

HENLEY BUSINESS SCHOOL

Report to the United Nations' Principles of Responsible Management Education

September 2019

SIP Report 2017/18 and 2018/19



PRME

This is our **Sharing Information on Progress (SIP)** Report on the Implementation of the **Principles for Responsible Management Education**

 **Henley**
Business School
UNIVERSITY OF READING

Letter from the Dean of Henley Business School

Dear PRME Colleague(s) and Member(s)

In my role as Dean of Henley Business School, I am delighted to submit our third PRME report.

During the last year, Henley Business School has successfully renewed its triple-accreditation status with AACSB, EQUIS and AMBA. This maintains our place, held since 2001, as one of the relatively few business schools with accreditation from all three major international bodies, and guarantees for our students an excellent learning experience and internationally recognised qualifications.

Meanwhile, we believe we have made significant progress against the goals we set, and in our wider organisational maturity and commitment to the way in which our identity and culture embed the Principles for Responsible Management Education. This is very much related to the value placed on PRME principles at the heart of our academic, teaching, learning and wider support environment for our students and other key stakeholders. Hence, I would like to state our ongoing strong commitment to the key values of PRME and the Global Compact as being central to our work in maintaining an excellent student experience, engagement and well-being, as well as our relevance for society and the wider stakeholders involved in our teaching, research and impact activities.

We continue to learn, reflect and improve with respect to embedding PRME and the wider topics of ethics, sustainability and responsibility into our practices. We have set four new goals to focus our attention for our 2021 report, as follows: (1) increase awareness of inclusion and work towards greater inclusion in the staff and student experience; (2) reflect on how our international partnerships and presence enable progress towards SDG17; (3) develop our undergraduate BA in Business & Management in line with PRME principles and values relating to ethics and sustainability; (4) continue being a 'green' institution with attention to reducing negative environmental impact.

I therefore wish to state my personal commitment, and that of Henley, to continue embedding, sharing and learning how best to integrate the PRME principles, sustainability, responsibility and ethics into our identity and actions.

Yours faithfully



Professor John Board
Dean, Henley Business School



1 Introduction

Overview of the report

It is again with pleasure that we present our third biennial United Nations PRME report for Henley Business School: the second report that we submit as an Advanced PRME signatory member. The team that co-authored and co-operatively designed this process and the report include Drs Kleio Akrivou, Chris Woodrow and Lisa Schopohl. We have been supported in our work by the Dean of Henley Business School and the heads of key departmental and support functions. As the Business School is growing, learning and evolving as an established institution with a strong international relevance and studentship base, and in accordance with Henley's values and principles, we are proud to share our progress on implementing the PRME principles throughout our organisational activities.

The Henley name has been synonymous with management education since the 1940s. Its identity today reflects the nature of its predecessor organisations and their underpinning principles: a style of learning based on group study through the 'syndicate method'; a belief that people from all sectors of society and business learn through a collegial interchange of ideas based on their own experience; and enabling managers from a broad range of organisations to learn from themselves. Another enduring element of Henley's distinctive identity is its international character. The Administrative Staff College was hailed as a model to be followed elsewhere and several countries in the Commonwealth also established Administrative Staff Colleges along similar lines. This identity, which has been formed over the last 60 years, continues to inform the Business School's mission, vision and values.

Over the last two years, Henley Business School has successfully maintained its triple accreditation status, following reviews by EFMD's European Quality Improvement System (EQUIS) and the Association of MBAs (AMBA). The EQUIS accreditation was reviewed between late 2018 and spring 2019 and our EQUIS accreditation status was renewed for the next five years, the longest period pertinent to such recognition. Overall quality evaluation for ethics, responsibility and sustainability by EQUIS was found to be of a good standard for the following areas assessed in the Business School:

- context, governance and strategy
- overall programme portfolio
- selected sample programme
- students
- research and development

Our AMBA re-accreditation assessment visit has also taken place, with our ongoing accreditation subject to formal ratification by the AMBA International Accreditation Board.

