



ABSTRACT

The graduates from the nation's varsities of learning most especially the business schools graduates have been plagued by the inability to get jobs in corporate industries and companies in Nigeria. Many authors and researchers have related this problem to the quality of training received by these graduates while in school which is devoid of skills required to meet up with the

HOW NIGERIAN UNIVERSITY BUSINESS SCHOOLS SHOULD BE ORGANISED AND FUNCTION

AYOZIE, DANIEL OGECHUKWU (PhD)

Department of Business Administration, the Federal University, P.M.B 1174, Lokoja, Kogi State Nigeria

Introduction

In 1960, the Nigerian business community through the Foundation of Management Education and the Nigerian military Government jointly, equally and generously funded the establishment of two post-graduate centres of excellence in management education, one attached to the University of Lagos and the other to the University of Nigeria Nsukka. A number of special requirements distinguished these schools from other university-attached graduate schools, and have strongly influenced their subsequent development. First, they were to be financially independent of the universities to which they were attached. A government subsidy was to be granted annually directly to both schools so as to leave them free to develop independently, outside the budgeting constraints of their own universities. Second, the Government budget (which was channeled like all university finance through the Nigerian University Commission) was to be initially only half of what was required to meet those running expenses of the schools that were related to masters and doctoral programmes. Third, there were generous



government scholarships and bursaries to support candidates for those programmes, and sponsorship from business firms. Fourth, and very significantly for their subsequent development the schools were required to earn the other half of their income by internally generated revenue and by assistance of TETFUND (Tertiary Education Trust Fund) charging economic fees for such Executive Development Programmes; MBA or MPA as they could find a market for and to break-even year by year. With the passage of time and the reduction of government budgets for university education, the schools have had to raise more and more from fees to compensate for the falling off of government funding for capital and recurrent expenditure, and for scholarship income. University of Nigeria Nsukka Business School in 1980 is funded one-third from government sources and two thirds from its own earnings, and the government share is still falling fairly rapidly. Government allocation to education yearly is decreasing, hence the persistent ASUU strikes which has entered into many sessions of idleness.

I mention all this partly by way of background for those who are unfamiliar with management education and the funding arrangements for university

demands of the business world. It is in seeking a solution to this problem that the author delved through literature to determine effective strategies for teaching business school students for corporate. The strategies proffered included: the integration of business ethics courses in the business education curriculum, training and retraining of business scholars for corporate, engaging students in work-based learning and the adoption of online learning in teaching of corporate. The authors believe that these strategies if judiciously adopted will to a great extent improve the quality of business schools graduates and improve their chances of being employed in corporate organizations in Nigeria.

Keywords: Business, Schools, Should, Organised, Function



education in Nigeria, but mainly to emphasised the point that continuing education for business managers has been from the beginning a very large part of what UNN and UNILAG business schools have done. The same can also be said of the other university-attached schools in Nigeria. University of Lagos and University of Nigeria, Nsukka provide a variety residential short programmes ranging from one day to ten weeks, and from the very general to the very specific. They cater for managers at every level in organisations both public and privately owned, and from the very small to the very large. These courses take place in the same buildings and residential facilities and at the same time as the graduate and doctoral work, of the school, and are taught by the same faculty members (Copper, 1991). In any week of the year of these year-round schools, a member of faculty could have been engaged with the first year MBA class, the second year MBA class, a middle management group on a 10 week general programme, a group of very senior executives on the three week up-dating seminar, a supervision of a doctoral student and so on. He could also be engaged in other weeks, on other days, with managers on a programme specially designed for a particular company. And this varies in other universities in Nigeria.

This has meant and still means that there is continuing and persistent pressure on the schools and their faculty to be relevant in all they do to the development needs of managers and the problems of their organizations and companies in Nigeria. The criteria of relevance are applied to programme design, to the material presented, and to the method and style of presentation. Because fee income is closely connected to success in all those things, no-one who wants job security- is foolish enough to ignore them. The funding of research and the provision of facilities for management learning, such as computers and audio-visual services, depend also on fee income, as indeed does financial support for MBA students as government finance diminishes (Mant, 2008).

