate education. The certification of professionals would seem to become a key word then. The following questions arise in this respect:

- Which businesses use training institutes like this?
- Which groups benefit from permanent education and from what is this evident?
- How are learning pathways organised for employees, managers and professionals?
- Who is responsible for the deployability of certified and uncertified employees and self-employed individuals?

3.4 Connection with professional practice

The connection with the professional field is expressed in various ways:

- By explicitly entering into discussion with the professional field about research.

Each year the research is discussed with the stakeholders in the field.

- On the basis of formal assignments received from the field.
- Via the substantive questions that the field raises with students in placement or graduation-related contexts.

3.5 Links with education

The research conducted by the professorship is demand-driven: research questions are formulated on the basis of a question from the field (education practice or professional practice). These research questions are developed and implemented under the guidance of the professor and the research group. The research group has close links with the degree programmes in the cluster as lecturers from the cluster participate in the research group and the research results it obtains impact on the degree programmes in question. Added to the above, students are able to contribute to the research conducted by the professorship in curriculum modules designated for this purpose.

Learning and working-related projects are entered into in an international context in consultation with the International Business School. A comparative study between the Netherlands and the Ukraine on the way in which managers respond to the 'voice behaviour' of their staff was launched in 2014. This promotional research is an initial form of collaboration.

3.6 Collaboration with other professorships at the SEM/spearheads for the AUAS

The professorship will put the AUAS Urban Management and Entrepreneurship spearhead into effect on the basis of the programme presented here. The urban environment is the context in which arrangements between learning and working are established. In the Entrepreneurship spearhead, learning in the workplace also explicitly relates to young entrepreneurs and self-employed workers without employees. Issues that arise in relation to learning and working in an international context will receive special attention in collaboration with the international degree programmes offered by the school. The research model introduced above (3.3.1) underlies the various projects.

3.6.1 The Urban Management spearhead

The *Knowledge economy in the city of Amsterdam* professorship focuses on the Learning City amongst other things. In the city, vocational education is at the very heart of changes, under the influence of market forces, the requirements expressed by students and consumers and the 'new' economy, for example. Issues of this nature tie in well with Themes 1 and 4 of our research programme. The professorship is interested by definition in learning on the basis of urban issues in communities.

In the context of the Urban Management spearhead, the professorship is active in the *Nieuw West* field lab. The professorship is working with the stakeholders in the urban district to give substance to the *Nieuw West Werkt* project. The issues concerned are as follows: guiding individuals towards employment, social participation by 'non-actives' and the knowledge and skills necessary in this respect. Another issue is the activation of businesses to mean something to the community. In this project, research questions have been formulated about the connection between income, work, opportunities and the conduct of professionals in businesses and individuals seeking employment. The way in which businesses, the government and citizens work together in relation to these themes is the subject of explicit consideration. The idea is that the answers to these research questions will cause experiments to be launched in the urban district in the years ahead; these experiments will be evaluated in several years from now.

Employment market issues of this nature are also evident in South East Amsterdam (*Zuidoost*). If asked to do so, the professorship will actively set to work there too, via the *Zuidoost* field lab. The implementation of research projects in two urban districts may result in comparative research.

In the context of Urban Management, the professorship is working with the Corporate Governance & Leadership professorship. Explorations are under way to establish possibilities for and the content of a course for older bankers from various banks. Advanced contacts have been established with the ING and the SNS Bank in this respect.

3.6.2 Entrepreneurship and the professionalisation of the financial professions

Social Entrepreneurship in conjunction with HRM is one part of the *Nieuw West* project field lab. The Entrepreneurship and Urban Management themes overlap each other here.

The professorship has received a proposal for research on the way in which self-employed individuals without employees (*ZZZP*) are competing with employees in the employment market. The following question applies: when do employers - in different sectors of activity - opt for salaried employees and when do they opt for self-employed individuals? The role that certification plays in this choice is an important theme in this respect.

Finally, the HRM professorship shares an interest with the Corporate Governance & Leadership professorship in doing research on the professionalisation of financial professions and entrepreneurship. This will involve the professional space in which financial experts operate and the professionalisation and certification of professionals in the sector particularly where 'new' entrepreneurs are concerned. In this research, explicit consideration will be given to what the field has a need for in this respect.

4. Research line 2: Responsive Finance: sustainability and decision-making in Finance & Accounting

4.1 Introduction

The Responsive Finance: sustainability and decision-making in Finance and Accounting research line, which falls under the Corporate Governance & Leadership professorship, ties in with the Finance & Accounting cluster at the SEM. As such, the professorship focuses primarily on research on the professional attitude and expertise of finance & accounting professionals and on the question of how these professionals could use professional models from the field to achieve sustainable economic development.

This research line is prompted by two fundamental problems in business economics and business administration. The first of these is the impossibility of unambiguously formulating an organisation's objective (see Simon 1991, for example). The second problem: as a result of the above it is difficult to measure the performance of an enterprise properly. Ultimately, there will always be multiple objectives which are difficult to capture under one header and which may only be inferred and measured at a certain level of abstraction. To make it possible to steer organisations despite the above, two factors other than the appropriate management models are important: first, good and well-organised dialogue and objections at management level (corporate governance) and also the personal leadership necessary to bring the various objectives together.

The professorship feels that it is responsible for providing an insight into the question of how finance & accounting can make an optimal contribution to the objectives of the enterprise. In other words: how do finance & accounting professionals use knowledge to make decisions? The financial crisis has led to some doubt about these professionals – and, at a broader level, the financial world. The professorship is conducting research to establish whether this doubt is justified, where any shortcomings can be observed, what role is played by professionals and which finance & accounting models do actually work.

This is why the research programme has been given the title it has: *Responsive Finance: sustainability and decision-making in Finance & Accounting*. 'Responsibility' involves responsibility and liability. In other words: wanting to be accountable, not (just) in a legal sense, but primarily in a social-societal sense. As such, the concept forms the bridge between taking responsibility and rendering accountability. 'Responsive Finance' means that organisations and professionals are accountable for their actions, not just retrospectively (at the time of the annual account audit, for example), but while working too. Finance & accounting professionals are also responsible for supporting decision-making by enterprises and other organisations in such a manner that the objective that an organisation has - continuity in many cases - is safeguarded optimally. The positioning of responsive finance in the metropolis, entrepreneurship and international development is essential too.

4.2 Context

4.2.1 The social context

The film 'The Wolf of Wall Street' depicts a man who is able to exploit the opportunities presented by trading in penny stocks to the full, ruthlessly conning a large number of ordinary investors in the process. The huge popularity that this film has enjoyed could be explained by the fact that it reflects a dominant view of the financial sector, namely that it

focuses solely on making money at the expense of everything else. If we want to replace this image with a different one, if we want to strive to achieve a more sustainable approach to financial-economic activity, future finance & accounting professionals must be in a position to research and use different models, stories or heuristics, each of which with its own value. They must start to apply the above such that healthy economic development is accompanied by ethical awareness, earning money and caring for our children.