As a School of the University of Reading, Henley supports and aligns with the formal commitments that the University makes in relation to ethics, responsibility and sustainability, which are consistent with PRME's principles and ethos. Key examples include:

- a) its Equal Opportunities and Diversity Policy. Within the Business School this is particularly enshrined in the role of the Director of Diversity and Inclusion, and its Diversity and Inclusion Committee. Henley is currently working towards achieving the Athena SWAN gender equality charter mark to recognise its commitment to advancing the careers of women
- b) supporting staff members who wish to have flexible working arrangements, as well as introducing ways to enhance the work–life balance of staff, including family friendly policies for those with, or about to have, family responsibilities
- c) a commitment by the University to achieve a 45% absolute carbon reduction by 2021 against the 2008/09 baseline, as well as an aspirational target of 50% absolute carbon reduction by 2026
- d) a pledge to reduce water use by 30 to 35% by 2021, supported by its engagement in a partnership with Thames Water, the local water company, which aims to significantly reduce the water usage of the University
- e) the introduction of a rolling programme of upgrading recycling facilities within key buildings to help achieve its recycling target of 60% by 2021. Henley’s buildings were part of the first phase of this project
- f) a formal pledge to support the values of Fairtrade and environmental sustainability at a local level and internationally

Report method and structure

As in our previous PRME reports, we purposefully applied our methodology to bring Henley Business School’s progress to life. The first report aimed to introduce the Business School as a new signatory member. The second report directly involved groups of over 40 academic colleagues in the form of audiotaped dialogues, as well as information from the Dean’s Office and wider sources. This method aimed to balance a ‘third-, second- and first-person’ narrative style. This, of course, resulted in a very dense and lengthy report, which included footage of the taped vignettes, based on how we customised key aspects of PRME’s six principles for the purposes of our institution.

In this third report, we have adopted a method of reporting that aims to present more selective aspects of our operations. As part of Sharing Information on Progress (SIP) reporting, we have been invited by PRME to cover any of the PRME principles. Our two previous reports introduced our Business School to PRME and its progress and provided a great level of detail on PRME’s six principles. Rather than covering this information again, in this report we have chosen to report progress and information regarding the PRME principles of *purpose* and *values*. These are important foundations for all other principles and are particularly relevant within the context of our own identity, ethos, objectives and values.

Our aim in this report is to present key ‘voices’ from the Business School that were less directly featured in our two previous reports: the voices of student representatives (through focus groups with undergraduate students and discussions with student societies); and the voices of key members of our management and support teams. We examine how the PRME principles of *purpose* and *values* are incorporated in the context of the work and experiences of each of these groups. To do so, we developed two key questions based on the *purpose* and *values* principles that were relevant to the practice of each group, and then met and conversed with each group about their current practices and vision for the future. To share information on how these key groups responded to PRME concerns we chose not to simply present their responses (i.e. talk for them). Instead, we used a more direct and inclusive method to capture

the ‘voices’ of key groups involved in this SIP, as well as our own, via collaborative social science (for more insight on this method, its rationale and application see Jackson & Mazzei, 2008)¹.

In particular, we directly involved *student representatives*, especially in the undergraduate pre-experience groups, whose intensive learning and wider involvement in the life of our School in the classroom and more widely (via student initiatives, student societies and University-wide initiatives) ‘make’ Henley Business School the place it is today and influence its ongoing evolution. We engaged these students in the form of group dialogues with students and members of student societies. Each group dialogue took the form of audiotaped discussions, where the content followed our team’s customisation of the key PRME principles regarding *purpose* and *values*. This allowed us to inquire as to how ethics, sustainability and responsibility are taught and learned in the current curriculum in order to inform further curriculum revision and improvement, which will focus on the undergraduate Business & Management Bachelors degree programmes. The results of these dialogues are reported in Section 3.

We also chose to involve directly key colleagues who head or *lead key support groups and functions*. The aim was to involve those whose work directly or indirectly influences students’, academics’ and other stakeholders’ experiences of teaching, learning and research practices at Henley Business School, in congruence with the PRME principles. This allowed for shared reflection, influencing and the gradual introduction of PRME to various colleagues. It also allowed the facilitation of reflection about how our Business School’s immediate goals and evolution remain aligned with PRME, ethics and sustainability concerns. We engaged these colleagues in the form of dialogues, based on our customisation of the key PRME concerns relating to *purpose* and *values*. The results of these dialogues are reported in Section 3.

