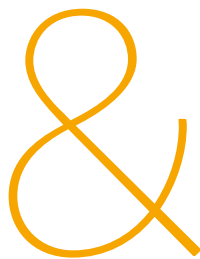


DO DIFFERENT  
DO BETTER  
DO MORE  
DO FIRST

S H I N E



R I S E

THE YEAR  
IN REVIEW  
2019/20

ISSUE 03

**UEA**  
University of East Anglia

**NORWICH  
BUSINESS  
SCHOOL**

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# Welcome to our third edition of Shine&Rise, Norwich Business School's annual publication, detailing our activities and achievements over the last year and our future ambitions.



## WORD FROM OUR HEAD

*'We are a vibrant business school, with a strong sense of who we are and where we are going.'*

This year's Shine&Rise centres on reflection of our recent growth and on our high impact research. Our highly-cited research has given inspiration and innovation to address some of the greatest challenges of our time and continues to benefit business and social communities globally.

This year, we have put in place a new family of undergraduate programmes, with the option to progress to corresponding postgraduate courses. This considerably expands the breadth of our programmes, directly addressing business needs and market changes. With graduate employability at its heart, our focus is on developing innovation, creativity and analytical competencies, giving students ever greater choice in disciplines and specialisms to best suit their skills and chosen careers. In the planning for over four years, this is a huge achievement, allowing us to increase student numbers and boost student employability over the coming years. With a major expansion in modules and new teaching expected in 2021-22, we have been edging towards this challenge, like a seismic shift in slow motion, to address the need for bold programmes educating the next generation of business leaders.

On a personal note, this will be my last year as Head of School, with Norwich Business School expected to continue growth into the next decade under a new leader. I am very proud of how much we have achieved over the past decade and my heartfelt thanks go to all our colleagues, students and friends for their support and huge contributions to our success.

Yours sincerely

*Paul Dobson*

**PROF PAUL DOBSON**  
 HEAD OF NORWICH BUSINESS SCHOOL  
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*Norwich Business School (NBS) is the largest school in the Faculty of Social Sciences within the University of East Anglia (UEA), based in Norfolk, England.*

RANKINGS AND  
LEAGUE TABLES

TEACHING EXCELLENCE  
FRAMEWORK 2017-20

GOLD

(highest rating) (UEA)

TIMES HIGHER EDUCATION  
WORLD UNIVERSITY  
RANKINGS 2020

192<sup>ND</sup>

in the world (UEA)

TIMES HIGHER  
EDUCATION WORLD SUBJECT  
RANKINGS 2020 FOR  
BUSINESS AND ECONOMICS

TOP  
200

in the world overall

19<sup>TH</sup>

in the world for  
International Outlook

89<sup>TH</sup>

in the world for  
Research Citations

THE TIMES AND SUNDAY  
TIMES GOOD UNIVERSITY  
GUIDE 2020 (UK)

19<sup>TH</sup>

for Business Studies

26<sup>TH</sup>

for Accounting and Finance

TIMES HIGHER EDUCATION  
REF 2014-20 RANKINGS IN  
BUSINESS AND MANAGEMENT  
STUDIES (UK)

9<sup>TH</sup>

for quality of research publications

17<sup>TH</sup>

for overall research quality

GUARDIAN GUIDE 2020 (UK)

9<sup>TH</sup>

for Accounting and Finance

12<sup>TH</sup>

for Business Management  
and Marketing

COMPLETE UNIVERSITY  
GUIDE 2020 (UK)

12<sup>TH</sup>

for Marketing

20<sup>TH</sup>

for Accounting and Finance

27<sup>TH</sup>

for Business and Management Studies

NORWICH  
BUSINESS SCHOOL  
IN THE NEWS

TOP 10 MEDIA STORIES BY HITS  
(MEDIA ARTICLES)

125	Merck Foundation, running campaign 'More Than A Mother' to destigmatize women in Africa who are infertile. <i>Dr Usha Sundaram</i>
116	The emotional journey that tourists go on when they disconnect from technology. <i>Dr Brad McKenna</i>
62	Target of workplace bullying – health-related problems that can cause victims to behave badly themselves. <i>Dr Roberta Fida</i>
34	People with a positive attitude are more likely to eat healthily. <i>Professor Kishore Pillai</i>
21	College of Policing – resilience and wellbeing of more than a thousand police officers and staff – culminating in mindfulness package. <i>Helen Fitzhugh</i>
20	Family businesses to take over need to prepare themselves for unexpected events – such as Brexit. <i>Dr Zografia Bika</i>
14	How easy it is for consumers to understand the language used on personal finance websites. <i>Matt Burke, NBS PGR student</i>
13	Tourism and hospitality firms that score highly for leadership and cultural values see higher staff satisfaction. <i>Dr Nikolaos Korfiatis</i>
12	Suppliers who believe they are fairly treated by big supermarkets put more resources into their relationship. <i>Dr Ricardo Santana and Prof Andrew Fearné</i>
12	ESRC announces £3.8 million for projects to investigate management practices' effect on productivity, principal investigator. <i>Prof Kevin Daniels (NBS)</i>

TOP 10 MEDIA STORIES BY REACH  
(MEDIA CIRCULATION AND READERSHIP)

314,904,976	Big brands 'should be forced to label cuts in pack sizes to tackle the 'Shrinkflation' scandal'. <i>Ratula Chakraborty Mail Online 22 Feb</i>
302,567,769	Big brands 'should be forced to label cuts in pack sizes to tackle the 'Shrinkflation' scandal'. <i>Ratula Chakraborty Mail Online 17 Feb</i>
302,567,769	Digital detox holidays, where you ditch your phone, can make you enjoy your trip more. <i>Brad McKenna Mail Online 14 Aug</i>
263,942,014	Always splurge on mince pies – but scrimp on pudding. <i>Ratula Chakraborty Mail Online 18 Dec</i>
263,942,014	Scientists find people are more creative when they feel personal ownership towards a group project. <i>Ieva Martinaityte Mail Online 18 Dec</i>
242,636,977	Police officers are offered meditation classes to combat stress. <i>Helen Fitzhugh Mail Online 6 Nov</i>
124,610,691	Watchdog scuppers £12 billion Sainsbury's-Asda merger. <i>Ratula Chakraborty Express.co.uk 26 Apr</i>
99,657,233	Shops follow Attenborough's lead in ditching plastics. <i>Ratula Chakraborty Telegraph.co.uk 28 Feb</i>
74,186,401	How to delete your data from the Fitbit app before Google takes control. <i>Scott Summers Telegraph.co.uk 6 Nov</i>
51,085,177	Digital detox holidaymakers reconnect with real world, study suggests. <i>Brad McKenna Yahoo! News UK &amp; Ireland 14 Aug</i>

MEDIA STORIES  
BY CONTRIBUTOR





Please see our blog for more information  
[ueanbs.wordpress.com](http://ueanbs.wordpress.com)



JAN

A sell-out Crowdfunding and Creativity Breakfast is delivered to local businesses featuring Dr Arvind Yadav, Dr Tiago Botelho and Dr Ieva Martinaityte.



MAR

Alan Boswell Group sponsors their third Employability Prize and celebrated with the winning students.

The NBS / CIM (Chartered Institute of Marketing) Marketing Club welcome Karen Leigh Anderson to talk on the subject of Social Enterprise.

NBS students reach the University Business Challenge Worldwide grand final, held at IBM's Southbank Offices in London.



WHAT HAPPENED IN 2019?

FEB

The Graduate Job Programme (GJP) is launched with speakers including alumni who had taken part previously and who had found success through the programme – Kevin Knight of Nielsen Brandbank, Aaron Cawdron (along with Emma Clark) of Norfolk & Norwich University Hospitals NHS Foundation Trust and Tolu Orija of Alan Boswells.

Alumni Success – Graduate of Global Distinction, Bintu Kemokai, wins the Siemens Employee of the Year award for the second year in succession.



Also, The Family Business Club run their second annual event, hosted by Enterprise students, with speakers including Chris Sargisson, John Skinner and Lottie Fletcher.



APR

The Norwich Financial Industry Group (FIG) welcome Johan Neethling to talk about 'the future of Artificial Intelligence'.

2019 is the fifth consecutive year of the Adnams Employability Prize, with students showcasing their marketing skills.



MAY

NBS Enterprise students host the 2019 Norwich Health Hackathon at the Enterprise Centre, exploring personalised medical solutions.

The UEA Business Society, led by NBS student Jack Annand, together with NBS, win the inaugural award for Best Academic Partnership.

Lecturer James Armes is nominated for the creative teaching prize in the Transforming Education Awards.







JUN

NBS celebrates 10 years of Brand Leadership (see page 54) at the Enterprise Centre.

175 MBA and undergraduate students arrive from the Open University of Hong Kong (OUHK) for the growing annual one week programme with Norwich Business School (see page 17).



SEP

Moneyhack is launched (see page 24) to introduce high school children to the inspirational use of technology within financial services.



NOV

NBS host the annual international student exchange programme partners, Deakin University, from Melbourne Australia.

November's networking breakfast has a spotlight on Norwich's Sync the City event, with talks from Kathryn Wright, CEO of Discount Vouchers and Dr Alfonso Avil-Merino.

Norwich Business School host the inspirational Employability Week (see page 56), designed for students to gain greater insight into employment options, with 56 events over 5 days.



WHAT HAPPENED IN 2019?



JUL

Facilitated by Tiago Botelho, The Value Challenge takes place on 31 July 2019, and, with Enterprise and Business Creation students, a total of £940 is donated to the Wymondham Dementia Support Group – WDSG. Eighteen students, divided in five teams, are involved in the value challenge over a 14-week period. The winning team generate a net profit of £469 by selling key rings and for this they received a workshop with Robot Mascot.

The summer NBS networking breakfast focuses on workplace wellbeing, with talks from Professor Olga Tregaskis, Dr Roberta Fida and Active Norfolk's Katie Tierney.



OCT

NBS host the Recruitment and Development Launch 2019-20, introducing new CPD Executive courses and showcasing the Graduate Job Programme (GJP) to local employers.

MSc students experience gamification approaches in Operations and Supply Chain Management through the 'Beer Distribution Game'.



DEC

Dr Zografia Bika and her collaborative project 'Increase Valorisation Sociale' is announced as finalist in the Innovation Awards 2020 for Partnership of the Year (see page 30).

Please see our blog for more information [ueanbs.wordpress.com](https://ueanbs.wordpress.com)



# WHAT WE TEACH

## FULL-TIME UNDERGRADUATE DEGREES 3-YEAR FULL-TIME – OPTIONAL ADDITIONAL YEAR – YEAR ABROAD/ YEAR IN INDUSTRY (FEATURE ON PAGE 48-49)

BSc Accounting and Finance

BSc Accounting and Management

BSc Business Analytics and Management

BSc Business Finance and Management

BA Business Management

BA Business and Human Resource Management

BA International Business Management

BA Marketing and Management

### YEAR IN INDUSTRY

Undergraduate courses have the option of a 'Year in Industry' in the third year, creating a four-year programme.

### YEAR ABROAD

Option to study abroad at one of our partner institutions in the third year, creating a four-year programme.

### FLEXIBLE COURSES

Flexibility over subjects chosen to match career path, with switching at any point in first year.

### PERSONAL ADVISER

To guide students to chart out the degree programme which best suits interests, abilities and career.

### CAREER-ENHANCING

Strong industry links and embedded practical elements to give relevant experience for the workplace.

### RESPONSIBLE BUSINESS

Study the role of business in a wider social context.

## NEW PROGRAMMES

Our range of degree courses has increased for 2020 to include Business Analytics and Management, Business and Human Resource Management and International Business Management, reflecting a growing demand for new analytical skills teaching in BSc programmes and new creativity-oriented skills development on the BA programme.

All new courses will be available for the 2020-21 academic year, with the option to progress to corresponding postgraduate courses.



## POSTGRADUATE DEGREES 2020 ENTRY (FEATURE ON PAGE 50)

### APPLIED CAREER COURSES

MSc Enterprise and Business Creation

MSc Global Business Management

MSc Investment and Financial Management

MSc Finance and Management

MSc Business Management

MSc International Accounting and Financial Management

MSc Marketing

MSc Marketing and Management

MSc Human Resource Management

### ACADEMIC AND PROFESSIONAL COURSES

MSc Banking and Finance

MSc Accounting and Finance

MSc Brand Leadership

MSc Management

MSc Operations and Logistics Management

MSc Organisational Psychology

MSc Digital Business and Management

MSc Business Analytics and Management

### SOCIAL SCIENCES FACULTY COURSES

MRes Social Science Research Methods

## MBA AND EXECUTIVE PROGRAMMES (FEATURE ON PAGE 51-53)

Full-time MBA

Business Leadership and Development Programmes

Part-time Executive MBA

Senior Leadership Masters Apprenticeship  
Executive MBA





PROF PAUL DOBSON

# 10 YEARS OF GROWTH

*'We know no borders, we are a truly international business school.'*

2020 marks my tenth anniversary as Head of Norwich Business School and it is also my last year. On arriving in 2010, I realised that NBS is very special; somewhere uniquely positioned to become one of the leading business schools in the UK and, indeed, the world. Which is why, this year, I would like to reflect on how far we have come and where our incredible journey could take us next.