The Corporate Governance & Leadership professor opened his inaugural speech with this introduction when officially accepting his professorship (De Graaf 2014). This introduction briefly sets out the social background to the problem that is the subject of the research line presented here. What role is played by the financial world? What kind of influence does it have on the real economy and on society? And, more in particular: which role is played by the professionals that work in this world? What values do they adopt and what decisions ensue from this?

4.2.2 Theoretical context

The aim is for this research line to contribute to efforts to close the gap between the real economy and finance & accounting practices. Whereas the economy and business economics are very much inclined to operate in neo-classical theoretical frameworks – subject to the related theories; the principal-agent theory, for example – the professorship opts for an approach that starts with the field and integrates the objectives of evidence-based management, amongst other things (Rousseau 2006), a heterodox approach to the economy (and business economics) in which sociology, ethics, psychology and history may also have a role to play in the research approach adopted.

It is also assumed that different forms of information exist that could all be relevant when seeking to answer a question. This information includes the practical knowledge that individuals have, company practices and values, scientific knowledge and the opinions of stakeholders.

By adopting this approach, the professorship, as the initiator of this research line, is taking a position, on empirical grounds, against the most prevalent approach adopted by the economy, which not only has a limited theory as its starting point, but is also highly normative (namely neo-liberal). It is too limited to make it possible to analyse current problems (Stiglitz 2010) and is unable to accommodate problems that relate to sustainability, globalisation and digitalisation. It is an approach that limits innovation and consultation, as a result of the excessive emphasis on regulations (Hovens et al. 2012).

4.3 The research programme

The Responsive Finance: sustainability and decision-making in Finance & Accounting research line focuses on a number of specific parts of the CAREM research programme, including the financial development of enterprising professionals – which also include innovative entrepreneurs – in the Amsterdam metropolitan region. These professionals work in an international environment and must have the ability to link together various perspectives. Research focuses on three issues involving sustainable economic development:

- Sustainable forms of financing and other forms of financial service provision. The question here is which models are successful (the financing mix, crowdfunding or *broodfonds*, for example).

- What role do ethics and leadership play in sustainable economic development and what role do both play when entering into international relationships?
- To what extent can corporate governance, compliance and risk management (including the digitalisation of the financial function) play a meaningful role in sustainable economic development?

It will be clear that the three perspectives that connect the lines of research feature seamlessly here. It involves professionals (vocational training, reflection and leadership), models (their success and the values underlying them) and business networks (the various company stakeholders, links with a knowledge institute).

The problem on which the research will focus involves two concrete themes: (1) finance & accounting professionals, and (2) financial models and corporate governance for sustainable economic growth.

4.3.1 Theme 1: Finance & accounting professionals

The challenge at the current time is to link the need for professional training, reflection and leadership to business economics, a domain in which no attention has been given to personal development and membership for a very long time.

This is both a theoretical and a practical problem. Ethics, company objectives and sustainability are not subjects that can be resolved with an Excel sheet. This requires an insight into how people take decisions and how they work together to form a picture of the future. Social orientation (in the field of sustainability, for example) is of increasing importance in this respect.

Universities of applied sciences have something unique to offer (De Graaf & Velthuisen 2012). In the education they provide, they combine personal skills with a knowledge of financial and accounting tools. Students learn that, besides factual knowledge, it is at least as important to realise how to act in line with ethical codes of conduct, how to work with others and how to get a message across.

Students learn that finance professionals are able to and must fulfil a number of different roles (De Graaf & Loonen 2010). Although traditional skills, like bookkeeping, cost accounting and financial analysis are crucial here, sight should not be lost of the enterprise's objective (De Graaf & Van der Wal 2012). The professorship focuses on the interaction between the traditional tools used in finance, the opinions of finance professionals and the commercial objectives that enterprises have.

Concrete question:

What professional attitude will be appropriate for and required of finance professionals of the future?

In these uncertain times, the call for leadership is increasing ('t Hart & M. ten Hooven 2004): not just effective and efficient leadership, but acceptable leadership too. So, steady and stable leaders with ethics that appeal to the individuals that they lead. Leadership is an influencing process that is used to achieve objectives (Robbins 2003). However, influencing easily oversteps the mark to become persuasion and manipulation.

Concrete questions:

- What forms of leadership are legitimate at the current time?
- What kind of story and vision does a leader need?

- What answers can education give to these questions?

4.3.2 Theme 2: Financial models and corporate governance for sustainable economic growth

In recent decades, the finance & accounting field has developed in a manner that has been relatively separate to other areas of business economics and business administration. As already indicated above, financial models have become increasingly dissociated from the real economy in the limited rationale approach (Ryan et al. 2010) and neo-liberal ideology adopted. The financial crisis has slowly prompted a reconsideration of the situation. Members of the research group from the Corporate Governance & Leadership professorship have published articles on this subject too (see De Graaf and Williams 2009; Krabbe 2012; Landman 2013).

Efforts are currently under way to find financial models to facilitate sustainable economic growth. The following questions arise in this respect:

- How are financial models used in decision-making?
- What possibilities are there for new financial products and which legal or methodological limitations are there?
- What impact do various techniques have on accounting?

These questions consist of a number of methodological components. For example, where the tension between 'probabilities' (statistical techniques) and 'narratives' (stories on the basis of which decisions are taken) are concerned. At company level, a role is played by the tension that exists between short and long-term orientation. As regards long-term investments, many existing tools (bonuses, for example) are failing to prove effective or sufficiently effective because the number of uncertainties applicable is increasing. The term 'heuristics', often in the form of implicit decision-making steps, plays an important role in this research.

A reconsideration requires new financial and corporate governance models and raises questions at various levels: institutional and in relation to organisation and models and finance.

4.3.3 The research method

The themes identified here will be added to and specified further in consultation with the field of work. The list of questions provides an indication of the subjects that the professorship wants to address. The professorship has set itself the object of using 'interactive' applied research to improve education at the AUAS - in the Finance cluster in particular - and also to strengthen links between the field of work and the degree programmes in relation to corporate governance and leadership. Various research methods are important here, ranging from econometric data analysis to action research. Interactive research can be defined as follows in this context: research for and by students, lecturers and the field of work.

4.4 Connection with professional practice

'Research for and by students, lecturers and the field of work': this definition characterises the relationship between research conducted by the professorship and the field of work. In a general sense, the professorship wants to grow to become an expert in two areas. Firstly, it wants to be a source of information about the qualities necessary for professionals in the

finance and accounting domains and about how these professions can develop further - in the field of leadership and ethics in particular.