However, the schools also have a requirement to be rigorous. That is to say, they must as university institutions promote the scholarly virtues especially will the evidence research and graduation. The research and publications of the faculty must stand-up to the established canons of



judgment in fields of academic knowledge in the universe of free enquiry per review and teaching must reach high levels of technical competence and objectivity. Like all university teachers, their careers depend to a large extent on how well they shape up to these requirements. However they publish in international, national, and locally peer review and research journals, and attend international conferences and seminars.

Function of a University Business School

Vazdani (2020) stated that there are more than 12,000 known Business Schools across the globe and the number is once as. In Nigeria, there are (150 of such Business schools, spread across known public and private universities and other tertiary institutions in Nigeria (Ayozie 2020) the increase every year in Business schools is due to an increasing demand from the global students populations people at work who wish to advance other careers and the employers of graduate in Business and management. According to the data by Association of Business Schools (ABS) in the likes of) undergraduate students are studying Business management and closely related subjects, in about 12% of the total like post graduate population such as the trend in the U.S, Austral Ashia and Nigeria. The growth observed in the U.K'S also reflected across the world with many new Business Schools being set up worldwide and in Nigeria. The growth is a function of demand and the supply in the demand from global student population. All stakeholders but particularly the students themselves expect a lot from the educational experience in the Business School community will provide.

Business Schools are classified according to the main focus of their work and how well they centered with the under stakeholders which make of the sources of their operating income, a great variety and diversity exist among Business Schools, which reflects how they see themselves and their role and replace in the world, and how they response to the pressures operating in their market. These pressures and market choice include price positioning, Rankings and institutional focus.

Yazdani (2020) classified Business Schools into three Broad categories

- (I) Research Focused
- (II) Teaching Focused



(III) Integrationist

At one end of the spectrum, there are those Schools which aim to focus on excellence in teaching, and who build their market position around the teaching and learnings experience. At the other end of the spectrum there are those that pre dominantly focus on research reflecting the character of their charitable and institutional heritage. These two positions can become quite polarized. A third position is the integrationists position. That is those who integrate research and Business insights into its teaching and learning experience.

Global focus is the CPMD Business magazine that products in depth analysis and updates on international management development and features topic reports/ thought leadership and insights from leadership experts from Academia, Business school, companies and consultancies. CPMD is global membership driven organization, based in business Belgium with offices in Geneva, Hong Kong, Miami and Brague. CPMD Network includes 900 institutional members and reaches over 25,000 management development professionals across 88 countries accordance some other business schools in Nigeria are privates owned and are in major Nigeria cities like lagos, Ibadan, Kano, Aba, Onitsha, Illesa Kaduna.

Nigeria. wikki.xyz (2020) asserted that there are 25 top accredited Business Schools that are accredited by the national Universities commission (NUC) offering in depth business management courses and training that students can attend to earn the (MBA) masters of business Administrations in Nigeria. Nigeria business Schools are important for those who want to advance their knowledge in the world of business. Although most Universities in Nigeria that offer business management at degree level would not govern depth as students are only taught the base, hence the need for most to enroll in top quality business Schools in Nigeria oversees. Some even offer other courses that great businessmen and women in Nigeria. Some of the business school are:

Lagos Business School own by the Pan Atlantic University African Business School, the Creature Business School, Delta Business School, Fate foundation University of Lagos Business school, the Unicaribbean Business School, West African Business School, integrated Business



School, Business School Nextarly, Bouel Business School, Jos Business School, Zare Business School, concord global Business School, Esuit Business School Enugu, Ibadan Business School, Obafemiawolowo Business School ilefy, University Of Ilorin Business School, Kaduna Business School, Unizik Business School, GPE Business School Enugu, International School of Management, Beeches Graduates School of Business Lagos, MSMT Busuresy School. These Business Schools are accredited and helped based on these criteria are, networks accredited before University, learning, diversity entrepreneurship and Alumni, outcomes, career opportunities, educational experience, quality of education, starting salary and salary increase, student selection, Networking of opportunities, report for worldwide when we mention top (Best Business Schools, we include Harvard Standford and Yale.