When I first started at Norwich Business School in July 2010 we were relatively small, definitely the 'new kid on the block'. Over the last ten years, we have doubled the number of staff and the number of courses offered, while trebling the School's income. We have also been consistently ranked among the UK's top 20 business schools for research and teaching and achieved the best student satisfaction ratings in the country for two consecutive years.



Globally, we are listed among the world's top 200 business schools, reflecting our great all-round strengths.

But facts and figures paint only part of the picture. Student numbers rose as a result of us raising our standards across the board. Teaching methods improved, new initiatives were implemented, culture transformed, reputation enhanced, and the word began to spread. As we climbed the rankings we started receiving more applications from better-qualified, better-equipped candidates who helped us raise our game still further, allowing us to step up and compete with larger universities.

We have had good fortune on our side. But you make your own luck and the right decisions were made by the right people at the right time. We have also been smart enough to play to our strengths and a key factor in our ongoing success story is our internationally diverse student body and faculty.

What we have here in terms of approach and international student diversity is exceptional, an opinion shared by the Times Higher Education (THE) University World Rankings who ranked us in the world's top 20 on International Outlook in the field of Business and Economics.

But we can go still further, developing specific programmes that will allow us to expand student recruitment into areas such as Southern Asia, Africa and the Americas.

Equally, on the home front, we can do more to grow our intake of domestic students. Our reputation is strong regionally, but we need to reach out better to the rest of the UK.

*'I've never experienced such a 'can-do' approach before. We can do different, we can do better, we can do more.'*

Managing a successful business school can be a bit of a juggling act. You are expected to compete with the best in terms of teaching methods and research while, at the same time, actively engaging with students, employers and the business world. That is quite a few plates we need to keep spinning. Fortunately, our positive, 'can-do' approach is another strength and, together with the much-valued support of UEA, we surprise even ourselves with just how much we can achieve when we all pull in the same direction.

For me, my journey as Head of Norwich Business School is drawing to an end. For the School, the adventure continues with, I have no doubt, further incredible success in the years to come.

PROF PAUL DOBSON  
HEAD OF NORWICH BUSINESS SCHOOL  
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# OUR CAN-DO EVOLUTION

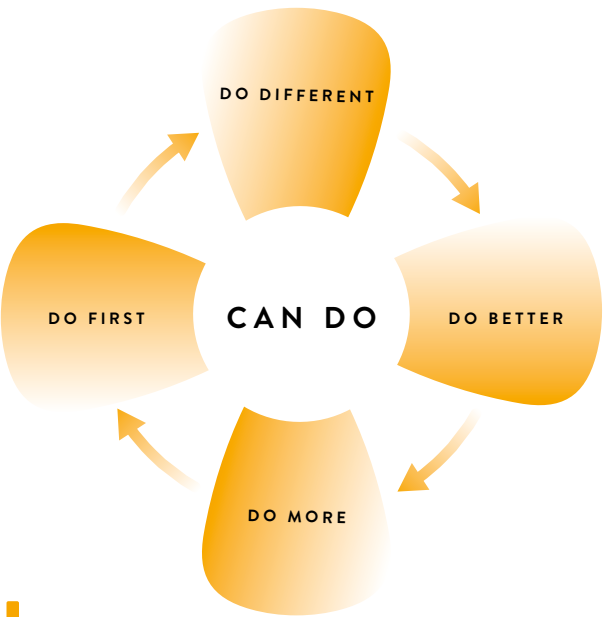
Our students and staff are part of a University that encourages individuals to strive to *Do Different, Do Better*.

As a school, we want to go further and build on this ethos to promote a *Do More* and *Do First* approach.

With *Do More*, we want to expand our horizons, develop new collaborations and increase our relevance to satisfying business and societal needs through our teaching and research.

With *Do First*, we share a commitment with the University of East Anglia to be at the forefront of innovation. Universities must also be powerhouses for economic change and Norwich Business School is focussed on enterprise and innovation, enabling our staff and students to transform ideas into real opportunities and solutions for business.

This focus on innovation completes the circle, effecting a perpetuation of the process *Do Different, Do Better, Do More, Do First* to create a continuous loop as demonstrated by a 'can do' approach and our UEA ethos to be unconventionally brilliant. The model attempts to visually break down the evolution process, why we and our students continue to stand out.



The model conveys movement, propelling us ever forward with *Do First* to achieve new thinking and innovation. New advancements can also be translated as reverse innovation when applying existing 'know-how' in a new context, such as those applied to less developed countries or the cross-sector transfer of innovation.

We hope and envisage that our success will continue through a shared virtuous circle of growth, propelled by our *Can-Do Evolution*.

*'A momentum from a virtuous circle of growth, propelling us forward.'*

## PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION – PRME

Dr Ricardo Santana, Associate Professor in Accounting, and Tony Polack, Lecturer in Business Management, are co-ordinating PRME (Principles for Responsible Management Education), an initiative to ensure the School develops future leaders with the skills needed to balance economic and sustainability goals. PRME also requires a focus on Sustainability Development Goals, aligning universities with the work of the UN Global Compact and, to this end, the team is mapping out the sustainability plan and key initiatives at School level in year one, with the development of a Sustainability Plan, collaborating at a university-wide level to align plans to UEA initiatives.

## FURTHER GROWTH

As a business school, what we do is so important. We are striving to be a powerful advocate for responsible business and our collaborative work on health and wellbeing, and on sustainability for economies and the environment, are central to addressing global concerns.

We want to pioneer new degree programmes relevant to business needs but with awareness of social and environmental needs. With a *Do Different, Do Better* approach, we are looking to innovate on our teaching methods and course design to develop graduate managers and future business leaders suited to, and equipped for, taking on business and society challenges over the coming decades.

Our immediate ambitions are to build on the success of our employability schemes and to introduce the option for undergraduates of a 'year in industry', forging stronger connections with business and widening the knowledge of Norwich Business School as working collaboratively for industry's needs.

We have a bold strategy of growth to further our global opportunities through study abroad options, international partnerships, university exchanges and global research collaborations. We are a truly international school, with



our students representing countries across the globe. We continue to ensure our international ambitions have a direct and positive impact on our student population.

This is an exciting time as Norwich Business School moves to full semesterisation (with semester-long modules on our courses). This will further internationalise our curriculum and provide more opportunities for student exchange programmes.

We are proud of our continued, steady growth. We teach more than 2,000 students, with more than 100 academic staff. We have created a platform, best suited for global business needs, on which to build and consolidate on our growth in the coming years.





# OUR PARTNERSHIPS

Looking to the future, we are clear where our partnerships lie. Information technology, big data analytics and use of artificial intelligence are three key areas for collaboration. Immersing the School in those three fields is critical for the business school – not just focussing on the ‘here and now’ but synergies and partnerships with new business sectors, embracing new trends and technologies.

We must anticipate the nature of emergent industries and future jobs and continue to deliver positive economic, social and cultural impact and highly employable graduates of global distinction.

The future role of Norwich Business School lies with stronger collaboration with the sciences, adding value in research and teaching. This is our greatest immediate opportunity and we are developing the school to an optimum position to build on our management in STEMM (science, technology, engineering, maths, medicine) subjects, in answer to industry demand.

With a focus on STEMM, the business school can play a synergistic role with sciences to ensure business relevance. Close collaborations are global, through our international relationships and research, but also closer to home, with local business partnerships and alliances with schools in the Faculty of Science and Faculty of Medicine and Health Sciences at UEA, whilst continuing our collaborations with schools in the Faculty of Social Sciences and Faculty of Arts and Humanities.

We have extended our relationships internationally, working in collaboration with universities and industry to extend the reach of our research impact globally, opening new doors and new opportunities for cross-fertilisation of research, new principles and new thinking.

**PROF PAUL DOBSON**  
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## HONG KONG GATEWAY

In 2016, a small group of 15 undergraduate students from the Open University of Hong Kong (OUHK) took part in a short one-week project with Norwich Business School, creating the start of a successful collaboration that has grown considerably.

In 2017 the programme doubled, with the school hosting two groups for two weeks, for both MBA and undergraduate students. In 2018, the school hosted 75, comprising 50 MBA students plus undergraduates, developing the programme to incorporate one-week in Amsterdam, plus a week in Norwich. In 2019, numbers grew again to 175 students, involving MBA, undergraduate hospitality management and undergraduate sports management students.

At MBA level, one of the key elements is to work on an assignment abroad. We identify local companies for this live project, which sometimes leads to long-term export collaborations. This is of benefit to local businesses seeking to export to China, who make very valuable connections within their sectors, as well as developing the students in their chosen field.

*‘Hong Kong is an open gateway to China, a key market, with more than 90% of OUHK MBA students coming from mainland China. Attracting global students has a continuum effect as returning students spread the word in their home countries, promoting the School as a centre of excellence for teaching and research,’ comments Arvind Yadav, who manages the programme for Norwich Business School.*

Raphael Markellos, Director of Research at Norwich Business School, initiated the collaboration with Prof Alan Kai Ming Au, the Dean of the Lee Shau Kee School of Business and Administration, OUHK in 2015. The programme is part of the Global Immersion Programme, designed to prepare students for challenges of international business through travel and study abroad. The programme gives students exposure to languages whilst engaging with global issues.

Raphael has also established a strong research relationship with OUHK, giving his distinguished knowledge; working closely on joint research projects, whilst giving our School an understanding of Hong Kong research interests. As a relatively new university in Hong Kong, Raphael’s experience of directing and organising research has been of great value in supporting their establishment of a successful research facility.

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**PROF RAPHAEL MARKELLOS**



**DR ARVIND YADAV**

## MEXICO COLLABORATION

In partnership with UDLAP (Universidad de las Américas Puebla, located in San Andrés Cholula, near Puebla) in Mexico, Norwich Business School undertook a joint project, funded by the British Council, supporting knowledge sharing on innovative product development and creative entrepreneurship in food processing.

The team from Norwich Business School, led by Dr Alfonso Avila-Merino, James Cornford and Prof Andrew Fearne, sought to share lessons from the UK and Mexico. On the UDLAP side, Dr Nelly Ramírez Corona, Dr María Teresa Jiménez-Munguía and Dr Aurelio López Malo Vigil were the key organisers of

the event, which involved the important contribution of Mexican companies and government officials. Their contribution helped to provide knowledge exchange for the benefits of the industry in raising efficiency and performance through innovative new methods and new products. The intention is to carry this collaboration forward, with the support of the British Council, by extending the scope of the project to examine more ambitious means of innovation.

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**DR ALFONSO AVILA-MERINO**





DR GRAHAM  
MANVILLE

### AUSTRALIA AFFILIATION

**Our student exchange programme with partners Deakin University in Melbourne, Australia is now in its fourth year and has extended beyond teaching to UK-Australia research collaborations.**

If there is a common thread running through this edition of Shine&Rise, it is one of international collaboration and its growing importance; something we are embracing with open arms. Just one example is the two-week international student exchange between Norwich Business School (NBS) and Deakin University, Melbourne, Australia. Organised in conjunction with UEA International Programmes Team, this collaboration has developed over the last four years.

The two-week intensive credit bearing work-integrated learning programme is a challenging and rewarding consultancy experience which also benefits the companies in Norfolk. Within 48 hours of stepping off their long-haul flight, the students visit the companies to agree deliverables. The aim is to further develop international business skills, build strong individual global relationships and to foster closer links between the universities.

This year, twenty Deakin students from five countries were organised into teams and each given client briefs a month before arriving, allowing them an opportunity to research the client and to 'hit the ground running' when they arrived.

Deakin is a 'QS Top 50 Under 50' University (best young universities in the world) and is AACSB (Association to Advance Collegiate Schools of Business) and EQUIS (European Quality Improvement System) accredited. The partnership was initiated by Professor Alexander Newman from Deakin and Associate Professor Graham Manville from NBS.

*'It isn't all work! work! work! The students still find time to enjoy the delights of Norwich Castle, a trip to Cambridge, a bowling and karaoke event and several social meals, including a traditional UK Sunday roast!'*

The Deakin/NBS Partnership continues to grow, blossom and bear fruit. We are always impressed by our visiting students' professionalism, eagerness and discipline, and are delighted the students enjoy their time with us here at UEA. All of them have bright futures and we wish them every success moving forward.

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## MARKETING INDUSTRY COLLABORATION

DR JONATHAN  
WILSON



**Led by Dr Jonathan Wilson, Associate Professor in Marketing and Business Research, the marketing group at Norwich Business School is renowned for its high standards and engagement with industry.**

Marketers have questioned whether marketing degrees are equipping graduates for the real world. In an article published in Marketing Week, Jonathan explains how Norwich Business School busts the myth. By establishing strong links with external professionals and experts, the group have moved from external speakers to programmes immersed in practical application and expert insight.

*'The sector is booming in our region,' explains Jonathan, 'and by working closely with local professionals, we are able to create real insight from those at the forefront.'*

The group also has a close association with the Chartered Institute of Marketing (CIM), Europe's largest professional marketing body, and is one of the first Business Schools in the UK to establish a Marketing Club, organised with Philip Preston, CIM Volunteer Partnerships Manager. This collaboration connects marketing practitioners and students with workshops which bring marketing principles to life, through guidance from the experts.