In finance and accounting also, there is a danger of too much uniformity where business models are concerned. Given this fact, the professorship also wants to grow to become – and this is the second key area – an expert in the field of alternative models for sustainable economic development. For example, social bonds, credit unions, *broodfonds*, cooperatives and alternative ways to arrive at a credit rating for sustainable investment projects. Close links with professional practice is vital and beneficial - for all concerned - in both areas. The SEM has gained an excellent reputation in this respect.

4.5 Links with education

Professorships serve education by establishing connections between the field and academic insights on the one hand and the degree programme on the other hand. Education is a priority, but links with the field are crucial to the achievement of this priority. The Finance & Accounting professorship at the AUAS focuses primarily on the Accountancy, Business Economics, Tax Law and Economy and Financial Services Management degree programmes. It is a big cluster consisting of almost 4,000 students. The professorship wants to achieve a presence in each degree programme via at least one course, in which it will offer high-quality education consisting of a research and field component.

The degree programmes mentioned above will roll out the Responsive Finance: sustainability and decision-making in Finance & Accounting research line as widely as possible. Placements and graduation projects will form part of the above as much as possible.

4.6 Collaboration with other professorships at the SEM/spearheads for the AUAS

By adopting the research line described here, the professorship is fulfilling a bridging function between the SEM - to be specific, the Finance & Accounting cluster - and the Entrepreneurship spearhead, the internationalisation key area, and the Amsterdam metropolis/financial world.

The professorship will also join forces with the Differentiated HRM professorship in a programme relating to professionalisation in the financial sector and with the Online Entrepreneurship professorship in a programme about SBR (Standard Business Reporting). The latter pertains to the digitalisation of the financial sectors for business services and falls under the corporate governance, risk and compliance key area; it also involves questions like: how does a system like this contribute to actual economic growth? Can sustainability factors be taken into consideration here too? Which role can ICT play in new financial tools?

4.6.1 Internationalisation

For the Corporate Governance & Leadership professorship, embedding in the international debate about the future of the financial sector and the role played by finance & accounting professionals is an important point. Attention here focuses primarily on the role played by enterprising professionals in a changing economic environment and society. How do professionals learn new things and how do they develop new business models? Further

activities will be developed in the years ahead, particularly in the field of 'sustainable finance'. This will also involve the consideration of alternative forms of finance and the question of how these forms of finance can facilitate different social initiatives. International comparative research on 'best practices' will be valuable here.

Specific questions about cultural differences in financial products can be very relevant and can be good to research with international students. These subjects have a particular overlap with the 'sustainability' theme.

An international perspective will be chosen for the subject of ethics and leadership in finance & accounting too: to what extent are cultural differences the case here and how do they impact on the day-to-day activities of finance & accounting professionals?

This brings us to a central concern for the professorship, namely corporate governance, risk & compliance. To what extent is this problem different for international enterprises than it is for national enterprises? It is quite conceivable that different coordination problems will apply in an international context.

4.6.2 The connection between the Entrepreneurship and Urban Management spearheads

The Responsive Finance research line plays an important role in the Entrepreneurship spearhead. Research on the conduct and characteristics of finance & accounting professionals is linked closely to the theme of professional expertise and the learning process applicable to entrepreneurs. The professorship can also play a role in relation to new business models by conducting research on financing and the role played by business networks in the creation of new credit unions for innovative enterprises.

In the Urban Management spearhead, the object is for the programme to make a contribution to the field labs. It could do this by doing research relating to the provision of financial advice to various groups of residents and entrepreneurs, amongst other things. Added to the above, researchers involved in the programme will play a supporting role in projects. When questions arise on the subject of financing - in relation to social bonds, for example - researchers will be able to address these questions in sub-projects.

5. Research line 3: Entrepreneurship in a Connected World

5.1 Introduction

The Online Entrepreneurship professorship decides on the content of the Entrepreneurship in a Connected World research line. Research on the adoption and consequences of new Internet technologies is prominent in this professorship. This research relates to the business model for SMEs in general and to the retail industry and related services in particular. Research is also conducted on the impact of and role played by online entrepreneurship as regards the business models used in other sectors and industries, including the hospitality industry, trade fairs and events and business services. This research line focuses on the Marketing, Sales & Trade degree-programme cluster first, followed by the International (International Business School) and Finance & Accounting clusters.

5.2 Context

5.2.1 Social context

Since the advent of the commercial Internet in 1994, much has changed about the way in which businesses do business with consumers. The past two decades have primarily been characterised by the adoption of the Internet (and the fast Internet) and familiarisation with this medium leading to the purchase of products and services. Since 2013, virtually the entire Dutch population has had access to the Internet and the vast majority of people have a broadband connection. Added to the above, more than 80% of the Dutch population has already had some experience of shopping online (Statistics Netherlands 2014). This form of buying has become common practice now and strong further growth is expected in the decade ahead too. This expectation is based in part on the expectation that the purchasing power of the generations who have grown up in a digital world will increase (substantially) in the next 10 years. Consumers expect to be doing more than half of their shopping online in 2020 (GfK 2013a).

Besides the above, the decade ahead will particularly be characterised by the increasing use of various online customer-contact and sales channels and devices for Internet access (Weltevreden 2012). The number of consumers using the Internet on a smartphone or tablet has grown exponentially within a short period of time too (GfK, 2013b). In 2013, it was estimated that approximately 1.2 billion products and services would be sold via mobile devices in that year (Thuiswinkel.org 2013a). The emergence of new devices for Internet access, like smart watches and glasses (Google Glass, for example) will also contribute to the further growth of mobile commerce.

The increasing use of various online customer contact and sales channels and the mobile Internet will be accompanied by an increasing need among consumers for a uniform and integrated shopping experience, independent of the channels and media that they use during the buying process. This will result in a further decrease in the importance of the distinction between online and offline. The increasing use of the mobile Internet, amongst other things, will cause the physical and virtual worlds to become increasingly interwoven. According to the Technology Expert Group at Shopping2020, there are five important

Internet-driven technological developments that will influence the way in which businesses do business with consumers in the years ahead.

Internet of things

Besides computers and phones, the number of devices and objects that are connected to the Internet will also increase significantly in the years ahead (Technological Expert Group 2014). The most important advantage of the above for consumers will be increased convenience. The particular advantage of the connection for businesses will be the increasing insight into the use and usage of devices and objects.