Company Hiring Requirements

Given a mission to become more deeply involved in continuing education on a larger scale how can (should) graduate business schools organise themselves to combine rig our and relevance fruitfully, economically, and flexibly? And what kind of people does one need to do it effectively? These are practical questions that needs to be addressed. In UNN they have been seeking an answer to them for many years, and we are still changing in response to changes in markets phase. Although my analysis of the problem will be general, my references, naturally enough, you will refer to my own university. That is as it should be. UNN has notably been more adventurous and innovative than most African schools in tackling the problem (Brown 1980, Birsed and Snell 2017).

Relevant questions and answers:

1. What is (should be) the job(s) of a post-experience university based business school in Nigeria?
2. How could (should) business schools be organised to do the job effectively in Nigeria?
3. How shall their effectiveness of business schools in Nigeria be measured?

Answers

The short answer to question 1 is that the job of a business school is to-link reciprocally and fruitfully, fields of action with fields of knowledge



(Jaques 2008). This means that the activities that go on in the schools and those that faculty get involved in outside the schools e.g. research, consulting, should all be directed to that end, and that the schools should be organized so that the job is done effectively. Lecture research works should be relevant to the industry and be referred and used by them.

Fields of Action by Nigeria Nigerian Companies

Fields action as the settings in which managers do their work (i.e. organisations large and small, public and private, industrial and commercial) and what goes on in those fields, i.e. what managers do, why they do it and with what outcomes. How many university business schools see it as their job to be involved in ‘fields of action’? How many business school faculty could give a convincing answer to the naive critic who says "Why don't business schools teach about what managers do, rather than what management professionals do (as professionals not managers) and what academics prefer to teach"? Business schools and the lecturers must be relevant to the companies.

There is a pat response, namely that it is not and should not be the job of a university school to be as practical as all that. From such a perspective, the job of a university is to train young minds to think straight and, to provide a protected setting where the young can experiment with values and ideas, generally position themselves in society and prepare themselves for responsible citizenship and professional work. Jones and Lakin (2017), when one thinks however of mature graduate students in their mid-thirties and forty already committed to a career in management it is surely difficult to hold on entirely to such a belief (Lupton 1985). It is even more difficult to justify it to, say, a divisional managing director aged 55, attending a Senior executive programme. There are still some who would say that university business schools ought not to get themselves involved with such people. They cannot escape involvement. I believe universities should actively seek it.

Nigerian business schools/universities address itself to such questions as what managers do, what they ought to be doing, what skills and competences they need so as to carry out their tasks effectively? As it



happens, there is some systematic general knowledge about those questions (McDonald).

Mintzberg (1973) in his book "The Nature of Managerial Work" collated the published results of all the systematic observations he could find of managers at work, and added some of his own. He concluded that there are ten managerial roles, all of which can be found, in any manager's job; weighted and proportioned differently from job to job. Most managers recognise these easily (Horme and Lupton 1965). Managers in Nigeria get involved with the task we can recognise the roles take the work they do as Director of a business schools. The curious thing is that when one compares the curriculum of MBA programmes and the design of executive development programmes with the work managers actually do, the problems they encounter and their needs for skill and competence to resolve them, one always feels a certain unease at not seeing as many connections as there might reasonably be expected to be.

In Mintzberg (1973), list of ten roles there are three interpersonal roles, three informational roles, and four decisional roles.

Interpersonal	Informational	Decisional
Figurehead	Monitor	Entrepreneur
Leader	Disseminator	Disturbance handler
Liaison	Spokesman	Resource allocator Negotiator

Oyedijo (2015) summarized it as this planning, organizing, motivating, communication. These are, of course, abstract general ideas from empirical observations of activity. Some of the characteristics of these activities are that they are made up of episodes of relatively short duration, have great variety, and exhibit no obvious regularity and continuity.