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# IN A DIGITAL FUTURE ARE TEXTBOOKS HISTORY?

Digitalisation has already changed every aspect of our lives. We have moved from post to email, photo albums to Instagram, maps to GPS, so it is no wonder digitalisation is also turning the landscape of learning on its head. James Gardiner, Dr Ivan Mitchell and Dr Sarah Warnes, joint Managing Directors of exciting new start-up, Studios, believe this is probably a change for the better, and one that is here for good.

Transforming the experience of learning by equipping lecturers and students with outstanding digital resources, Studios is an innovative social enterprise, a rapidly growing community of academics and creative professionals who produce outstanding digital learning content and media resources for universities in the UK and around the world to purchase or license. Studios is a hub of innovation, a true spin-out from the UEA.

*'Our vision is to create innovative digital learning resources that are academically credible, technologically advanced, and fit to inspire future generations of learners in the UK and across the world.'*

JAMES GARDINER



DR IVAN MITCHELL



## 'THE NETFLIX OF EDUCATION'

Both James and Ivan are academics who lecture at Norwich Business School and Studios could not have had more enthusiastic, encouraging supporters than the UEA. Paul Dobson (Head of Norwich Business School), Jenny Baxter (UEA Chief Operating Officer), Fiona Lettice and Frances Bowen (UEA Pro-Vice-Chancellors), were important early advocates of Studios and instrumental in helping this future-focused new venture find its feet and step up to the mark. Already labelled the 'Netflix of education', Studios operates across five key areas of expertise: Digital Learning Collections, Bespoke Courses, Film Production, Virtual Reality and its pioneering app, Ryze.

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## LEARNING IN THE AGE OF ACCESS

### DIGITAL LEARNING COLLECTIONS

Outstanding, rigorous digital learning content taking student engagement to new heights.

### BESPOKE COURSES

Customised courses which support learning and can be integrated into any educational platform.

### FILM PRODUCTION

Production of outstanding educational videos and interactive learning experiences.

### VIRTUAL REALITY

Fully immersive virtual reality, making learning a truly 'real' experience.

## OUR PARTNERSHIPS

### RYZE

A pioneering digital learning experience platform, the Studios app, Ryze, offers all universities the opportunity to host their own content – or the Studios Collections – on a cutting-edge learning experience platform. Ryze provides exceptional interactivity, analytics, networking features, nudge technology and AI (artificial intelligence) adaptive learning capability; ensuring a highly personalised learning experience.

**BEATRICE DAUTZENBERG**  
DIRECTOR OF PROFESSIONAL  
PRODUCTS DIVISION,  
L'OREAL LONDON



## WHY UNIVERSITIES NEED TO REMAIN RELEVANT AND RESPONSIVE IN THE DIGITAL AGE

71%

of students feel they can more easily fit learning into their lives with digital technology.  
(Jisc 2018)

73%

of students feel they are more independent in their learning when digital technology is used.  
(Jisc 2018)

80%

of students use a smartphone to support their learning.  
(Jisc 2018)

## INFINITE POTENTIAL

From day one, the shared ambition at Studios has been to create the most personalised, adaptive and immersive digital learning experience in the world. As early fans, UEA and NBS were quick to recognise the start-up's potential and soon became their first clients. Word spread on the digital grapevine and Studios also started working collaboratively with academics from UCL, Exeter, Leeds and Liverpool universities. Beyond the education sector, Studios is already attracting collaborative interest from businesses such as HSBC, Aviva, PWC, Mind, Codegent, L'Oreal, HAYS, Naked Wines, Anglia Water and more.

*'I am looking forward to using The Studios App, Ryze, because it is a truly comprehensive body of knowledge and understanding. It represents everything that is current about student-centred learning and provides knowledge and structure in ways which today's students expect.'*

**PROF RICHARD PETTINGER**  
SCHOOL OF MANAGEMENT, UCL



# CLOSE FRIENDS GROW CLOSER

As Chair of the Norwich Financial Industry Group (FIG), Chair of the NBS Advisory Board and, until recently, a Managing Director of global insurance brokers, Marsh, few are better placed than Steve Davidson to gauge the relationship between Norwich's higher education establishments, the local business community, and the people of the City of Norwich. The truth is that, thanks to a series of initiatives over recent years, all parties are now closer than they have ever been.

*'There was a growing realisation shared by all parties that bringing the University closer to the City of Norwich and its business and financial sectors would benefit everyone.'*

While maintaining good relations with everyone, NBS has felt it could strengthen collaborations with the City of Norwich and the local business community, and after the 2007-08 credit crunch, moves were made to forge stronger links. There was a growing realisation that if we worked as one it would give us all a boost. Originally set up in 2001 as a partnership of leading firms, local government and education, with the aim of developing Norwich as an international centre of excellence for insurance, financial and professional services, FIG always had the potential to make a massive difference to the area and beyond; potential that the economic downturn had left unfulfilled.

The appointment of NBS Director of Research, Raphael Markellos to the FIG Board was a much-needed wake-up call. An injection of fresh blood that resulted in a series of successful collaborations including business cluster research, networking events, participation in NBS employability events, and careers fairs; initiatives that brought us all closer together and helped FIG turn a corner and grow.

**STEVE DAVIDSON**  
CHAIR, NORWICH FINANCIAL  
INDUSTRY GROUP (FIG)



STEVE DAVIDSON

## NBS ADVISORY BOARD

Steve Davidson is Chair of the Norwich Business School Advisory Board. The Board offers support and advice on key aspects of the School's development, strategy and graduate employability. The Board members ensure programmes are relevant to the needs of industry; support the School and University regarding its promotion and collaborations;

discuss and make recommendations regarding school operations, including recruitment and marketing and research themes; and support the Head of School in making final decisions along with the School Management Group.



The award-winning Thomas Paine Study Centre (TPSC), home to the Norwich Business School.

## STRENGTH TO STRENGTH

Today, FIG is still the only financial services trade association in England outside London. One that has already hosted 4 annual conferences for the local financial, business and education community and now has a membership of more than 80 different organisations.

Punching above their weight, FIG has become a vibrant, central hub for local business, finance, government and education, creating superb working relationships and greater employment opportunities. They have put themselves on the map. From the University's perspective, FIG has helped reposition UEA at the very heart of the local business community and the City of Norwich. Working closely with Steve and Raphael, Anna Douglas, Relationship Manager at UEA, has stepped forward and built even stronger links between the University and the local business, financial and legal sectors. Recognising, herself, that the closer we grow, the further we all can go.

*'Taking an active role in the development and growth of FIG has provided UEA with a better understanding of the real issues within the financial and wider professional services sector. This knowledge ensures that, as a University, we are better equipped to collaborate more closely with the sector, particularly when it comes to accessing student talent and academic expertise that may support growth, diversification or address a business challenge.'*

**ANNA DOUGLAS**  
RELATIONSHIP MANAGER, UEA

*'There's no question that FIG helped bring the University closer to the local business, financial and legal services sectors, supporting a genuine culture of collaboration.'*

**STEVE DAVIDSON**  
CHAIR, NORWICH FINANCIAL  
INDUSTRY GROUP (FIG)

## BE A BROKER CHALLENGE

When Steve was a Managing Director of Marsh, he also helped initiate the 'Be a Broker Challenge' as part of NBS Employability Week. The challenge gave students the opportunity to experience the very real pressure of working to a deadline before making their final pitch to a panel. An instant success, each year the challenge has evolved and grown with two NBS graduates impressing so much they were subsequently recruited by Marsh.

Alongside the involvement of Marsh colleagues, Business School academics, including Robert Jenkins and Sally Piff, were pivotal in the implementation.





# FINTECH & MONEYHACK

PROF RAPHAEL MARKELLOS



From chatbots to cryptocurrencies via Minecraft, a group of Norfolk schoolchildren have made a step closer towards a career in technology, finance and coding thanks to the NBS's world-leading Moneyhack programme.

Moneyhack is a series of free Saturday classes for fifteen-year old children from schools across Norfolk. The Moneyhack initiative looks to produce future bankers, lawyers, accountants, business consultants and insurance specialists, in a way that not only teaches them what skills they will need to work in these industries now, but also anticipates what they will need to succeed in the future, as technology continues to advance.

The event was launched in September 2019 and consisted of an eight-week programme of action-learning that was designed and delivered by academic specialists from NBS, in collaboration with experienced professionals from local firms. Supporting organisations included traditional firms in financial and professional services, such as Aviva, Marsh, Barclays and Mills & Reeve, and younger firms and local start-ups in

the rapidly growing technology sector, including ubisend, Rainbird, flocc and Thyngs.

The interactive classes covered emerging technologies including chatbots, AI, text mining, video editing, digital branding and cryptocurrencies like Bitcoin. Business simulations and games such as Minecraft were used to boost learning. Students also got to hear about the importance of work-life balance and wellbeing, along with how to develop their 'soft-skills', such as developing good interview techniques in a simulated job interview and their entrepreneurial skills through replicating, inventing and selling their own products. In the final session, they were asked to demonstrate teamwork, innovative thinking and working under pressure in a Lego tower building challenge.

The programme has taught them about the rapidly expanding FinTech industry, which covers areas including mobile banking and insurance, robo-advisers and blockchain. Short for financial technology, FinTech describes new technology that seeks to improve and automate the delivery and use of financial services. Although it is one of the fastest growing industries in the world, FinTech is not currently heavily taught in UK schools and universities. The weekly sessions were held in UEA's new FinTech laboratory, a dedicated space within the award-winning

Thomas Paine Study Centre (TPSC) building of Norwich Business School. The laboratory is equipped with the latest kit in financial technology, data and software.

All educational material and software developed as part of the programme will be made 'open source', meaning that it will be soon available freely online for anyone to adopt, adapt and develop further through the Moneyhack website.

*Raphael Markellos, Professor of Finance at UEA, created and coordinated the programme and said: 'Educational programmes in schools struggle to keep up with technological developments, particularly in the financial and professional services sector. Our initiative bridges this gap but also tries to break through traditional barriers related to gender and social background. We've had a fantastic response from the young people involved in Moneyhack; they've really thrown themselves in, come up with some brilliantly innovative ideas. They learned vital skills that will give them a great head start in so many industries that they might choose to pursue a career in.'*

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# WORK, LEARNING AND WELLBEING

Employment Systems and Institutions (ESI) is part of Norwich Business School, comprising a group of applied social and behavioural scientists examining the dynamics of human behaviour at work. Much of ESI's work is concerned with the psychological, social and economic aspects of wellbeing and the work environment.

The ESI research group have received significant funding from the Economic and Social Research Council, producing an extensive and comprehensive body of research for policymakers in the field of wellbeing.

The evidence programme is concerned with examining the evidence base and developing practical interventions, tools and processes to protect and enhance the wellbeing of workers and those seeking work. It is part of the What Works Centre for Wellbeing. Professor Kevin Daniels (UEA) is the lead for the evidence programme. Other team members include Professor Sara Connolly, Professor Olga Tregaskis, Dr Rachel Nayani, Dr Roberta Fida, Dr David Watson, all from NBS, and Dr Mark Bryan (Sheffield), Dr Alita Nandi (Essex), Dr Simonetta Longhi (Reading), Dr Cigdem Gedikli (Swansea) and Dr Chidibiye Ogbonnaya (Sussex).

The What Works Wellbeing project has two major guiding principles.

First, 'What Works' needs to be actionable by workers, adult learners, those seeking work and those close to them (such as line managers, educators, careers advisors, job centre staff) – so the focus is on what can be done 'on the ground'. Second, because wellbeing is comprised of many things, the team look for evidence on initiatives and interventions that offer improvements across a broad range of the elements of wellbeing and a broad range of people.

*'What Works' is about action, what could you be doing to improve and take from an evidenced-based perspective?' explains Kevin Daniels.*

The most recent work examines how organisations are helping with wellbeing in the workplace, with case studies giving practical examples of how to introduce workplace wellbeing initiatives.

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WORK, LEARNING AND WELLBEING

# WHAT WORKS WELLBEING

**Illustrative examples of the team's work with the What Works Centre for Wellbeing:**

## REVIEW ON INTERVENTIONS AND LEARNING

This review looks at how wellbeing, when low, acts as a barrier to learning and reviews interventions to address this. Learning is important for our progression in life. It is particularly important for young people during their transition from school to higher education and work. Based on an evidence review that examines the effectiveness of approaches designed to enhance wellbeing, it aims to improve engagement and progression in young people's learning.

## ANALYSIS OF PERFORMANCE OUTCOMES FOR THE NHS

This analysis of the National Health Service found that Trusts making the most extensive use of good people management practices were over three times more likely to have the lowest levels of staff sickness absence; at least four times more likely to have the most satisfied patients; more than twice as likely to have staff with the highest levels of job satisfaction; and over three times more likely to have staff with the highest levels of engagement.

## UNEMPLOYMENT AND WELLBEING

This report explores how unemployment affects our wellbeing and what can reduce the damaging effects of unemployment. Also, what happens to wellbeing when people (re)enter work?

## REVIEW ON JOB QUALITY AND WELLBEING

What needs to happen alongside changes to work practices and processes so organisations can improve wellbeing and performance?