Big data

The strong increase in online customer contact and sales channels and the growing number of devices and objects with an Internet connection will result in a huge increase in structured and unstructured data about consumer buying and usage behaviour (Technological Expert Group 2014). businesses can use these data (in theory) to optimise their range of products and services amongst other things and to present consumers with targeted and personal offers. Unlocking these data, linking different data sources, gaining insights from the growing mountain of data and converting them into marketing activities are all a great challenge to businesses now and will continue to be so in the future.

Digitalisation of the shopping experience

New technologies like the 3D image, holograms and augmented reality make it possible to present information about products and services in shops interactively (by means of digital fitting rooms and mirrors, for example) and using multimedia (with image and sound). Aided by Internet technologies, (small) shops are able to present their entire range of products and services to customers virtually, because of which it is no longer necessary to actually have all of the products in the store for consumers to be able to experience them (Technological Expert Group 2014). Another new technology, smart sensors (including the Apple iBeacon), enable retailers to monitor the behaviour of customers in the shop and respond to this with personal offers and promotions.

The digitalisation and personification of products and services

Products and services will increasingly be offered and used in a digital format (e-books, e-tickets, music and films, for example). Added to this, new technologies such as 3D printing and 3D scanning make it possible to carefully tailor products to reflect the wishes of individual customers. As a result, businesses can keep fewer products in stock, enabling them to achieve savings on transport costs (Technological Expert Group 2014).

E-identity

Because of the increase in the number of digital transactions between consumers and businesses, the need for a safe and uniform environment for these transactions is increasing too. Consumers want to be sure that their (financial) data are not misused, while businesses want to protect themselves against fraudulent and unlawful acts. With the introduction of E-ID solutions and the advent of Digital Identity Service Providers, it will be easier for consumers to safely manage and share their identities online in the future. This means it will be possible to make digital transactions and payments faster and easier (Technological Expert Group 2014; Thuiswinkel.org 2013b).

Chain digitalisation

The increasing standardisation of digital information flows (including information flows via SBR/XBRL) between businesses and (government) organisations may also result in shorter

turnaround times for the production and supply of products and lower administration costs. Moreover, by standardising and automating business reports, businesses will be able to gain real-time insight into their (financial) performance. Although this development will not have any direct effect on consumers, businesses can use chain digitalisation to optimise their business performance, which can have an indirect effect on marketing and sales activities that are geared towards consumers, amongst other things. Retailers can develop to become the directors of information flows between suppliers and consumers (Technological Expert Group 2014).

Although these developments present businesses with opportunities, they confront them with important challenges too. The extent to which businesses in general and SMEs in particular will be able to capitalise on these trends is very much the subject of debate.

The number of web shops in the Netherlands has grown significantly in recent years. According to figures from the chamber of commerce, the number of web shops increased by no less than 108 percent between 2009 and mid 2013 (Weltevreden et al. 2014). A great dynamism underlies this strong increase: although a large number of web shops are launched every year, many close each year too.

Online shopping also has an impact on the number of physical shops in the Netherlands. In the past decade, there has been a (strong) decrease in the number of shops in sectors that supply products and services and often use the Internet as an orientation and sales channel. Although the Internet is not the only deciding factor, it is having a big influence on the decrease in the number of shops in certain sectors. However, new Internet technologies also have the potential to improve the shopping experience.

5.2.2 Theoretical context

The research that is proposed here has theoretical links to a wide range of research areas: the economy, management, marketing and communication, business administration, information technology, psychology, economic geography and urban geography, etc. In contrast to some other professorships, the Online Entrepreneurship professorship does not proceed on the basis of a certain theoretical perspective. The practice question is key to the professorship and the research delimitation and focus is not established on the basis of theoretical but thematic grounds. Therefore, the question of which theories are most relevant and on the basis of which discipline is considered on a project by project basis. For example, in promotion research on the interaction between consumers and businesses, the theories used will primarily be those from the marketing & communication and psychology disciplines, while the practice problem will be considered from an economic-geographic perspective where research on the need that web shops have for physical shop space is concerned. The research conducted is primarily stock-taking and descriptive in nature, but is sometimes explanatory too. Given the practice-oriented nature of most research projects, recommendations and advice based on the results obtained form part of result publication.

5.3 Research programme

In a world that is becoming increasingly digitised and in which online developments are following each other in ever more rapid succession, a knowledge of the direction and consequences of these developments and also of the factors that determine the successful utilisation of new online customer-contact and sale channels is crucial for businesses. The

Online Entrepreneurship professorship wants to contribute to the above in the research it carries out in the coming years. Three central research themes have been formulated for the Entrepreneurship in a 'Connected World' research line: (1) success and failure factors for businesses that are active online, (2) the effectiveness of Internet technologies and online marketing and sales channels, and (3) the impact of the use of Internet technologies and online marketing and sales channels.

5.3.1 Theme 1: Success and failure factors for business that are active online

The online strategy of individual businesses that are active online is key to this theme.

Research questions that (could) feature in this theme are:

- To what extent do SMEs incorporate new Internet technologies and online marketing channels into their business operations in order to improve their service provision to customers and their competitive position?
- To what extent do online entrepreneurs need knowledge and support when running businesses that are active online?
- What success and failure factors are there for (small) 'pure players' and multichannel retailers?
- What online business models and competition strategies are used by businesses that are active online and how successful and future-proof are they?
- To what extent do Dutch businesses that are active online focus on foreign markets and what cross-border e-commerce strategy do they adopt when doing this?
- To what extent do small businesses that are active online work together to be able to compete successfully with big (online) businesses and what different forms of collaboration can be identified?

5.3.2 Theme 2: The effectiveness of Internet technologies and online marketing and sales channels

Internet technologies and online marketing and sales channels are key to this theme.

Research focuses primarily on the question of how effectively businesses are using these technologies and channels and how this process can be optimised further.

Research questions that (could) feature in this theme are:

- What content marketing strategies do businesses use on social media and what impact do these strategies have on brand awareness, brand involvement and the 'word-of-mouth' intention of consumers?
- To what extent do businesses use 'big data' and what challenges do they encounter when doing so?
- To what extent do consumers use various online marketing and sales channels and how do they anticipate using these channels in the future?
- What drawbacks are there for businesses and consumers to the increasing use of Internet technologies and online marketing and sales channels (including transparency, privacy and information overload, for example)?
- What opportunities do Internet technologies offer in terms of the reduction of the administrative burden and efficiency improvements for SMEs?

5.3.3 Theme 3: The impact of the use of Internet technologies and online marketing and sales channels

The (social) impact of the use of Internet technologies and online marketing and sales channels is key to this theme.

Research questions that (could) feature in this theme are:

- How is shopping behaviour changing as a result of the increasing use of online marketing and sales channels by consumers?
- What impact does online shopping have on physical shops and retail locations?
- To what extent do retail areas and entrepreneur collectives utilise the possibilities that new online marketing and sales channels offer them to improve consumer attraction?
- What mobility and accompanying environmental impact does online shopping have?