Managers must shift moods frequently and quickly fragmentation and interruptions are commonplace especially for those managers closest to the action"(Mintzberg 1973).



McDonald (2019), Oyedijo (2015) opined that managers must adopt a dynamic and turbulent business environment especially external uncontrollable environment and must make the business to survive in the midst of competitors and changing technology.

I have never ever seen even in any Nigerian University (MBA) syllabus or an Executive Development Programme which gives instruction on how best to perform the ten Mintzberg(1973) or Oyedipo (2015) roles, or how best to cope with managerial job characteristics such as variety, fragmentation, brevity, although the design of the programmes and projects give some opportunities for learning to cope. One thing is sure, that managers in their jobs do not usually require a skill of listening to lectures, making notes, and analysing cases (Ayozie 2020). Most programmes are overweighted with these activities, with the resource allocation role, and to some extent the informational roles. Sometimes practice in management skills is included, e.g. in University of Nigeria Nsukka or Obafemi Awolowo University, Ife or Ahmadu Bello University use 'live' realtime consulting projects but it is invariably the economics, the behavioural sciences, the finance, the accounting, the marketing; and the business policy; in short the fields of knowledge that are the building blocks of classroom bound curricula, and not the learning of managerial competences. Emphasis is also on seminars and conferences instead of real life solving problem.

The Fields of Knowledge

University business schools are commonly peopled by 'specialists'; economists, sociologists, psychologists, marketers, qualitative analysts, accountants, financial analysts, operational researchers, personnel and production specialists; and they are marked off from each other by the boundaries of discipline departments or faculties representing distinct fields of knowledge, each with their journal, conferences and jargons, and their own canons of judgment of published work published in reference journals (Ayozie 2020), on the quantity and quality of which preferment so largely depends. When in the late 50's the Nigeria business schools were somewhat concerned about their image they were advised to make sure that their research outputs were as good as,



or better than, those coming out of single discipline departments in universities (Gordon and Howells 1959). Some would say "and rightly so" The student of Federal University Lokoja would say for example

"the object of the University shall be to advance learning and knowledge by teaching and research in a dynamic academic environment"

There is nothing there about fields of action, and there are many fine scholars at UNN to whom the idea that what they are doing in research and teaching might or should be of fairly short term relevance to anyone, is unacceptable. It was in a UNN Business school that management studies and the management school were initially established.

Academics, educators and lecturers design journal and conference papers that have little or no relevance to industry practitioners and the practitioners hardly relate with them in Nigeria, nor read their journals or attend their conferences vice versa (Ayozie, 2020). The problems for research are therefore derived from the fields of knowledge and the findings are put back there to be criticized and improved upon (Lupton 2018, Ayozie 2020). If others wish to turn the findings to practical use then so be it, but it is not the researchers job. I do not see business schools can be like that. Hardly do their research writing and findings relate to the industry. They must derive the questions for research from the fields of action, and the results of research should be used and tested in fields of action so as to define more problems for research. If we look at it like that then our problem of business school organisation is defined (Brown 1980). We must be organised not just to respond flexibly to shifts in the fields of action but positively to influence them via teaching, action research/consultancy and in other ways to be described in a moment: we should also be sensitive to what is going on in fields of knowledge and positively to influence them too. Our faculty should however be orientated to task and problem rather than to discipline (Lupton, Cooper 1991).