[whatworkswellbeing.org](http://whatworkswellbeing.org)



WORK, LEARNING AND WELLBEING

# WORK AND WELLBEING – CURRENT TRENDS AND FUTURE DIRECTIONS

**The Norwich Business School plan to host an event to share the latest research and practices in the area of work and wellbeing, aimed at business professionals and interested individuals.**

Being launched as a conference at the UEA, hosted by Norwich Business School, the aim is to present the research, carried out by the ESI Research Group in the area of workplace wellbeing. Within this they encourage businesses to consider how the findings might benefit their own people management strategies.

Beginning with the results of a large-scale review, detailing what employers can do to build effective workplace wellbeing programmes, the ESI Research Group will then follow this with a discussion about other pertinent subjects, such as work-family balance, ethics, wellbeing and the economy.

Organisations wishing to further develop their programmes will benefit from the research and collaboration with leading academics. They will also benefit from lessons learnt by those already managing programmes to improve the overall wellbeing of staff, which is so relevant in today's workplace.

The event, titled 'Work and Wellbeing, Current Trends and Future Directions' is organised in two parts, with presentations from leading academics in the first part. In the second part, participants will have the opportunity to talk to academics and discuss collaborative opportunities, whilst networking with other businesses and other academics from across UEA with related interests. Roberta Fida and Marijana Baric of NBS are the key contacts for this event if you would like more information, when it is known.

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DR ROBERTA FIDA



DR MARIJANA BARIC



**PHOTO LEFT TO RIGHT**  
Dana Unger, Roberta Fida, Ivan Mitchel, Ana Sanz Vergel, Susan Sayce, Ieva Martinaityte, Olga Tregaskis, Marijana Baric, Annilee Game, Rachel Nayani, Antonina Semkina (PhD student), Kevin Daniels.





# FOCUS ON FOOD

## FAIR TREATMENT BY SUPERMARKETS

Small suppliers who believe they are fairly treated by big supermarkets will put more resources into their relationship with buyers and perform better, Dr Ricardo Santana and Prof Andrew Fearne have concluded. Published in 'Supply Chain Management: an International Journal', their research is highly relevant given the increasing scrutiny of supermarket buyer behaviour and its impact on suppliers.

The findings show that the way supermarkets treat suppliers matters more to supplier performance than their status as key customers. The study also suggests that the length of time a small producer has been supplying a supermarket makes no difference to how they perceive their treatment; rather, suppliers form their perceptions of fairness relatively early on in the relationship.

*Ricardo Santana comments, 'Managing buyer-supplier relationships is a challenging social task that involves tackling behavioural issues and power dynamics between the buyer and the supplier. Larger retailers should empower and encourage buyers and category managers to foster social elements, like asking for input on decisions that affect the relationship, and fairly rewarding the suppliers who invest in the relationship by meeting standards and deadlines.'*

All suppliers, whether old or new, need to stand out from the crowd. This is particularly important as market power diminishes and retailers are having to rationalise their ranges so they can do better deals and make it easier for customers to shop. Market power has diminished as customers are talking with their pockets.

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*Andrew Fearne added that the conduct of suppliers also proved important: 'In the highly competitive environment of fast-moving consumer goods, it is not purely down to the behaviour of the buyers. It's also about the way suppliers behave. We need smaller businesses to behave like big companies and we have found evidence of suppliers doing better when they are proactive in managing their customer relationships. If you provide good customer support, buyers will support you in return and will listen when you experience issues.'*

DR RICARDO  
SANTANA



### FOCUS ON FOOD

## WHO BUYS MY FOOD?

The 'Who Buys My Food?' project, which has received much media coverage, provides farmers and small food and drink producers with market intelligence, derived from the analysis of retail (EPOS – electronic point of sale – and loyalty card) data of 1.7 million customers. The project has been running for over fourteen years and has assisted over 700 small food and drink businesses across the UK.

The project is led by Professor Andrew Fearne and supported by research associates and PhD students, Nadia Koerniawan and Konrad Maliszewski.

The Supplier Network is a forum which delivers free shopper insight for food and drink SMEs with an annual turnover below £6.5 million (email who.buysmyfood@uea.ac.uk). Impact cases demonstrate how producers have benefited from making evidence-based investment, growth and marketing decisions, based on the project's insights, which highlight key market information and critical timings or fluctuations.

*Andrew Fearne explains, 'While large retailers are painstakingly profiling their consumer data, most manufacturers and farmers assume someone else is taking care of all that – but they should collaborate more closely to ensure they are producing products that will be in demand. Producers simply can't afford to make decisions without understanding the implications.'*

The project has also seen the launch of the 'Food for Thought' Business Network, a collaboration between UEA and the regional agri-food industry. The free-to-join network seeks to exploit the potential synergies between academics (seeking to demonstrate research impact), students (seeking 'real world' experience) and business (seeking practical solutions to sector-wide issues).

Andrew Fearne explains small manufacturers are focused on the day-to-day pressures of running their business; while striving to succeed in two of the most competitive sectors – food and retail. The Norwich Business School 'Who Buys My Food?' project seeks to level the playing field, by allowing smaller food suppliers the insight that has long been the preserve of the chains and multinationals – for free.

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PROF ANDREW  
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# PATHWAY TO INCREASE SOCIAL VALUE

In a large-scale project, the first of its kind, long-term unemployed people living in social housing neighbourhoods are being given a new programme of opportunity.

£8.6 million is being invested in training and support for social housing residents in the coastal regions of England and France. In a partnership between UEA and seven housing associations, along with training providers, the scheme will provide new skills to enable people to get jobs, start businesses or go into further training. The project will help more than 4,000 economically excluded people, facing challenges such as multi-generational benefit dependency, poverty and low job opportunities.

Known as the 'Increase Valorisation Sociale' ('social value'), or 'Increase VS Programme', the scheme is organised through Interreg, a series of programmes to stimulate co-operation between regions in the European Union; and is funded by the European Regional Development Fund.

Led by one of the largest housing associations in England, Optivo, the scheme aims to inspire. In a six-step pathway, the programme offers ongoing and individualised micro-enterprise and employment support and commences with an assessment of needs. The project will train selected participants as ambassadors, to share their learning with their communities, and build support networks; as part of a unique legacy, to follow the close of the funded programme.

Dr Zografia Bika, Associate Professor at Norwich Business School, is leading an academic evaluation of the programme, enabling best practice to be shared for future sustainable entrepreneurship projects.

Tracking the participants' journey, the impact evaluation work will generate new insights into local socio-economic and cultural dynamics.

*'The most important thing is offering an integrated service with many partners that takes into account what has previously happened in people's lives. Understanding and investing in people is the key to supporting future innovation. We also have an important role to play in disseminating the information and lessons learnt through presentations at social housing conferences, local government and professional networks and inspiring worldwide communications,' explains Zografia.*

Finalist of the 2020 UEA Innovation and Impact Awards, this evaluation work will help future work among marginalised communities and, hopefully, influence public and policy debate. Zografia's vision is for universities to work more closely with communities to improve opportunities; and for best practice to be shared for future sustainable entrepreneurship and employability projects.

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**DR ZOGRAFIA  
BIKA**



# THE CHANGING STRUCTURE OF AMERICAN INNOVATION

Andrea Pataconi's research examines how the structure of American innovation is changing, why corporations do basic research, and how this research feeds into commercial applications.

Research is typically conducted inside universities and in the past large corporations also invested in basic research, which led to fundamental breakthroughs such as the transistor, the laser and modern information technology. Nowadays, the role of translating university research largely falls on start-ups and university spinoffs. Andrea, Professor of Strategy, and his co-authors, Ashish Arora and Sharon Belenzon from Duke University, point out that the withdrawing of large corporations from basic research may have detrimental effects on society. This is because research in large industrial labs has characteristics that may be difficult to replicate in universities or small start-ups.

*'What is missing now is the contribution of big research labs that were predominant in the past. The fact that large corporations are withdrawing from research might create a gap in the innovation ecosystem that is difficult for universities and start-ups to fill,' Andrea suggests.*

With widespread media coverage including Harvard Business Review, Nature, New York Times, Washington Post, as well as publications in top tier research journals, the research has gained exposure in both academic and public policy circles.

*'A defining feature of modern economic growth is the systematic application of science to technology. However, despite sustained progress in scientific knowledge, recent productivity growth in the United States has been disappointing. Our research documents major changes over the past century to understand how the efficiency of America's innovation ecosystem can be improved. The past three decades have marked a growing division of labour between universities, concentrating on research and large corporations focusing on development,' explains Andrea.*

*'Knowledge produced by universities is not often in a form that can be readily digested and turned into new goods and services. Small firms and university technology transfer offices cannot fully substitute for corporate research at the scale required to solve significant technical problems.'*

**PROF ANDREA  
PATACONI**

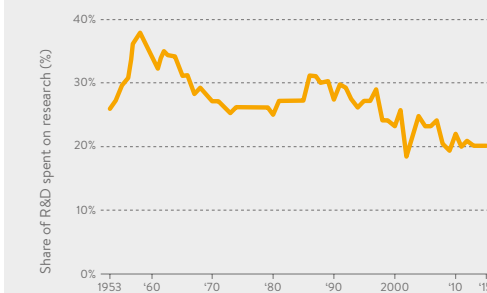


As part of his research programme, Andrea is working on a book on the role of science and innovation. Questions he is trying to address include: 'How does scientific research feed into innovation and what role should different participants in the innovation ecosystem play? What is the role of the state in a well-functioning innovation ecosystem?' In addition, Andrea is also working on corporate governance; specifically, asset partitioning, corporate purpose and CEO socio-political activism.

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## Corporate R&D in the US has become less about research

The share of basic and applied research in total business R&D expenditures in 2015 was about half of what it was in the 1950s



Note: Share of business R&D spent on research is calculated by dividing the sum of basic and applied research by total business R&D spending.  
Source: National Patterns of R&D Resources 2014-15  
Date Update: National Science Foundation 2017





# THE DISCLOSURE INITIATIVE – IMPROVING COMMUNICATION IN FINANCIAL REPORTING



PROF ANA MARQUES

Since its establishment in 1977, the EAA (European Accounting Association) has had a major impact on the accounting research community throughout Europe. Ana Marques, Professor of Accounting, was part of the group that worked on the review into the International Accounting Standards Board (IASB) Discussion Paper on principles of disclosure and was submitted by the Financial Reporting Standards Committee of this association.

‘The disclosure problem’ was identified as a collection of issues in the reporting of information disclosed in financial statements. These issues included lack of relevant information, too much irrelevant information, and ineffective communication of the information provided. This led the Board to prioritise its project on targeted standards-level review of disclosure. The Board also addressed other findings during its research relating to accounting policy disclosures; the implications of technology on financial reporting; and the use of performance measures in financial statements.

When the disclosure initiative was concluded, the IASB decided to move the topic of disclosure of alternative

performance measures (also known as non-GAAP performance measures) to the Primary Financial Statements project.

In January of 2020, IASB member Ann Tarca presented a technical update on the Board’s activities to NBS, announcing the recent publishing of an exposure draft for the Primary Financial Statements Project, including the disclosure of performance measures created by managers.

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## ACCOUNTING AND FINANCE ACCREDITATIONS

Ranked ninth in the UK for Accounting and Finance (Guardian University Guide 2020), Norwich Business School’s Accounting Group is proud of its achievements. Led by Peter Russell (teaching) and Professor Ana Marques (research), the group has long standing accreditation links with professional accountancy bodies, including the Association of Chartered Certified Accountants (ACCA), the Institute of Chartered Accountants in England and Wales (ICAEW), the Chartered Institute of

Management Accountants (CIMA), and is beginning to develop links with the Chartered Institute of Taxation (CIOT). The BSc Accounting and Management degree has recently been awarded CIMA Partnership degree status.

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PETER RUSSELL

# DIGITAL DETOX

In a world connected by the internet and social media – we now look at the hidden face of that constant connectivity, known as ‘FoMo’, or ‘fear of missing out’.

The study was carried out by NBS, University of Greenwich, Auckland University of Technology and University of Westminster and looked at the attitudes of Gen Z and Millennials (aged 21-39) to digital connectivity.

Published in the Journal of Travel Research, the first of Brad McKenna’s studies received much media interest. It looked at the impact on emotions of a break from digital technology, before, during disconnection and after reconnecting on their return; to better understand this relatively new fear. Some travellers experienced negative emotions, even prior to the trip, with a mixture of frustration, worry, isolation, and anxiety, particularly for the very tech-savvy, used to using technology in their daily lives. During the break, participants’ responses varied from giving up altogether to enjoying the digital-free experience, creating more valuable moments with companions and people they met; enjoying a feeling of freedom



to fully immerse themselves in the holiday experience, finding that viewing a precious moment or landscape through a screen, is not the same as just enjoying it in the moment.

*‘Digital-free travel provides an opportunity for many travellers to re-examine their relationships with technology. In my second study, published in the Journal of Sustainable Tourism, participants recognised the overuse of smartphones in their daily lives and valued digital-free travel as an effective way of achieving improved ‘digital health’ and a better work-life balance,’ explains Dr Brad McKenna, Researcher and Lecturer in Information Systems.*

Researchers found this desire to ‘switch off’ was hindered by FoMo – the irrational fear of being without a smartphone – which is an element of nomophobia, a known fear of being without a connected mobile device. This FoMo – compounded by personal and professional commitments, an increasingly digitalised tourism industry, and over-reliance on phone navigation tools – was found to be an obstacle to attaining digital-free travel and digital detox breaks and holidays.