The perspectives outlined in 1.3, which form the basis for the approach adopted to the CAREM research projects proposed, can be linked directly to the themes presented above. After all, what is concerned here is the activities of professionals that need to continually adjust their business models in a rapidly changing environment that involves a number of different stakeholders.

5.3.4 Research methods

The emphasis within the research group is on quantitative research. As such, much work is carried out on the basis of large data files, (online) surveys, web mining and content analysis. In research projects, qualitative research (including interviews and focus groups) is often used to support quantitative research.

5.4 Connection with professional practice

Professional practice is involved in the research programme in three ways. Firstly, knowledge-based questions from professional practice are translated into concrete research projects that are implemented by the professorship. Secondly, for each project implemented, consideration is given to how professional practice will be able to familiarise itself with the research results obtained. The aim is to write a professional publication, blog article or web article on the basis of each research project, which will enable the field of work to familiarise itself with the research results obtained in an accessible manner. Knowledge dissemination is also achieved by organising seminars and conferences for professional practice. Finally, another aim is to carry out research with parties from the field of work and academia.

5.5 Links with education

Where possible, the activities undertaken as part of the research programme are aligned to the education provided. This is done in various ways. In the first place, through the lecturer-researchers connected with the research group, who incorporate the knowledge gained from the research projects in their educational activities. Secondly, students are involved in the research carried out in the professorship, the object of which is to improve their research skills and also enhance their knowledge of the field of e-business. Besides supervising students who want to write a research thesis on the subject of e-business, the professorship will also be actively involved in a number of education modules. Thirdly, guest lectures and meetings will be organised for students (and lecturers) every year, in which the professorship will share the results it has obtained from its research projects. Finally, a Customer Insights Centre will be created in collaboration with the Marketing, Sales & Trade cluster and the field of work. Here, students will be taught (new) research and analysis techniques.

5.6 Collaboration with other professorships at the SEM/spearheads for the AUAS

Research on the success factors for web shops and the evolution of online business models (Theme 1) forms part of the Entrepreneurship spearhead programme. This research theme ties in particularly with programme line 1 of the Challenges and best practices in entrepreneurship spearhead programme, in which research on the challenges faced by (online) entrepreneurs and the business models that they use to face these challenges are key. Added to the above, research done in relation to this theme looks at the use of and possibilities for Standard Business Reporting (SBR) for SMEs. SBR is a process innovation that facilitates the standardisation of the digital data flow (including tax returns, applications for credit and annual accounts) between businesses, financial intermediaries, governments and banks. SBR has a major influence on the activities of accountants and other financial professionals. This research, which will be conducted in collaboration with the Corporate Governance & Leadership professorship, will make it possible to improve the expertise present on the subject of SBR in the Finance degree-programme cluster at the school.

Theme 2 - The effectiveness of Internet technologies and online marketing and sales channels: research relating to this theme will seek to provide answers to research questions raised in the Marketing, Sales & Trade degree programme cluster at the school in the first instance. As a result of the increase in the number of marketing and sales channels, an increasing number of businesses have a need for placement students that know how to use these new channels effectively. Research on the effectiveness of these channels and the factors that influence this effectiveness contributes to the enhancement of the knowledge that students and lectures have on this subject.

The impact of the use of Internet technologies and online marketing and sales channels (Theme 3) is covered in a research project that ties in with two spearhead programmes in place at the AUAS: Urban Management and Urban Technology. A contribution can be made to the Urban Management spearhead via research on the impact of online shopping on urban retail locations and online marketing on retail areas and entrepreneur collectives. The professorship is working with the Amsterdam Knowledge Economy professorship on a long-term research programme on the influence of online shopping on physical shopping and retail locations in the Netherlands. In the years ahead, the Online Entrepreneurship professorship will collaborate with the Logistics professorship (and the new City Logistics professorship to be created) from the School of Technology on research on e-commerce and city logistics, which falls under the Urban Technology spearhead in terms of its theme. Research will specifically be conducted on the logistical consequences of the growth in e-commerce and the logistical challenges by which this growth is accompanied in the Amsterdam metropolitan region in general and the urban area (the city centre and the outlying districts) in particular.

Adoption, success and impact for SMEs are key to the research programme, in a micro and meso approach (not a macro approach). The research programme will focus primarily on businesses that sell or supply products and services that are aimed at consumers (both profit and non-profit).

Finally, the Online Entrepreneurship professorship will conduct research with an international focus and relating to themes 1 and 2 in consultation with the IBS. This research will include research on the subject of cross-border e-commerce.

6. Research line 4: The Amsterdam knowledge economy

6.1 Introduction

Cities are the driving forces of the economy. How do these driving forces work? In the Amsterdam knowledge economy research line, research is conducted on the subject of the Amsterdam knowledge economy, in which the city is regarded as an innovation eco-system. The programme focuses very much on the AUAS-wide Urban Management spearhead and has links to the various clusters in the SEM.

6.2 Context

6.2.1 Social context

Cities and urban agglomerations have become the subject of a great deal of interest. Not just because of the migration to cities that is happening throughout the world, but also because it is becoming increasingly evident that some processes and developments are only possible in certain urban environments; this is particularly true of renewal and innovation. The knowledge economy is taking shape in the city. Businesses are profiting from their close proximity to each other; they are increasingly working together in networks with the object of achieving innovation ('open innovation'). Urban knowledge institutes - universities and universities of applied sciences – are important innovation partners. The city is also the place where people meet each other and share knowledge at conferences, seminars and in 'living labs', in which all kinds of new experiments are done, with the object of making the economy sustainable, for example (smart cities).

What developments can we see in the urban knowledge economy? What new role is to be played by knowledge institutes? How can the city be a fertile ground for innovation and entrepreneurship? What new partnerships and business models are emerging?

The research conducted in this research line contributes to the ambitions of the city of Amsterdam, namely to be an innovative and enterprising city in the metropolis region. The research programme ties in seamlessly with the ambition that the AUAS has to become a university of applied sciences *that benefits* Amsterdam. Research projects are implemented as commissioned by - or in close collaboration with - urban policy makers at different levels.

6.2.2 Theoretical context

'Evolutionists will tell you that you get the most rapid diversification of species where you have an archipelago – where you have islands that are not totally isolated from one another but have sufficient isolation so that each can develop its own flavor and sufficient

communication so that there is a gene flow between them. That's how I would characterize the intellectual environment of the city....'