Business Schools and the Environment

But consider the business school in a changing environment as illustrated in Figure 1



Figure 1: The internal and external environment of management schools in Nigeria (Lupton 1985), The functions and organization of University Business Schools in Kaked base

There is no need to emphasis the speed, novelty and magnitude of changes occurring in the general environment, e.g. the shift of emphasis in international trade from the Atlantic rim to the Pacific rim, the internationalization of business, the energy crisis; and the changing political, cultural and ideological climates in which business had to be conducted; e. g. the resurgence of terrorism, armed banditry, kidnapping, armed robbery and other violent crimes in the North east of Nigeria and other types of criminality in other parts of the country, the political turbulence in the East and in South Nigeria and the awakening of ethnic groups, and the discovery of the internet, ICT and social media sites. The organisations responding to these same environments are (formally and informally) learning systems themselves for the managers and potential managers they recruit from universities in Nigeria. If the business schools do not respond adequately to their needs i.e. to supplement those learning processes, then organisations will do the whole job of management development themselves, which would isolate them from direct access to fields of knowledge and business school faculty from fields of action. The advocacy should be an interaction between the town and the town and vice versa.

It is noticeable already that many large European South African companies are moving in this direction, or have already created their own business schools to serve their own management development needs. As Figure 3 indicates, there is a stern logic behind such decisions which links manager development to the wider corporate aims. From this standpoint the business school can be seen as a peripheral resource, a place where occasionally a company-trained manager can meet briefly with managers from other companies to broaden his perspective. Some companies regard the schools as sources of possible faculty in company programmes designed by company trainers (consultancy experts). This can be a profitable sideline for faculty of business schools. This is not a healthy development. What is needed instead is a partnership which will join the strengths of company management with the strengths of



business school faculty (Ayozie 2020). An interaction and closer ties between town and gown in this way both enhance their competence via joint diagnosis and resolution of company problems and contribute to the society and knowledge. In Lagos State University, Lagos Business Schools, we have developed a flexible vehicle for accomplishing this which we describe as the Joint Development Activity (JDA).

An Integration between the Town and Gown

Figure 2: Screens management schools from direct access to company as environment for learning. Lupton (1985), The Functions and Organisation of University Business Schools in Kakabase.

A JDA begins when the senior managers of a company and senior faculty of a school agree that it would be a good idea to combine organisation development and manager development in the company by mobilising business school faculty and facilities as resources. Then, typically there are four stages in the JDA process.

- Stage I In company:
Company senior management working closely with senior business school faculty define a list of salient company problems. The Company selects a group of younger managers to the JDA in the university marriage between town and gown.
- Stage II At business school – 4 or 5 days:
Senior managers discuss the problems they have selected with the younger managers chosen for the programme.
The company managers then explore the resources available in the business school.
The problems are then shaped into projects (or cases and problems) which small groups can work on. Business school resources are identified and attached to the groups.
Project plans are drawn up.
- Stage III At the company 3 – 6 months:
Young managers return to the company.



They meet to work on their projects perhaps one day a week-in company time, and they are given access to the data they need. They also know that they can telephone the business school for help and can use its facilities as they reasonably wish.

(During stage III there may be a short project review sessions of one or two days at the business school or in the company).

Stage IV At company (one day): Project (cases and problems) findings and recommendations are presented to the senior management of the company during which the contribution of business school and its faculty are frankly assessed.

Every JDA is an essay in combining rigour and relevance, a development experience for all concerned and a contribution to the better performance of the company (contribution to the society and to knowledge).

The costs of such projects are usually assessed and agreed stage by stage, and the stages themselves might be re-designed as the JDA progresses and experience is gained.

Question 2: Organisation of business schools

Business schools that are organised in traditional ways find it difficult to conceive or set up and carry out JDA-type projects. This is one reason why those in Lagos Business School have been seeking new organisational forms to facilitate interchanges across the boundaries of business schools and other organisations. Figure 3 shows (in only slight caricature) the traditional business school organisation. The significant interfaces are those between departments of specialists and the fields of knowledge that those specialists cultivate and harvest. Courses of lectures and cases are made up of building blocks from single disciplines, and in the teaching programmes the building blocks are the discipline themselves. Students come in directly from other schools and universities where this form of activity is familiar, and graduate later into fields of action. The modes of learning in fields of action are very different indeed and in the carry over the ex-student has to find practical ways of joining the rigour with the relevance fruitfully, a task for which



his previous training gives him few skills. Some say that the case study performs this function. I believe it to be on the contrary a brilliant device for isolating the classroom from problems in real life and real time, and for distancing the teacher from the students.