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DR BRAD MCKENNA

# JOB INSECURITY – THREAT OR CHALLENGE?

DR DANA  
UNGER

We all might experience job insecurity at some time in our lives. Dana Unger, Associate Professor in Organisational Behaviour at Norwich Business School, questions, ‘why do people react so differently to job insecurity?’

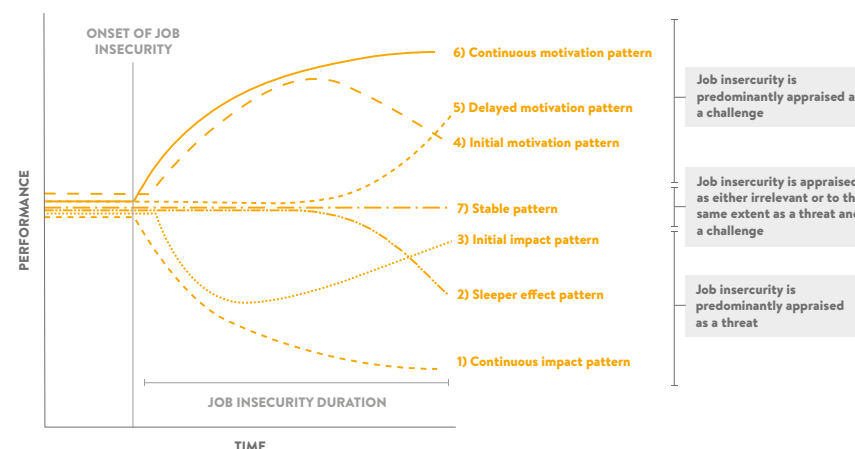
Human nature and time, suggests Dana, could together explain the different effects job insecurity seems to have on people’s job performance. Importantly, other studies did not show a clear trend for job performance when job insecurity sets in.

The effect of job insecurity is different because people are different, explains Dana, their value sets and experiences; their perceptions. There are those who tend to experience a positive relationship and strive for high levels of performance; those who may feel intimidated and look for an alternative job if feeling insecure; or those people who may worry at the beginning but then feelings settle. Another variable to perceived job insecurity is time, because relationships, including those with employers, change over time and the reaction towards job insecurity ebbs and flows. The relationship with job insecurity can be affected by fear, for instance the fear of the financial implications or fear of unemployment.

Time of life can also have an impact, such as, a new parent may be more worried than someone planning to retire. People can view job insecurity as either a threat or a challenge and that view can alter the way a person reacts to the feeling of insecurity.

The figure summarises these complex patterns of job performance trajectories, showing the differential development of job performance after people experience job insecurity.

Whilst an assumption is made that people might work harder when under pressure of job insecurity, the fear of losing one’s job is still associated with poorer wellbeing. Thus, managers should not seek to induce job insecurity. Rather, Dana points out, companies wishing to improve performance can look to strategies in line with promoting wellbeing.



*‘The pressures of job insecurity can lead to poor staff retention and there are emotional costs for the individual too,’ concludes Dana.*

This innovative study was a collaboration with University of Zurich and Saarland University and Norwich Business School at the UEA; and formed part of a special issue for Career Development International and demonstrates the latest research on job insecurity.

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# IS AFFORDABLE HEATING UNAFFORDABLE?

DR ANDREW  
BURLINSON

Why might affordable heating be unaffordable? Andrew Burlinson, Lecturer in Energy Economics, sought to answer this question having explored the decision-making processes of UK households.

Initially funded by Western Power Distribution to explore the socio-economic impact of expanding Birmingham’s district heating network (a centralised distribution infrastructure used to heat public buildings, including Grand Central Station and the Library of Birmingham), the study looked at the impact of connecting private households to the system which offers a so-called ‘win-win’ proposition of reducing energy bills and carbon emissions.

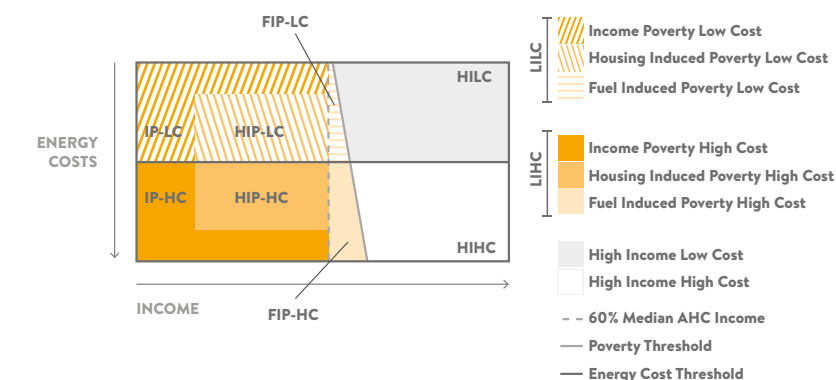
The research uncovered that, generally, households were found to consider the up-front costs to a greater extent than future running costs; so are less likely to adopt improved-efficiency technologies with a reduction in heating costs in exchange for up-front costs to cover investment in infrastructure.

Together with co-authors Professor Monica Giuliatti and Professor Giuliana Battisti, the study also examines how consumers tend to make complex decisions, tending to focus more on the information in the immediate, preferring simplified measures of profitability, rather than net present values. This tendency, concludes Andrew, is an interesting insight into how consumers consider future costs and savings.

The research led Andrew and his co-authors to produce a further paper deconstructing the ‘Fuel Poverty Review by John Hills’; the UK Government’s measure of fuel poverty. The research identified the demographics of three key dimensions of fuel poverty groups, related to income, housing and energy, and makes suggestions as to how the cost of energy provision can be eased.

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## Dimensions of poverty within the LIHC framework



NOTE: LIHC=Low-Income-High-Cost and LILC=Low-Income-Low-Cost. AHC=After Housing Costs. Poverty threshold=60% AHC equivalised income plus required energy costs. Energy Cost Threshold=Median required equivalised energy costs. Figure adapted from Hills (2011, 2012). This figure is an illustration of the distributions within each group but does not attempt to accurately represent the number of households within each group nor the spread of distributions.







# GLOBALIZING ACTORS

Research on globalizing actors has led to much interest including a profiling of the study by the CIPD (Chartered Institute of Personnel and Development) planned for this year.

Olga Tregaskis, working with the ESI Group and research partners in the UK, Canada and Korea, developed a skills framework to identify and type ‘globalizing actors’, but what are they and why are they important?

Described as the globally-connected individuals responsible for the creation, diffusion, interpretation and negotiation of norms (well-established behaviours, beliefs, and processes) across international operations, globalizing actors are important to understand since they enable and spread these norms.

*‘Globalizing actors are people who assume a role as a creator and sharer of business norms across international borders.’*

An understanding of how they operate and the resources they mobilise to help them succeed enables managers to streamline processes within their global organisations. They can help to create

and promote practices that are globally consistent yet sensitive to local needs. But crucially they are holistic in their management of people and processes, thinking systemically about how individuals, organisations and society connect.

## TYPES OF GLOBALIZING ACTORS



### THE PROJECT EXAMINES:

- How management norms are created, become established and diffused within the global corporation
- How these new norms are interpreted and negotiated by others in the company
- Identifies the individual capabilities of globalizing actors associated with norm-making and their impact.



PROF OLGA TREGASKIS

*‘They are required to develop a common understanding about how to work together. The study reveals how they create and manage common ways of collaborative working.’*

### CONCLUSIONS

- The diversity, fluidity, and structural complexity of modern organisations leads to a wide range of individuals being on the forefront of global issues
- They need to establish common understandings and expectations in order to achieve their work goals, often without having chosen to, and without experience in, managing across borders
- International organisations need to carefully consider this group of people to support them effectively in acquiring the skills they need to be successful
- Global norm-making is inherently messy and can have unintended consequences, creating a need for continuous updating and tending. Supporting globalizing actors appropriately promises to make the process smoother and more successful.

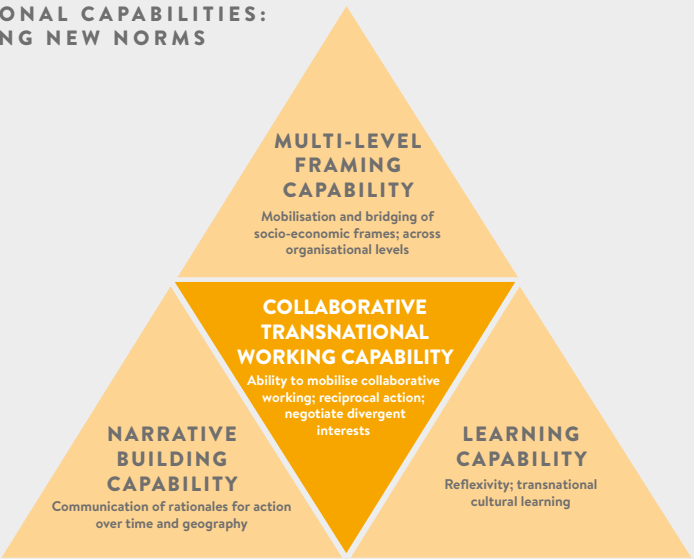
### IN SUMMARY

The need to manage common understandings in a global work context is widespread in organisational settings and is often a hidden part of the job role. Greater recognition in training and development, and skills frameworks is needed to ensure the smooth adoption of these common understandings to avoid conflicts and manage cross-border communications.

The work is part of a larger international collaboration with colleagues in the UK (Loughborough University, London and University of Leicester), Korea and Canada and you can read more at [www.globalizingactors.com](http://www.globalizingactors.com).

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### RELATIONAL CAPABILITIES: BUILDING NEW NORMS





DR HELEN  
FITZHUGH

# ONLINE MINDFULNESS TO HELP FRONTLINE POLICE

Research involving more than 1,300 police officers and staff, conducted by the College of Policing with the support of Norwich Business School, has resulted in the launch of a new resilience and wellbeing programme.

As one of a number of wellbeing projects by the College of Policing and following a growing number of requests for information and support about mindfulness from frontline employees; the research examined whether training in mindfulness could make a difference to the wellbeing of police officers and staff.

The project saw Dr Helen Fitzhugh, a senior research associate working on employee wellbeing, embedded in the College of Policing as part of a Knowledge Transfer Partnership (KTP) with Norwich Business School.

*Dr Fitzhugh explained ‘This is one of the largest controlled trials of mindfulness ever conducted and provides robust evidence of the effectiveness*

*of mindfulness training for those in high stress jobs, such as the police.’*

This research has produced strong evidence that online mindfulness training can improve the wellbeing of police employees. This trial has demonstrated the relevance of building the evidence base for what works to improve police wellbeing and has shown that simple interventions can make tangible differences to people’s lives. Police forces can now make evidence-informed decisions.

A report on the outcomes of the trial by Dr Helen Fitzhugh, Dr George Michaelides, Prof Sara Connolly and Prof Kevin Daniels of Norwich Business School, has been published.

The police forces which took part in the randomised control trial were Avon and Somerset, Bedfordshire, Cambridgeshire, Hertfordshire and South Wales.

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## VALUING THE GOOD STUFF

David Watson introduces the concept of ‘degrowth’ as a theoretical argument and a counter logic for economic growth.

Degrowth is based on a political and academic school of thought that says we need to stop growing. Economic growth is unsustainable – consuming resources and energy excessively and ultimately harming our environment and ecosystems. David Watson, Lecturer in Organisational Behaviour, explains that we have an economy and society based on the notion of perpetual growth generation. This shapes a form of wellbeing where people are seen as self-enterprises, which need to be continually developing, performing and consuming, to be fulfilled. There is an argument that this growth orientated way of living is actually not good for our wellbeing and mental health; that consumerism is a treadmill, whereby people can never be satisfied and remain unfulfilled.

Degrowth challenges the argument for growth. David explains his research is not so much suggesting a U-turn, but a post-growth society where we are not continually expanding and, to achieve this, we would need a different value basis for the economy and humanity; a form of wellbeing about human goods and virtues. It suggests wellbeing could become a driving force, an organising principle and also address wealth inequality within and between nations. It is based on a principle that a reduction in economic growth can be accompanied by an increase in wellbeing.

*‘Wellbeing can form a framework of values to reorganise the economy, society and work,’ David explains.*

However, such a shift raises many questions, such as what values will underpin a post-growth society? In the research, value producing practices in

the food system are examined, how these are organised, that is consistent with growth or degrowth, and what values these practices produce. The research creates some interesting insights as to how our society and economy could be developed as a post-growth society and shift towards a good economy.

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DR DAVID  
WATSON



# CONCEPTUALISING CORPORATE RESPONSIBILITY

One of the most difficult challenges facing humanity is that of ‘sustainability’. Once the domain of ‘the state’, many factors have resulted in governance being shared with non-state ‘actors’, blurring the lines of responsibility, with business organisations being singled out as being pivotal in tackling sustainability-related problems via their Corporate Social Responsibility (CSR) practices.