Joshua Lederberg, geneticist and Nobel Prize winner (1978)

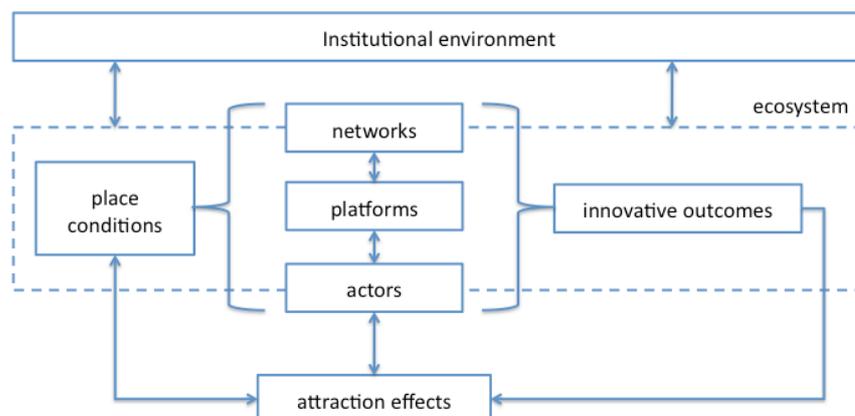
Lederberg describes the city as an archipelago consisting of a number of different but connected islands. This analogy emphasises that the urban environment plays an important role in the behaviour of people and organisations and, more specifically, in the realisation of innovations. Today, the term 'eco-system' is often used in this context, both in the field of Urban Studies and business studies. Businesses are part of a dynamic system that is evolving as a result of natural selection (the market) and change (action and innovation). Winners are entrepreneurs that adapt to circumstances, join forces with the right partners and innovate successfully.

The urban innovation eco-system consists of a number of sub-systems, some of which are in close physical proximity to each other (in campuses, science parks and creative districts, for example) and some a little less close (communities of practice and economic clusters). Knowledge exchange and cross fertilisation takes place in these systems. The sub-systems change continually and contacts exist between them. Interesting innovations often emerge at the limits of sub-systems.

A strong innovation eco-system is characterised by its ability to continually reinvent itself. A system of this nature does not have an inward-looking focus, but offers a dynamic platform for all kinds of local regional, national and international links. The city as a platform, where businesses profit from each other's knowledge and proximity, the ability to network quickly and to innovate.

Figure 2 shows various parts of the eco-system (Van Winden et al., 2014). The most important actors are knowledge-intensive businesses, universities, research institutions, capital providers, start-ups and talented individuals. They have an international orientation and learn and experiment continually. Failure is allowed. These actors are connected in all kinds of ways via networks, both formal and informal. There are platforms (buildings, events and associations, etc.) where networks are activated, where knowledge and information are exchanged and where projects, alliances and innovations are built.

Figure 2: The innovation eco-system



A well-functioning eco-system is a source of innovation (innovative outcomes): new products, technologies, inventions, patents, business models and start-ups. Success

generates even more success: a strong eco-system grows. It attracts new businesses and talents (attraction effects) that see opportunities and want to be part of the 'buzz'.

This mechanism can only work if spatial, social and institutional conditions are good at a local level. For example, important so-called place conditions are accessibility, quality of life and a rich cultural life. Finally, the institutional environment is very important too: this can be summarised as 'how we do things here': formal and informal rules, a dynamic and open culture, etc. These factors are deeply anchored in the history and culture of a city or region and evolve slowly. They are what makes each eco-system unique.

There is a growing realisation that global competition takes place at the level of urban innovation eco-systems rather than between countries. Successful cities offer an eco-system that has the dynamism outlined above and in which shape is given to the future. Besides competition, numerous links exist between eco-systems too: there are all kinds of 'circuits', featuring a flow of knowledge, capital, information and people that connect cities. For example, strong networks are in place between financial centres (New York, London and Frankfurt etc.), between cities with strong interacting clusters (fashion in Milan, Paris and London, the gold and diamond trade in New York, Antwerp and Amsterdam and logistical activities in port cities, etc.).

Recent studies have shown that businesses are becoming increasingly aware of the influence that the eco-system has on their performance. International businesses are looking for the very best ways to 'plug into' strong local clusters and networks and, by doing this, tap knowledge (Howells 2012). This is because businesses rely greatly (and ever more often) on external networks and alliances and many useful networks are still very local in nature despite globalisation and new communication technologies. The development of open innovation strategies (Chesbrough 2003; Howells et al. 2008) contributes to the above, and many analyses have been published recently about the question of how businesses can manage and coordinate these networks (McCann 2011; Van Winden et al. 2011; Alnuaimi et al. 2012). The importance of networks and clusters for the local economy is clear. Policy makers are doing their utmost to facilitate these networks and clusters: they develop cluster policy, invest in science parks, campuses, incubators, and organise and facilitate all kinds of events.

The city as an eco-system also gives rise to a large number of questions and dilemmas, such as: to what extent can the interaction between people and organisations be 'managed'? How does the economic growth that is achieved in a dynamic eco-system relate to the wish to make the city more sustainable? To what extent does everyone profit from a growing innovative knowledge economy and how can an imminent division in the urban employment market be prevented? To what extent are networks inclusive and accessible for outsiders and newcomers?

6.3 Research programme

The Amsterdam knowledge economy research line focuses on the dynamism and management of urban innovation eco-systems, in the Amsterdam region in particular. In this broad area, focus extends to a number of sub-aspects:

- The changing role played by higher education and research in urban innovation eco-systems: how can (academic) research and education be linked/contribute to the challenges faced by the city and the region?
- How does learning and innovation take place in physical knowledge hot spots, such as science parks, campuses, creative clusters or 'innovative districts'? How and to what extent can synergy be managed? How do these hot spots compare to the city as a whole?
- How does learning and innovation happen in typical urban sectors, like the fashion industry, biotechnology, the 'shared economy', 3D printing etc. and which environments and networks are conducive to learning and innovation?
- At a higher scale level: how can urban innovation eco-systems be managed? Which new approaches and tools are there and which dilemmas arise?

The central theme in this programme line is the connection between the (knowledge intensive) organisation and its external environment, with an emphasis on the urban environment. On the one hand, the question is how this environment influences the performance of the organisation, with an emphasis on innovation, and which types of environment are a breeding ground for and promote innovation, and on the other hand, how organisations themselves actively contribute to this environment, what networks do they enter into, how open are they and what coordination mechanisms play a role in this respect?

The theme is a large and broad one. With this in mind, focus is placed on a limited number of sub-themes that are elaborated on in more detail and about which specific knowledge is present or will be developed within the professorship and the research group.

6.3.1 Theme 1: The changing role of higher education and research in urban innovation eco-systems

- How can academic research and education be linked and contribute to the challenges faced by the city and the region?