Finally, we engaged with the group of colleagues at Henley who *lead and manage the main academic departments* of the Business School: International Business and Strategy; Leadership Organisations and Behaviour; Marketing and Reputation; the ICMA Centre; Real Estate and Planning; and Business Information Systems and Accounting. Our aim was to reflect on where we are and our progress since the second report, and collectively decide on new goals for the next 24 months. We engaged these colleagues as a group (departmental management practice) via a workshop (including relevant pre-work). This workshop focused on sharing reflections on our current practice and experience relevant to PRME, and aimed to inform consensus building in setting two key Business School wide goals for the next 24 months. These goals are shared and discussed in Section 4 of this report.

These modes of information gathering have multiple purposes: (1) to engage with our students on how they experience the extensive coverage of ethics, sustainability and responsibility in our pre-experience programmes; (2) to engage and familiarise support staff with PRME vocabulary and principles and the relevance for what they do; and (3) to share and obtain a reflected narrative of the School’s managerial staff who lead its key academic departments.

We also received input and ideas from the teams at Henley that revise and redesign our curricula. We have obtained significant new insights, which have helped us in defining goals for PRME progress and how we can go about improving our Business School’s culture and curricula over the next 24 months. For example, we report on how we use our PRME experience, vision and students’ reflection in our current work revising the pre-experience undergraduate Business & Management Bachelors programmes (see Section 3.1.4 and Section 4 Dimension 3).

¹ Jackson, A. Y. and Mazzei, L. A. (eds.) (2008) *Voice in Qualitative Inquiry: Challenging Conventional, Interpretive, and Critical Conceptions in Qualitative Research*. Abingdon: Routledge

We are therefore extremely pleased to be able to demonstrate our progression by sharing information on our progress relating to key goals from the 2017 report, and more widely, and by setting four new goals for the next 24 months. We believe we have made significant progress in all the areas that we share information on in this report.

The remainder of the report is structured as follows. In Section 2 we report on progress towards the three goals that we set in the previous report. In Section 3 we focus on our activities and progress with regard to PRME's principles *purpose* and *values* by capturing and reflecting the voices of key groups in the Business School that work towards incorporating these principles in our activities and practices. Section 4 defines four goals with relevance to PRME that we aim to work towards during the next reporting period. In Appendix 1 we list the Business School's research related to PRME principles and themes conducted over the reporting periods 2017/18 and 2018/19.

2 Progress achieved against goals set in 2017 report

The PRME SIP process asks members with advanced signatory status to provide a summary of how targets set in their previous report are being met. We therefore focus in this section on concrete actions demonstrating the progress achieved with reference to the targets set in our previous PRME institutional report in 2017². We believe that we have made significant progress towards all three goals, as outlined below and described in greater detail in the following sub-sections.

- *Dimension 1* Student participation and development consistent with PRME's *purpose*: Significant progress has been achieved, involving the establishment of new policies, initiatives and support structures focusing on students' development, welfare and collaboration
- *Dimension 2* Academic programmes: Good progress has been achieved involving the introduction of new modules and the redesign of existing modules. This includes a stronger link with the Business School's mission to assessable learning goals, as well as the redesign of the BA Business & Management programme, consistent with the PRME principles
- *Dimension 3* Cross-disciplinary research and academic dialogue with an ethical and social impact: Good progress has been made in achieving a continuous stream of research on PRME relevant topics and a concept for redesigning the interdisciplinary seminar following a review of the current formats for cross-disciplinary research and academic dialogues

While this report focuses on the concrete steps and actions implemented to achieve the above goals, we believe our action has been broader in maturing our culture and practices in a way that is informed and congruent with PRME at a higher strategic level. An example worthy of reporting is our decision, a year ago, to prioritise a strategic focus on issues relating to diversity. This was reinforced by the establishment of the role of the *Henley Director of Diversity and Inclusion* and the creation of a *Diversity and Inclusion Committee* – and is a demonstration of our progress in line with the Sustainable Development Goals (SDGs), the Global Compact and PRME itself.

In parallel with the above, and embedding ethics, sustainability and PRME *values* in the curriculum, the progress we have achieved in the last two years has focused on strengthening our internal culture, services and systems. We have particularly focused on how we promote PRME and the ethical and responsible management education communities of practice involving students, support staff and academic staff, as well as wider stakeholders. These activities expanded our ongoing attention to embedding PRME and the SDGs via our formal curricula. For example, as described below, we have created new systems to promote diversity, collaboration and attention to the issues of mental health, resilience and well-being.