Conventionally, sustainability covers three main areas: the environment; the economy; and social issues. With the importance of sustainability being at the forefront of political agendas within Europe and beyond, businesses are looking closely at their CSR policies. This, in turn, also leads to consideration of other policy areas such as energy and climate change, that are closely connected to CSR.

Dr Jenny Fairbrass of Norwich Business School has for many years researched EU public policy concerning sustainability, CSR, energy, the environment and climate change. Her most recent research, funded by the University Association for Contemporary European Studies (UACES), focusses on

a number of linked questions: Who has authority over EU and national energy policy? Is it national governments, businesses, the EU or others or some combination of these actors? What happens if the competition for control results in conflict?

The results of this international collaborative research project, undertaken over four years, have recently been published in a special issue of the Journal of European Integration, in which Dr Fairbrass and colleagues from the University of Maastricht and the National Autonomous University of Mexico have served as guest editors, bringing together several case studies researched by more than a dozen contributing authors across Europe.

The research has recently been translated into a new final year module ‘European Business: Brussels, Business, Brexit and Beyond’ that explains the influence the EU continues to have on businesses (and vice versa) and will have in the future post-Brexit!

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**DR JENNY FAIRBRASS**

# REGULATING DIGITAL MARKETS

Wynne Lam, Lecturer in Industrial Organisation and Competition Policy, explores competition and regulation in digital markets.

## THE TRUE COST OF SWITCHING

Wynne Lam has produced new insights into digital markets and competition.

Traditionally, the regulator seeks to reduce switching costs and make moving between service providers (for example broadband, electricity, gaming) easier and more transparent for consumers.

Regulation may protect the consumer, on one hand, but may be adversely affecting the small suppliers within the industry, on the other. Wynne argues that, to understand the real cost of switching, we should be exploring all ramifications on all sides. The cost of switching, Wynne explains, is not purely the outlay of the consumer, but rather the chain of events created by the actions of the platform or network.

Large corporations need to react to consumer demand, creating instability for their suppliers such as sellers on trading platforms, software developers, technical support agencies and the abundant number of providers reliant on any one corporation, network or platform provider.

By understanding the complete picture, we can consider other counter-effects, for example protectionisms for the small suppliers within the industry.

## DOES DATA PORTABILITY FACILITATE ENTRY?

Wynne investigates data portability – from one provider to another. Essentially, under GDPR, information provided by the user is portable, whilst information about the user (derived from the analysis of digital platforms) is not and remains private. Whilst consumers become used to intuitive digital intelligence based on information gathering, the protection of their private data may act as a barrier against switching providers and so stifle competition.

## WHO SHOULD CARRY THE RISK OF CYBERSECURITY?

Digital products are a combination of multiple components, hardware and software. The OEM, or Original Equipment Manufacturer, makes devices from the component parts, which are then sold to consumers or to service providers. Who, though, should carry the risk of cyber security? The suppliers of the components, the software developers, the OEM, or the service providers?

More and more devices, home appliances, cars and infrastructures, such as traffic lights, have become internet connected, but we continue to discover security failures, including malware, poor encryption and backdoors that allow unauthorised access.

This may be because firms tend to lower their safety standards when selling their software, but invest too much to find bugs and fix the software afterwards. In this case, Wynne explains, a partial liability rule may be useful to incentivise all suppliers within the product-development chain, particularly software suppliers, to improve their security standards.

*‘We need to further explore these unique combinations of effects, that is switching costs, network effects, big data analytics, cyber security and data protection, in shaping the regulation landscape,’ Wynne adds.*

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**DR WYNNE LAM**





# MONOPOLIES AND INEQUALITY

Competition that curbs the power of monopolies may not only promote better outcomes for consumers but fairer outcomes for society.

The focus of recent research by Professor Sean Ennis is in answering whether market power by monopolies could be exacerbating inequality – and whether increased competition could have an inverse effect.

Monopoly market power can substantially increase the wealth of the top richest 10%, whilst reducing the income of the poorest 20%, by a similar proportion. Sean has conducted quantitative data analysis to demonstrate this effect.

In Mexico, the market power for telecommunications companies meant that prices for mobile phone services were high. This had a direct impact on inequality since, as a proportion of income, the poorest of the population spent significantly more on mobile phone services than the rich, so when a pro-competitive change in the market forced prices down, the benefits to the poor were substantially higher than to the very rich. Whilst competition has long been known to drive economic growth, this example shows that competition can make an important contribution to reducing income and wealth inequality.

While consumption is broadly distributed evenly with income, the wealth – including corporate ownership – is much more concentrated than income and overwhelmingly concentrated amongst the very richest, so they gain substantially from monopoly profits.

By taking into account how business ownership and consumption are distributed amongst a population, it is possible to determine who benefits and who loses from market power, and by how much; and thereby gain a better idea of the overall magnitude of the redistributive effect.

*‘Our quantitative data analysis and projection, although simplified, demonstrates the direct correlation between monopolies and growing inequality, indicating that a fragmented, competitive market, with a reduction in prices, would help reduce inequality,’ says Sean.*

Increased competition is also known to drive economic growth. This means that competition, a mainstay of business life, can play a positive role for growing the economy whilst also addressing inequality, whereas many other policy interventions aimed to address inequality, such as higher taxation, may have negative effects on incentives to work.

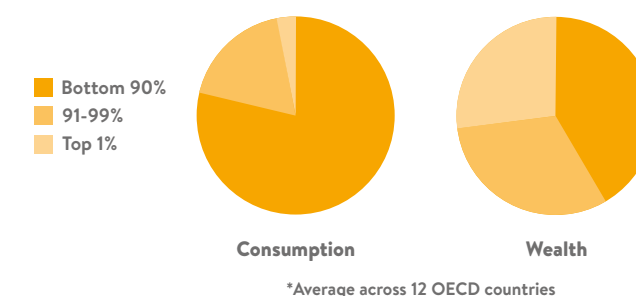
**PROF SEAN ENNIS**  
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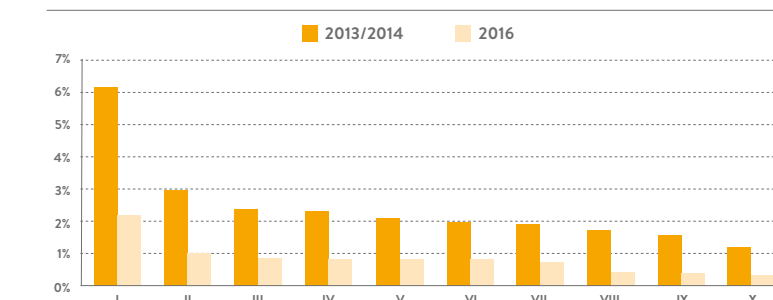
PROF SEAN ENNIS

For each dollar of monopoly profits, the top 10% gets USD 0.37 from the bottom 90%

**Distribution of wealth is substantially more unequal than distribution of consumption\***

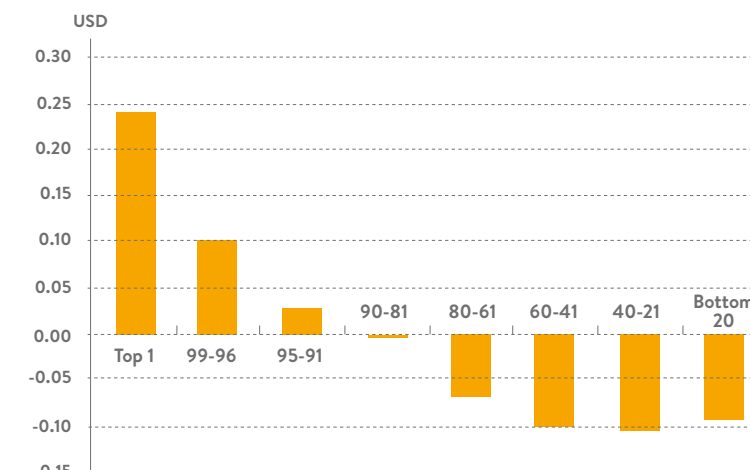


**Percentage of household monthly expenditure on mobile telephony as a proportion of income, sorted by income groups**



Source: OECD elaboration using data from ENIGH 2014 survey (INEGI), and IFT 'Anuario Estadístico 2015'

**For each dollar of monopoly profits, how much do households earn?\***



\*Average across 12 OECD countries

(OECD is The Organisation for Economic Co-operation and Development)





PROF AMELIA FLETCHER, OBE

# FINANCIAL SERVICES: CHANGING CONSUMER BEHAVIOUR

In last year’s Shine&Rise, Amelia Fletcher OBE, explained how more competition can sometimes lead to consumer confusion and poor choices; and how the digital age may be exacerbating the problem. What helps consumers is clarity over genuine value for money and easy ways to find and switch to the best provider.

Amelia has been travelling the world talking about her research on digital competition and the importance of taking an international approach to digital regulation, with global authorities working collaboratively together.

This year, Amelia turns her attentions to consumer protection in a world ever-increasing in its complexity. Her research focuses on biases in consumer decision-making, how this affects market outcomes, and interventions that might be put in place to help.

So what is the problem?

Amelia explains, ‘We know that consumers exhibit all sorts of biases and inertia in their decision-making. So, for example, they systematically fail to untick ticked boxes, have a strong tendency to choose the first of a set of options, or tend to give

too much weight to the present over the future. This can result in them making poor decisions, and can also make them vulnerable to being gamed by suppliers.’

There is now a growing focus on trying to establish smarter ways to enable consumers to make better decisions.

‘Investors have not traditionally received good information about the charges that are being levied against their investments. Clearly this makes it hard for investors to make good choices, or know whether they are getting a good deal. And if high charges reduce the size of their pension pot, this could have serious long-term life consequences.’

But in some markets, transparency alone does not seem to be enough.

‘In the past, regulators have tended to require suppliers to disclose ever more information.’ Amelia continues, ‘But we now know this may not work, as consumers often ignore it or can even become confused by it.’

In the field of Financial Services this is a big issue.

As Amelia explains, ‘Consumers often have plenty of choice of products and services in theory, but choosing between them can be complex, with information often being provided in a format that hinders good decision-making more than it helps. This can result in consumers buying the wrong product, paying too much, or even putting off decisions for another day.’

‘Where consumers are deliberately paying more for a better service that is a perfectly sensible decision. The concern is where people are paying over-the-odds for the same service and not making a specific choice to do so,’ Amelia adds.

So, what is the future of regulation in this area? Amelia explained that the CMA (Competition and Markets Authority) is leading an ongoing programme of work associated with ‘loyalty penalties’ – that is paying too much money as a result of loyalty to a provider. This has already led to an enhanced understanding of the issues, and may well result in new interventions across a number of markets.

Amelia explains, ‘The Financial Services Consumer Panel, a consumer group who represent the voice of consumers in financial services markets, believes that the current balance is wrong and that firms should have a ‘duty of care’ towards consumers to act in their best interests, rather than in their shareholders’ interests. Under existing FCA (Financial Conduct Authority) principles, firms already have a duty to treat consumers fairly. Introducing a duty of care would be a step up – but is this too big a step or is it justified? It is a difficult question which the FCA are currently considering.’

Meanwhile in the digital arena, the government is expected to respond to calls to set up a digital competition regulator. These calls were originally made by the Government-commissioned ‘Digital Competition Expert Panel’, of which Amelia was a member. The CMA has since published an interim report on digital advertising, which considered platforms such as Facebook and Google, which are primarily funded through digital advertising and identified a set of issues which appear to further support the need for a digital regulator. Amelia remains strongly committed to the need for this.

‘I realise this is complex to set up, but hope to see some progress this year. Platform markets often tend towards becoming monopolies, and it can be hard to erode such a market position once it is embedded. So time is of the essence – we need to intervene prior to the emergence of such monopolies,’ explains Amelia.

PROF AMELIA FLETCHER, OBE  
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## ABOUT AMELIA

Amelia Fletcher OBE is Professor of Competition Policy at Norwich Business School and Deputy Director at the Centre for Competition Policy. She was previously Chief Economist at the Office of Fair Trading (2001-13), where she also spent time leading the OFT’s Mergers and Competition Policy teams. She is also a Non-Executive Director at the Financial Conduct Authority (FCA), Payment Systems Regulator (PSR) and the Competition and Markets Authority, a member of the Enforcement Decision Panel at Ofgem, and a member of the Advisory Board for the Berlin Centre for Consumer Policies and the Economic Advisory Group on Competition Policy for the European Commission.







LEARNING AND TEACHING

# CONTINUING TO RAISE THE BAR

We are in a competitive business, where annual performance is measured by rankings, tables, and percentages. It is no longer good enough to maintain your standards, you need to continually strive forward, to raise your game and reach ever-new heights of excellence. Which is what we are committed to doing, year-on-year, at Norwich Business School.

As Professor of International Business and Director of Learning, Teaching and Quality, Naresh Pandit explains, collaboration is key to our on-going success; collaboration between other Schools within the University, as well as a strong partnership with our students.