Fields of Knowledge

Figure 3: Schematic of university-based management school (pre 1980). Lupton (1985), The Functions and Organisation of University Business Schools in Kaka base.

In the traditional structure the links with fields of action can only be through the individual consulting work of faculty, or by using organisations as sources of data for cases or for field-of-knowledge research. Sometimes practitioners are invited into the classroom, where for the most part they are not very much at home nor very effective because the rules of the game are written by and for the scholars for the sale of Academic promotion or job enhancement (Ayozie 2020). Most times it is through conferences or seminars or through in house training via case study or collaborative accept.

It solution at UNILAG Business School to the organisation structure problem evolved and is till evolving from our innovative style of discovering a d organising processes for learning such as the live project and the JDA. Sixteen years ago set our faces firmly against establishing discipline departments as the main organising principle of the school. They organised by task instead the and derived the asks in the process of relating to fields of action. The faculty and other resources to pursue the tasks are enlisted by personal negotiation between programme directors (who are faculty on job rotation) and individual faculty members. All faculty members are encouraged to start and direct new programmes. With a lively faculty all this is a recipe for generating variety and that is what has happened. To handle the variety they started to group activities of similar kinds into Centres, each relating to its own fields of action and each with its own Director with a high degree of autonomy. At that point it occurred to them that if what they were doing were further developed it could be a general answer to the problem of linking rigour and relevance.

Section C

Figure 4:: Schematic of any management school post 1985. Lupton (1985), The Functions and Organisation of University Business Schools in Kaka base.

At the top of Figure 4 are some possible types of interface with the field of action. The units of organisation (our Centres) are shown as pro-



actively relating each to its own part of the field of action, and, as the double-headed arrows show, developing its own materials and methods for doing that job effectively. The materials and methods are also derived from fields of knowledge as faculty are deployed flexibly to the changing tasks deriving from fields of action, and as resources for the tasks are enlisted from outside the school through "knowledge networks" wherever they may be.

Measuring Effectiveness in Business Schools and Faculties

If the efforts of schools and their faculty are directed to fields of actions then the criteria of success must be how those efforts contribute to the resolution of the problems that have been jointly defined and tackled in those fields of action, as in the JDA and the live project where outcomes are known.

- i. That business schools are bound increasingly to become agents for continuing education for those working in public and private organization and in helping to develop the staff and solve industry problems.
- ii. The test must also be how well the research in fields of knowledge can be deployed in problem definition and resolution, as for example in action research, where the researcher is concerned with solving his clients' problems, and adding to scholarly output at the same time.
- iii. There are structures and styles which could be appropriate, and that adopt a structure and style that will work it.
- iv. That to change to such structures and styles is not easy; it might in fact be even more difficult in some societies than it is in others because the structures and styles needed predicate a degree of openness and adaptability that might not be easy to come by.
- v. The sole criterion can never be in a business school the volume of papers published in refereed journals, although that can be one measure amongst many, and the number of conferences and seminars attended to discuss those findings and problems.
- vi. The level participation by the faculty members and lecturers in solving real life industry.
- vii. That such moves entail an active cone to link fields of action with fields of knowledge fruitfully for both, and to join rigour and relevance. The town and gown must benefit from each other, and contribute to each other's knowledge.
- viii. That our traditional business school structures and styles are not well suited to do that job, especially in turbulent and volatile



environments. The environment is now dynamic, especially with the ICT and technology, so business school must change and adapt to those changes.

There are many problems about careers and rewards involved in the organisational "tilt" towards fields of action that were made in the unity are still trying to solve them. To describe what they are however, and how they might be resolved would take me beyond the limited scope of this paper, and they are probably more specific to the academic labour market than the other issues that were addressed here in Nigeria.

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