The research conducted on this theme seeks to establish how education and research can be better and more strategically linked to the city and, by doing this, become more a part of the urban eco-system. The city as an education environment and research lab. 'The city' is beset with challenges, is the source of a large number of interesting research questions and can also be seen as a place where students are able to develop and enrich their competencies in the real world. How can shape be given to the above? This is put into practice in the field labs that have been created in the context of the AUAS-wide Urban Management spearhead: the city and the AUAS seek each other out as partners when addressing urban problems and challenges. In this way, the AUAS is increasingly becoming a university of applied sciences that *benefits* Amsterdam. However, collaboration is not something that just happens by itself.

Gradually, the research being conducted in relation to this theme is establishing the conditions under which the city and university of applied sciences, each with its own agenda and interests, can strengthen each other and how coordination takes place between the actors involved. Added to the above, how can a discipline-oriented approach make way for a problem and solution-oriented approach in which knowledge from different domains is combined? A related question in this theme is how the Amsterdam region can become a strong (international) student city and how this role can be better utilised (from an economic point of view). Educational institutions are magnets for (international) talent, but to what extent is this talent actually utilised in the employment market? Where can win-win situations be identified for the city and universities and how can they be utilised?

6.3.2 Theme 2: Learning and innovation in urban knowledge hot spots

It is increasingly being recognised that it is more likely that constructive interaction will be achieved in an innovative urban eco-system in an inspiring environment in which parties are close to each other. In this situation, knowledge is shared faster and it becomes possible for an innovation subculture to develop. Various different forms of this type of 'innovation hot spot' can be found in the city of Amsterdam (as is also the case in other cities): science parks, campuses and seedbeds, etc. New campus-like concepts are increasingly emerging at HBO (universities of applied sciences) and MBO (senior secondary vocational education institutions) level too. In these concepts, learning and working are combined in innovative ways in a particular area. Although a great deal of experimentation is taking place, it is not really clear what results are being achieved. It is also often difficult to bring together the various parties (educational institutions, corporations, developers and retailers, etc.) because of their different interests. Many questions remain unanswered on this type of 'sub-system': exactly how do they work and what factors play a role? How can parties learn from each other? Exactly what is the added value of co-location? How and to what extent can synergy be 'managed'? How does an innovation hot spot relate to its environment?

6.3.3 Theme 3: Learning and innovating in typical urban economic activities, such as the fashion industry, smart-city technology, the 'shared economy' and 3D printing, etc.

This theme involves research on dynamic existing or relatively new urban growth sectors. Consideration is being given to how this new business is developing and how collective action can be organised and could lead to the achievement of results. Take the fashion industry, for example: many small businesses often fail to grow because of the problems they encounter in relation to internationalisation and professionalisation. In this theme, research is also being conducted on the subject of open innovation: how 'open' are businesses in Amsterdam to learning and innovating with other partners? What new open innovation models can we see being developed at the current time?

6.3.4 Theme 4: How can urban innovation eco-systems be managed?

In this theme, focus is placed on the management of the urban eco-system. How can the eco-system be improved and what types of intervention are worthwhile? In addition, the (new) hybrid governance models that are being developed everywhere (the Amsterdam Economic Board, for example) are analysed and explicit consideration is given to the question of how businesses are (and can be) involved in urban management. As yet little research has been done on the above. What new approaches and tools are there and what dilemmas arise?

6.3.5 The research method

The content of the themes outlined above will set the direction for the years ahead, without excluding any new or unexpected opportunities. Research will not be conducted within a specific 'school', although the framework for the innovation eco-system is adopted as the overarching idea. The research conducted is inspired by research traditions that use (or contribute to) the framework referred to above, such as economics, business economics, economic geography and innovation management. Research is not based on just one specific method, although the researchers presently working in the professorship do have

certain strengths (comparative case study research, cost-benefit analysis, market research and focus groups).

6.4 Connection with professional practice

Research questions originate primarily from the Amsterdam region. The field labs for Urban Management (New West, East, South East) are an important source of research assignments straight from professional practice. A long-term strategic alliance is in place with actors in the city (urban districts and educational institutions), with which research agendas are coordinated. Other questions ensue from the extensive network that the professorship has with actors in the Amsterdam region. Research is conducted for professional practice, but will also be conducted in collaboration *with* the parties concerned, wherever possible. For example, analysis is linked to action and implementation as much as possible. Commissioning clients are expected to make a substantial contribution to research projects, whether financially or in terms of the time they make available.

6.5 Links with education

Students will leave the AUAS and enter an urbanised world in which co-production and inter-organisational collaboration are both continuing to grow in importance. Research on open innovation, innovative eco-systems in the city and 'shared value' always involve this dimension. An understanding of the complexity and stratification of urban problems contributes to an analytical ability that will stand researchers in good stead in organisations (their future workplace) too.

The research line presented here generates research questions that cannot usually specifically be linked to one certain type of degree programme. Despite this, the starting point continues to be that both students and lecturers will be involved in each research project. The way in which this starting point is implemented may vary. Research projects are implemented by prospective graduates and a number of 'fixed' partner minors or other education modules that are delivered by members of the research group. This makes it possible to safeguard the transfer of knowledge in the education provided. In principle, the students involved will always be third or fourth-year students.

The contribution that students make, regardless of what this entails, never exists in isolation, but forms part of a larger research project that is 'headed' by a lecturer or researcher from the research group that focuses on a sub-theme of the research programme. This ensures continuity and avoids ad-hoc projects. The knowledge that students generate always forms part of a larger research line.

6.6 Collaboration with other professorships at the SEM/spearheads for the AUAS

The Amsterdam knowledge economy research line forms part of the AUAS-wide multidisciplinary Urban Management spearhead. Urban management pertains to coordination-related issues: the process in which urban developments are coordinated and direction is given to them, with the object of bringing about a certain socially desirable change. Research conducted in relation to this spearhead draws on the repertoire offered by

various different disciplines. The central objective is always as follows: 'To contribute to the achievement of an effective approach to urban issues in the Amsterdam city region, focusing on the coordination process within these issues.'

Model 2: The Urban Management spearhead and its links to different schools in the different domains



The Amsterdam knowledge economy professorship forms an integral part of the Urban Management programme. The professorship collaborates a great deal with other professorships with links to Urban Management and all research that is conducted as part of the sub-programme is used as output for the Urban Management spearhead. The professor heading the programme is also part of the agenda committee for Urban Management, which is responsible for the spearhead.

This research line also contributes to the Entrepreneurship spearhead. For example, in relation to incubation-related issues and other forms of start-up support, new forms of social entrepreneurship or the role of big businesses in complex smart city projects. The programme studies an essential aspect of entrepreneurship, namely how large and small enterprises operate in networks (business networks) and how innovation is achieved as a result.