We work closely with other Social Science Faculty (SSF) Schools within the University, which was rated Gold in the Teaching Excellence Framework (TEF). For example, a new coursework assessment

feedback form and process developed by NBS is now used by other SSF Schools. While subject-level TEF metrics reflect our commitment to a high-quality educational experience for all our students; NBS has achieved excellent outcomes in all three TEF subject-level pilots. In the most recent subject-level pilot, the School achieved positive flags for Assessment and Feedback, Student Voice, Academic Support, Highly Skilled Employment and Above Median Earnings. We are also close to a positive flag for Teaching and Continuation. Little wonder, then, that from National Student Survey (NSS) data, the Association of Business Schools (CABS) ranks Business and Management at UEA eighth in the UK for Overall Satisfaction.

Our success is the result of carefully-planned strategic developments in learning and teaching, supported by UEA and based on pedagogical research and data provided by UEA's Business Intelligence Unit (BIU). With UEA's support, we have made a significant investment in additional academic staff between 2009-10 and 2019-20 and improved our Student Staff Ratio (SSR) from 22.2:1 to 16.4:1.

*'Our exceptional National Student Survey (NSS) ranking for Overall Satisfaction is indicative of the overall excellent educational experience and environment provided for our business management students.'*

We are particularly proud of our consistent performance across all nine metrics for different student types as reflected in our split metrics data. Impressively, we achieve positive flags for Assessment and Feedback among male, BME, Asian and non-EU populations and positive flags for Student Voice in nearly all of the split metrics. Academic Support follows a similar pattern, as does Highly Skilled Employment and Above Median Earnings.

**TOGETHER, WE'RE STRONGER**  
The strengthening of teaching quality, improved learning environment, and support for student outcomes and learning gain is planned and achieved through a strong partnership with our students. Our TEF narratives have certainly benefited from student input.

Student representatives sit on the School's Teaching Executive and the undergraduate Programme has a Staff-Student Liaison Committee (SSLC) which meets twice per semester and included 25 undergraduate students as course representatives in 2018-19. The Committee is chaired by a designated Student Partnerships Officer (SPO) who is an academic member of staff and also sits on the School's Teaching Executive. Actions following SSLC meetings are communicated to the undergraduate cohort via 'You Said, We Did' announcements. Actions include access to new resources including databases and online subscriptions, more detailed guidance on a particular assessment, and the provision of additional material on the Blackboard Virtual Learning Environment (VLE).

In partnership with students, we introduced a system of annual teaching excellence planning. Teaching Excellence Plans (TEPs) are prepared annually by all Schools, including NBS, and cover: (i) student satisfaction; (ii) assessment and feedback; (iii) embedding employability; (iv) inclusive education; (v) teaching practice development; and (vi) student voice and feedback. These policies and behaviours mean that we achieved a double positive flag for Student Voice, putting us in the top 10% of the sector.

**EVER ONWARDS AND UPWARDS**  
As you can see, our more strategic approach to planning developments and implementing steps is delivering teaching excellence. It is an ongoing process based on a systematic analysis of survey evidence and hard measures drawn from student performance and student feedback.

Our very high National Student Survey (NSS) ranking for Overall Satisfaction in recent years (95% in 2017 and 93% in 2018) is indicative of the overall excellent educational experience and environment provided for our business management students at UEA.

Improvements in student performance are in line with the developments we have been making to monitor and support student attainment. The strong metrics on Assessment and Feedback, Student Voice, Academic Support, Highly Skilled Employment and Above Median Earnings, together with close to positive flag performance for Teaching and Continuation and across-the-board good performance in the split metrics bear testimony to our progress. One we are all excited to build on in the next few years.

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**PROF NARESH  
PANDIT**







AMANDA WILLIAMS



**A YEAR IN INDUSTRY CAN WORK WONDERS**  
An exciting development, and new for NBS, is the introduction of courses with a Year in Industry variant.

We already run courses with a Year Abroad but having the option to work in industry before completing your final year could be a game-changer in terms of future employability. It is a smart move and one that answers the call from employers everywhere for graduates who not only have the skillset, but also the experience to hit the ground running. It is the same reason we strongly suggest our students seek internships between their second and third years.

However, we really must point out that our students are already truly exceptional. Independent-minded self-starters, they need little encouragement from ourselves to continually seek new opportunities, refine their CVs, develop personal statements, polish their LinkedIn profiles and, generally, maximise their chances of finding that exciting first step on the graduate career ladder.

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UNDERGRADUATE

# EMPLOYABILITY IS AT THE HEART OF OUR THINKING

Who says BScs should not be more creative, or BAs more analytical? Not NBS Undergraduate Programme Director, Amanda Williams who has been tasked with introducing a number of new courses to the undergraduate portfolio with an emphasis on improving the range and balance of ‘hard’ and ‘soft’ skills across the undergraduate programmes.

With employability at the heart of our thinking, we plan to introduce new courses in International Business Management and Business and Human Resource Management for undergraduate BA students, and Business Analytics and Management for our undergraduate BSc cohort. All new courses will be available for the 2020-21 academic year and are an addition to our current offering (please see page 10). We are adding new skills teaching across the curriculum with the emphasis on new analytical skills teaching in BSc programmes and new creativity-oriented skills development on the BA programme. The result in each instance being a more

employable, better-rounded graduate. We will take the same innovative approach with new undergraduate courses we plan to introduce for the 2021-22 academic year; namely Business Entrepreneurship for our undergraduate BA cohort and Digital Business for our undergraduate BSc students.

*‘To meet the needs of employers for more creative BSc graduates and more analytical BA graduates, we’ve taken a more innovative approach.’*

**PLANNING FOR GROWTH**

More undergraduate courses mean we need to plan for more students and, in turn, more academic colleagues to join us. Again, an exciting prospect to look forward to in the years ahead.

**THE BEAUTY OF SEMESTERISATION**

We are rolling out a change to semester-based systems to improve the student learning experience. With modules wholly taught and assessed in a single teaching period, students and staff will also have a better understanding of the progress being made.

## GUIDING PRINCIPLES PUT INTO PRACTICE

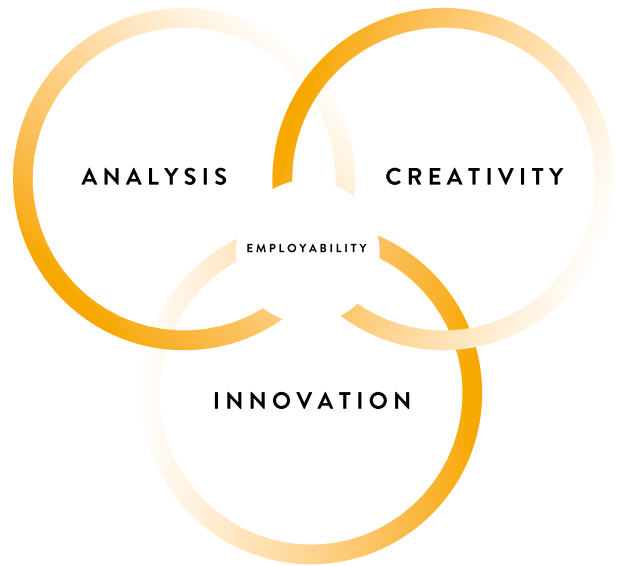
Embedded in the teaching and learning experience of all our undergraduate programme are our three guiding principles; creativity, innovation and analysis.

**CREATIVITY**

Our students are encouraged to challenge accepted wisdom and to engage in creative problem-solving throughout their course. To support this, we focus on creative teaching methods, practical employability skills, and authentic assessment. The BA courses have a more obvious creative emphasis, but the BSc courses will also emphasise creativity using simulations and live case studies as well as access to a cutting edge new FinTech suite.

**INNOVATION**

Innovation runs throughout our undergraduate courses. From accounting students exploring innovations in integrated reporting and strategic performance management, to international business students learning how to drive and sustain innovation in global networks. Wherever the opportunity, our aim is to continue exploring the possibilities offered by innovations in teaching and learning.



**ANALYSIS**

Students on all courses will develop and apply skills of critical analysis. Clearly there is a more obvious application within the BSc suite where courses are built around business analytics and the technical analysis embedded within specific accounting or finance modules. However, analysing business situations and the impact of management decision-making also widens our BA students’ appreciation of operational realities. This genuine focus on analysis better prepares our students for employment and encourages independent thinking.



# HELLO, WORLD!

There is a reason why we continue to attract the very best postgraduate students from every corner of the world; in fact, there are a few. First, there is the depth and breadth of our Master’s (MSc) programme, but equally important is the culture we have created in Norwich Business School (NBS).

Ours is a supportive, collaborative, can-do culture that is further enriched by the diversity of our academic staff. Every continent in the world is represented by a member of our team and, together with students from more than 50 different countries, we have created a very special atmosphere of co-operation, understanding and shared knowledge, a place of our own.

*‘International collaboration opens up a whole new world of opportunities.’*

**EXPLORING NEW TERRITORIES, BREAKING NEW GROUND**  
In the world of academia, international collaboration is of growing importance and we are excited to ride the wave. Breaking new ground for NBS, we have been visiting and researching international markets, including China, India, Thailand and Vietnam, gaining greater understanding and closer collaborations. We currently have a broad international student contingent, forging cross-continent collaborations and lifetime friendships.

Never fans of the status quo, nor ones to rest on our laurels, we are continually developing dynamic new courses that will attract more and more students from the furthest-flung corners of the globe. New courses that will equip them with the skills and experience to help them take the corporate world by storm.

**SETTING A COURSE FOR THE FUTURE**  
Answering the growing call for more tailored, future-focused programmes, we are introducing a number of new courses, including Organisational Psychology, Business Analytics, Digital Business, and Global Business Management.



**ORGANISATIONAL PSYCHOLOGY**  
Addresses the interface between social psychological processes and organisational systems and how they shape the performance and wellbeing of individuals and institutions.

**BUSINESS ANALYTICS**  
Combines a specific, granular understanding of analytics with a broader, but still firm grounding in management.

**DIGITAL BUSINESS**  
Develops skills and knowledge on how digital business is revolutionising industries and opening new business opportunities in the digital age.

**GLOBAL BUSINESS MANAGEMENT**  
Students who already have a strong sense of what they want to do, and where they want to go in life can tailor their own course to match their aspirations, choosing from a huge range of modules.

*‘In a world of almost limitless choice, we believe students can no longer be pigeon-holed or restricted by the boundaries of a particular course, the ability to pick and mix modules to meet an individual’s very specific needs is the future; a future we are excited to be a part of.’*

**PROF RATULA CHAKRABORTY**  
POSTGRADUATE TEACHING PROGRAMMES DIRECTOR /  
ASSOCIATE DIRECTOR OF STAFF DEVELOPMENT /  
PROFESSOR OF BUSINESS MANAGEMENT  
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PROF RATULA  
CHAKRABORTY



# CRAFTING TOMORROW’S LEADERS

*‘With a new Executive Education offer and the growth of our MBA, we are set for another successful year ahead.’*

The one-year Full-time MBA, commencing each January, has attracted 31 students from 14 countries and continues to provide leadership development to a globally diverse cohort of students. The quality of our students is critical to providing an exceptional learning experience, with each candidate being interviewed and meeting a minimum of three years of managerial work experience.

*‘What makes us different, is our individualised approach to professional and personal development. It’s about helping our students understand themselves and their impact on others and develop acute intellectual and social capability which, in turn, leads to exceptional people becoming influential and highly respected leaders.’*

Norwich Business School is proud of its AMBA recognition (Association of MBA’s) which is the only international accreditation to focus purely on the MBA itself, with specific programme requirements focussing on the high quality of the programmes’ academic experience, and also on impact measures, through engagement and trajectory of MBA alumni.

The programme offers a dual award of an MBA and CMI Level 7 Diploma in Professional Consulting, plus a bespoke MBA Career Impact Programme, accredited by the Institute of Leadership and Management. A key feature is the London residential, visiting London’s most prestigious organisations, The Shard, Bloomberg and the Olympic Stadium, providing students the opportunity to learn from senior managers leading these organisations.

**ANDREW VASSALLO**  
FULL-TIME MBA COURSE DIRECTOR / ASSOCIATE  
PROFESSOR IN BUSINESS MANAGEMENT  
[andy.vassallo@uea.ac.uk](mailto:andy.vassallo@uea.ac.uk)



*‘I can honestly say this has been one of the most rewarding decisions I have made, and I am so glad I came! I am eternally grateful that NBS took a chance on me because I know it has changed my life. I have written more, learned more and learned differently than I did at my other universities.’*

FELICIA KRELWITZ  
CHICAGO, USA,  
FULL-TIME MBA STUDENT 2019





ANDREW VASSALLO



MBA

## BUSINESS LEADERSHIP AND DEVELOPMENT PROGRAMMES

2019 saw the launch of a suite of one to two-day Executive Education courses aimed at small and medium-sized businesses, initially consisting of four short courses, specifically Mentoring and Coaching, Leadership Assessment Bootcamp, Emotional Resilience and Wellbeing, and Selling and Negotiating. Designed to develop professional and leadership skills and accelerate organisational productivity and performance, these short courses follow on from the success of bespoke leadership development programmes for the NHS in 2018 and the Operations and Service Excellence programme for Marsh in 2020.

**ANDREW VASSALLO**  
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MBA

## INTERNATIONAL CONSULTANCY MOVES INTO ATHENS

**APPRENTICESHIP AND EXECUTIVE (PART-TIME) MBA**

The two-year Part-time Executive MBA and the apprenticeship MBA allow students flexibility to continue to work whilst studying. Due to the popularity of the part-time programme, there are now two start dates each year: September and February.

Organisations can choose to use their Apprenticeship Levy to cover the course fees, if undertaken as part of the Senior Leadership Masters Apprenticeship. Alongside is a co-investment scheme for SMEs, sharing costs with employers and government, with new 2020 online access arrangements for non-levy payers. Now, a year on, we are pleased to welcome our fifth apprentice cohort and have in excess of 100 MBA apprenticeship students and will be celebrating the graduation of our first cohort in July 2020.

2020 sees the MBA apprentices carry out international consultancy projects, with the theme 'How do I change things around here?' encouraging work-based thinking. Companies set the challenge of strategic importance to their organisation's future. The students, acting in a consultancy capacity, are taken out of their comfort zones in terms of sector and discipline, to stretch them further, such as an accounting professional from an engineering organisation given a marketing task in the retail sector. This also helps the cross-fertilisation of ideas and practices between sectors.

Student feedback explains the popularity of the part-time course, being a focus on individual attention.

*'Giving that time and support to individual students and close collaboration with their supporting companies is what sets us apart.'*

Given the success of the programme, we have added another international consultancy project in Greece, with students now carrying out international consultancy projects in Prague and Athens. Past companies include Lego, 3M, IBM, O2 and Tesco.

OUR TEACHING



This real-world experience and international consultancy experience is crucial to embed the learning and create the perfect platform for individual thinking and innovation.

*'Studying a part-time MBA whilst working is a popular, though demanding, choice. The rewards for career advancement and whole-organisational benefits, combined with the option of using the Apprenticeship Levy, means this has become the preferred choice for many organisations and professionals,' explains Julian Campbell, Executive MBA Programme Director.*



JULIAN CAMPBELL

In the next few years, Norwich Business School will be offering the programme as 'blended learning' this is a mix of classroom and remote online learning, which will broaden the geographical reach of students.

*'We welcome enquiries from individuals interested in the programmes, organisations wishing to sponsor or send a student using the Apprenticeship Levy (or co-investment SME funding scheme), or from those who wish to benefit from the strategic consultancy projects,' explains Julian.*

All Norwich Business School MBA programmes are accredited by the Association of MBAs (AMBA).

**JULIAN CAMPBELL**  
EXECUTIVE MBA DIRECTOR / ASSOCIATE  
PROFESSOR IN MANAGEMENT CONSULTANCY  
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# LEADING THE WORLD IN BRANDING

Robert Jones spent more than 30 years as a brand strategist for brand consultancy Wolff Olins and, in this time, realised there is little professional education in brand development and management, so started providing comprehensive in-house training for new staff to bridge the skills gap.

He then realised they could address this industry-wide issue and identified the need for a qualification. Working with Norwich Business School, the MSc in Brand Leadership was established more than 10 years ago and, in that time, the course has introduced 200 people to the professional world of branding. Graduate employability is very high: 90% of students securing jobs in branding, with 40% working for big corporations, 40% for brand agencies and the remaining graduates setting up as entrepreneurs or academics all over the world.

*‘We are proud of the number of students working in big London agencies which could never have happened without this course – including students from Russia and Ecuador who now have great jobs in London agencies such as Superunion, Interbrand, Fitch and Venturethree,’* comments Robert.

Having established the course initially, Robert Jones lectures on the programme, alongside his work in the London agency three days a week. Nick Yip, Programme Leader, has taken over from the success of Peter Schmidt-Hansen, with the lecturing team including Robert, Vanya Kitsopoulou, Jonathan Wilson, Alfonso Avila-Merino and James Cornford.

With student recruitment from more than 40 different countries, we have an international student contingent of 20% European, 10% American North and South, 10% Africa and Middle East and the rest from Asia, including Vietnam, who have a strong entrepreneurial culture, explains Robert.



PROF ROBERT JONES

*‘From some cultures, students are attracted from family business backgrounds with no brand,’ adds Robert ‘who sell to very profitable large western brands and wish to establish branding for themselves, to benefit from the high profits, commercial protection and longevity of having a strong brand.’*

Robert explains the phenomenal effect of global brands, the brands we choose and respect, which create a language which can transcend national borders and cultural differences.

*‘The brands we choose to associate with and how we identify with each other through brand choices, have become an extraordinary feature of contemporary culture. We also consider the ethics of branding, for good or ill. In an age of climate crises, brand has a huge role in guiding more sustainable consumer behaviour. That’s brand leadership in action.’*

PROF ROBERT JONES  
PROFESSOR OF BRAND LEADERSHIP  
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*‘Our strategy has always been to support students to help themselves, to encourage self-efficacy and give them greater confidence when engaging directly in business.’*

DR GRAHAM MANVILLE



# AIM HIGH, THINK BIG, ACT BOLD

In 2015, we had a five-year plan; a vision for 2020. Our clear objective was to achieve more than 80% of our students entering professional or management employment upon graduation, which would place us among the leading business schools in the UK. Ambitious, but our confidence proved well-founded and we actually hit our targets earlier than expected. Quite an achievement and proof that when you aim high, the stars, and beyond, are well-within your reach.

As Dr Graham Manville, Director of Employability and Innovation proudly points out, in the latest Employability Destination of Leavers (DLHE) survey, 97% of our graduates were in work six months after graduating, with 85.5% in professional and management positions or further study. The same holds true this year. On employability, the Guardian 2020 league tables rank us joint tenth for Business and Management, and joint eleventh for Accounting and Finance. Another remarkable year with results that maintain our position in the top bracket of business schools in the UK.





MIND THE GAP

Looking forward, we need to focus on the disparate earning potential of graduates from different universities with the same degrees. Securing high-paying graduate roles is now a factor in a student's choice of university and if completing the same degree from another university is going to result in a higher salary, it is naturally going to influence their choice of where to go. Which is why we need to continue to ensure that our courses prepare students for the graduate world of work.

EMPLOYABILITY WEEK

Greater engagement with the working world is certainly a USP of Norwich Business School and there are many examples of the stronger links we are building between ourselves and the business community. Employability Week is now a much-anticipated annual event, continuing to grow in scale, impact and importance, typically attracting more than 1,000 students and involving more than 70 companies in upwards of 55 employability-focused events. In 2019, topics ranged from psychometric testing to running your own business, global opportunities to first-hand advice from past NBS alumni who have gone on to make their mark in business.

With local, national and international names in attendance, there are a number of networking opportunities available each year. Most importantly, Employability Week gives students a clearer picture of how business works and academics the opportunity to make theory relevant to business.

*'For students, employability prizes encourage more self-directed career planning. For employers, they're a great way of developing a recruitment pipeline for the future.'*

**DR GRAHAM MANVILLE**  
DIRECTOR OF EMPLOYABILITY AND  
INNOVATION / ASSOCIATE PROFESSOR  
IN BUSINESS AND MANAGEMENT

NBS STUDENTS REACH UBC  
WORLDWIDE GRAND FINAL

Every year the Universities Business Challenge (UBC) attracts more than 300 teams from UK universities who take part against each other in one of the world's leading employability and enterprise skills-based competitions.

In previous years, a number of NBS teams have reached the semi-final or final and in 2019 Team 'Bottom Line' flew the flag for NBS. Made up of second year undergraduates, Beth Heritage, George Khoo, Samuel Davidson, James Wyn-Lawrence and led by James Rhodes, Team Bottom Line sailed through the semis and were invited to compete in the Grand Final held at IBM's South Bank offices. Following a series of exercises, our finalists finished a very respectable seventh overall. An outstanding achievement when you consider the number of teams taking part and the quality of the opposition. More importantly, Team Bottom Line loved every second of the experience.

NBS STUDENT SOCIETIES GO FROM  
STRENGTH TO STRENGTH

As part of a five-year strategy, we have set our student societies the goal of becoming more engaged with the wider business community and two of our main societies have risen to the challenge. The Business Society and The Investment Society have both made great progress in their professionalism over the last eighteen months, organising their own networking events, workshops, talks and lectures, socials and much, much more. Each gaining a depth and breadth of industry understanding that can only come from experience. To help them network even more efficiently, they are issued with UEA-branded business cards.

**DR GRAHAM MANVILLE**  
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GRADUATE JOB PROGRAMME (GJP)

A valuable opportunity for regional employers to assess the long-term management potential of high calibre candidates, the Norwich Business School Graduate Job Programme (GJP) benefits students and business alike. Students gain access to graduate employment and work experience, while employers save on the cost of running a graduate recruitment scheme and can also draw on the School's resources for added support. It is win-win all round!

SARAH'S JOURNEY

*'I have been in my role as Graduate Commercial Trainee at Nielsen Brandbank for six months now and am loving every moment.'*

Nielsen Brandbank is one of the world's most trusted providers of digital product content, powering e-commerce sites, mobile shopping apps and merchandising operations around the world.

*'In my graduate scheme, I have been exposed to lots of amazing opportunities and been involved in many exciting projects. The scheme began with a thorough induction period when I spent time in every area of the business. The remainder of the scheme is then split into three*

*stages; six months with our Retail Team, six months in Business Development, and six months in Pre-Sales. I'm halfway through my first stage and am currently working on Tesco and Sainsbury's with a Nielsen Brandbank National Account Manager.*

*My six months with the Retail Team ends in April, and I will then begin helping look after our resellers in France, Italy, Canada and Australia. At the end of the graduate scheme, my time at the business will be reviewed and, dependent on successes and positions available, my new long-term role decided. The level of flexibility, exposure, and increased knowledge of the business is something I feel may not have been possible without the graduate scheme. For which, I'm eternally grateful.'*

**SARAH DOOLEY**  
GRADUATE TRAINEE







## ALUMNI

# GRADUATES OF GLOBAL DISTINCTION (GGD)

*‘At NBS we produce graduates that can lead in any sector, at any level, in any location.’*

**DR GRAHAM MANVILLE**  
DIRECTOR OF EMPLOYABILITY AND INNOVATION /  
ASSOCIATE PROFESSOR IN BUSINESS AND MANAGEMENT

Graduates of Global Distinction (GGD). It is a big title for our boldest, bravest, most brilliant students. These are graduates who can manage in the public, private or third sector at entry, middle management or board level. Graduates prepared to succeed in any location; regional, national or global.

Inspiring current and future students to achieve their full potential, Graduates of Global Distinction are equipped with three key attributes: ‘Resourcefulness’, ‘Resilience’ and ‘Renown’.

**RESOURCEFULNESS**  
Means GGDs have a can-do attitude with an innovative mind-set.

**RESILIENCE**  
Means temporary set-backs will not prevent GGDs from achieving their objectives, they learn and develop from challenges faced.

**RENOWN**  
Means GGDs need to make a difference societally and/or by demonstrating superior subject matter expertise from what they have learned in the classroom. This could involve exhibiting work at a conference, making a presentation to experts in their chosen industry, having their work published, or being called upon for expert opinion.

## OUR TEACHING

### BSc GRADUATE, DAN’S STORY

An inspiration to all ambitious business students, Daniel Rennison graduated from the Norwich Business School in 2014 with a BSc in Business Management. In the five years since graduating, Dan has risen to the rank of Associate Director at UBS London, a global investment bank operating in more than 50 countries and employing upwards of 65,000 employees; UBS has a turnover of \$30 billion and a \$4.5 billion net income.

*‘My course at NBS helped prepare me for work in many ways, giving me three key skills. First, the ability to absorb, digest, analyse and articulate information; second, team working and how to get the best out of people, and finally, the ability to think strategically.’*

**DANIEL RENNISON**  
ASSOCIATE DIRECTOR, UBS

Dan’s upward career trajectory since graduating is inspirational, proof that if you find the right path you can reach the very top.

### MSc GRADUATE, NANA’S STORY

A fantastic ambassador for Norwich Business School, Nana Antwi-Darkwa is a member of our 2015 alumna and currently Business Performance Manager at DHL in Ghana. A global giant owned by German parent company, Deutsche Post, DHL was ranked 63 by Forbes for Best Employers for New Graduates in 2018.

*‘The diversity at UEA builds a level of cultural sensitivity which is extremely important in a multinational organisation like DHL.’*

**NANA ANTWI-DARKWA**  
BUSINESS PERFORMANCE MANAGER, DHL, GHANA

Nana’s success showcases our international outlook and highlights the fact that our graduates are capable of making a great impression anywhere in the world.

### MBA GRADUATE, JUSTIN’S STORY

A local success, Justin Galliford completed Norwich Business School’s MBA programme in 2014 and has since carved out a successful career for himself within Norwich-based company, Norse Group. Known as a LATCo (Local Authority Trading Company), Norse is a third sector organisation with a £325 million annual turnover.

*‘What I learned from the Exec MBA at the Norwich Business School was the importance of time management. Building in the time and space to plan ahead has, without question, helped me progress my career.’*

**JUSTIN GALLIFORD**  
GROUP DIRECTOR OF OPERATIONS, NORSE GROUP NORWICH

Justin’s time at NBS also taught him how to get people from different backgrounds with different skill sets working together effectively, a key attribute in a large third sector organisation.





**ENQUIRIES**

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