Internationalisation is an integral part of many research projects that are conducted as part of the sub-programme: the knowledge economy has a very international orientation. Lecturer-researchers from the International Business School establish the specifics of the theme. They carry out research on internationalisation aspects among knowledge-intensive and creative enterprises in the Amsterdam region.

References

- Alnuaimi, T., Singh, J., & George, G. (2012). Not with my own: International collaboration patterns and innovative capabilities in foreign subsidiaries of MNCs. *Journal of Economic Geography*, 12, p.929–942.
- BankingReview.nl (2012). *Visie op 2013* Piet Moerland Rabobank, 14-12-12, website consulted on 29 November 2013.
- Bender, W. (2013). Overheid stelt zich opvallend terughoudend op als het om het falen van financiële instellingen gaat. *Het Financiële Dagblad*, 7 September 2013.
- Chesbrough, Henri W. (2003). *Open innovation: the new imperative for creating and profiting from technology*. Boston Harvard Business School Press.
- GfK (2013a). *De Consument in 2020*. Ede: Shopping2020.
- GfK (2013b). *Meer dan de helft van de Nederlanders bezit een tablet*, Hilversum: GfK. <http://www.gfk.com/nl/news-and-events/press-room/press-releases/Paginas/Aantal-smartphones-hoger-dan-aantal-computers.aspx>.
- De Graaf, F.J., Loonen, G. (2010). Objectiviteit vraagt zelfkennis, De rol van de control functie en de vloeibare waarheid. *MCA*, August 2010, p.30-35.
- De Graaf, F.J., Van der Wal, H. (2012). Controller moet eigen rol en positie herdefiniëren, *Finance & Control*, April 2012, p.38-43.
- De Graaf, F.J., Velthuisen, H. (2013). De proeftuin van het lectoraat, *Scienceguide*, 10 April 2013. <http://scienceguide.nl/201304/de-proeftuin-van-het-lectorat.aspx>.
- De Graaf, F.J., Williams, C. (2009). The intellectual foundations of the global financial crisis: Analysis and proposals for global reform, *UNSW Law Journal*, 32(2), p.390-415, <http://www.ssrn.com/abstract=1523831>.
- De Graaf, F.J. (2014). *Meer dan de wolf. Kennis, onzekerheid en duurzaamheid in finance & accounting*. Amsterdam: HvA publicaties.
- 't Hart, P., & ten Hooven, M. (2004). *Op zoek naar leiderschap: regeren na de revolte*. Amsterdam: De Balie.
- Hovens, N., De Graaf, F.J., Blom, H. (2012). *Noord-Europa als rolmodel, Succesvol ondernemen in een globaliserende economie*, Assen: Van Gorcum.
- Howells, 2012; Howells, J., & Bessant. J. (2012). Introduction: innovation and economic geography: a review and analysis. *Journal of Economic Geography*, 12, p.929–942.
- Howells, J., Malik, K., & Gagliardi, D. (2008). The growth and management of R&D outsourcing: evidence from UK pharmaceuticals. *R&D Management*, 38, p.205–219.
- Krabbe, J.J.M. (2012). 'Ethische codes zijn amoreel', *Communicatie, vakblad voor communicatieprofessionals*, December 2012.
- Lederberg, Joshua (1978). The New Yorker, *Talk of the Town 1978*, p.41-2.
- McCann, P. (2011). International business and economic geography: knowledge, time and transactions costs. *Journal of Economic Geography*, 11, p.309–317.
- Onstenk, J. (1997). *Lerend leren werken. Brede vakbekwaamheid en de integratie van leren, werken en innoveren*. Delft: Eburon.
- Robbins, P. (2003). *Organizational Behavior*. New Jersey: Prentice Hall.
- Ryan, L.V., Buchholtz, A.K. & Kolb, R.W. (2010). New Directions in Corporate Governance and Finance: Implications for Business Ethics Research. *Business Ethics Quarterly* 20(4), p.673-694.
- Sarasvathy, Saras D. (2001). Causation and Effectuation: Toward a Theoretical Shift from Economic Inevitability to Entrepreneurial Contingency. *The Academy of Management Review*, Vol. 26, No. 2, p.243-263.
- Schmid, Günther (1998). Transitional Labour Markets: A New European Employment Strategy, *Discussion Paper // Wissenschaftszentrum Berlin für Sozialforschung*,

- Forschungsschwerpunkt: Arbeitsmarkt und Beschäftigung, Abteilung Arbeitsmarktpolitik und Beschäftigung, No. FS I, p.98-206.*
- Sennet, R. (2008). *De ambachtsman. De mens als maker*. Amsterdam: Meulenhoff
- Simon, H.A. (1991). Bounded rationality and organizational learning. *Organization Science*, 2(1), p.125-134.
- Statistics Netherlands (CBS) (2014). Statline, Voorburg/Heerlen: Statistics Netherlands. <http://statline.cbs.nl/>.
- Stiglitz, J. (2010). Needed: a new economic paradigm. *Financial Times*, 19 August 2010.
- Thuiswinkel.org (2013a). *Feiten en cijfers*, Ede: Thuiswinkel.org. <http://www.thuiswinkel.org/>.
- Thuiswinkel.org (2013b). *Position Paper: e-Identity*, Ede: Thuiswinkel.org. <http://www.thuiswinkel.org/>.
- Weisbord (1996). *Discovering Common Ground*. San Francisco: Berrett-Koehler.
- Weltevreden, J.W.J. (2012). *De Evolutie van Online Winkelen in Nederland*. Amsterdam: HvA Publicaties.
- Weltevreden, J. W. J., Boels, D. H. H., Mau-Sjoe, S. (2014). *Succes- en Faalfactoren van Webwinkels; Rapportage Expertgroep Online Ondernemen*. Ede/Amsterdam: Shopping2020, Centre for Applied Research on Economics & Management (Amsterdam University of Applied Sciences), Marktplaats Zakelijk.
- Van Winden, W., L. van den Berg, L., L. De Carvalho and E. van Tuijl (2011). *Manufacturing in the New Urban Economy*. Abingdon: Routledge.
- Van Winden, W., E. Braun, A. Otgaar and J.J. Witte (2014). *Urban Innovation Systems, what makes them tick?* London: Routledge. <http://www.routledge.com/books/details/9780415727785/>.
- Zinsmeister (2012). *Oud is wijs genoeg. Inzet van arbeidsvermogens van oudere werknemers*. Dissertation, Radboud University Nijmegen.

© 2015, Centre for Applied Research on
Economics and Management (CAREM)

Hogeschool van Amsterdam

Wibautstraat 3B
1091GH Amsterdam
www.hva.nl/carem
carem@hva.nl