² Akrivou, K. and Fenton, E. (2017) *Henley Business School Report to the United Nations Principles for Responsible Management Education 2015/6–2016/7*. Report. PRME.

Figure 2.1 Sustain IT



2.1 Dimension 1

Student participation and development and its consistency with the PRME principles ‘purpose’ and ‘values’ and the wider principles of PRME in line with Henley’s mission, identity characteristics and values.

The progress over the last two years, reported in this section, refers to how the evolving wider environment and ethos of our institution is closely related to and consistent with PRME, supporting the well-being of students and staff as well as values of sustainability as a collaborative community. This section is therefore longer than the other two dimensions, because we report wider changes in the supporting structures of our institution, which we strongly believe mirror PRME principles.

Our recognition and triple accreditation signify to our students that by studying with us they are guaranteed a high-quality, internationally recognised education involving academic, professional and wider personal development. As we show in Sections 3.1 and 3.2 of our report, which share progress relevant to the PRME principles of *purpose* and *values*, respectively, our students recognise the quality of the learning experience at Henley. They also recognise that the way they grow via and beyond the curriculum demonstrates consistency between our own values and the *purpose* and *values* of PRME.

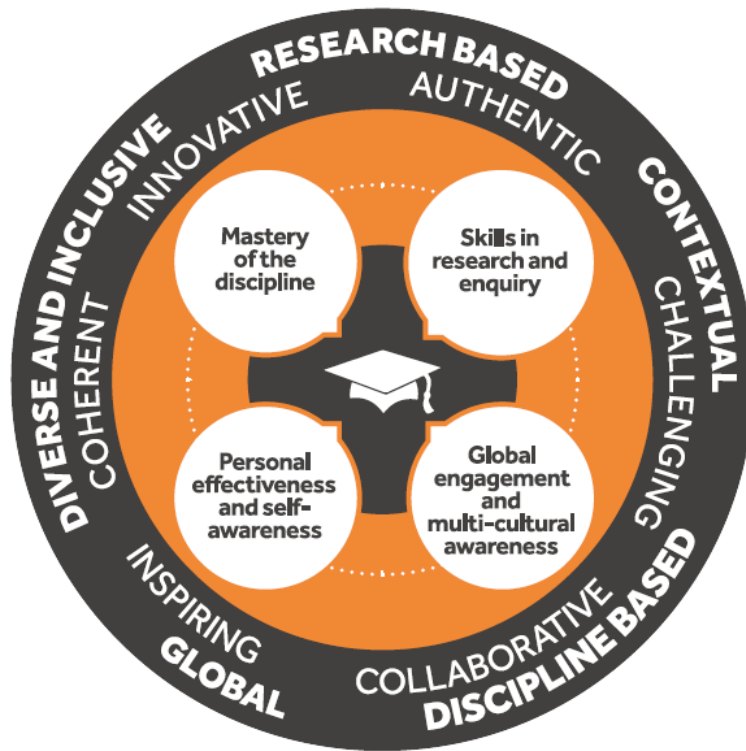
The progress we have made towards the goal of student participation and development, consistent with PRME *values*, is demonstrated via the quality of our teaching and learning and its ethos, which places learners and their wider development at the centre of our activities and research. The University of Reading is committed to pursuing academic excellence while offering an outstanding experience for all our students. In recognition of these commitments, our institution has been awarded a Silver Medal in the UK Government’s 2017 Teaching Excellence Framework (TEF), which is the most senior national Government-led assessment across all UK Higher Education institutions for quality of teaching and learning. We believe our achievement of a Silver Medal is entirely harmonious with PRME’s *purpose* and *values*, and demonstrates continuing progress towards this goal. The award is for delivering high-quality teaching and learning coupled with excellent outcomes for our students, and for consistently exceeding the rigorous national quality requirements for UK Higher Education. The TEF Panel was particularly complimentary of our work to support students to achieve excellent outcomes, as reflected in the following assessment:

‘Very high proportions continue with their studies and progress to employment or further study, and to highly skilled employment.’

To support our teaching and learning ethos we have created a new Curriculum Framework, which articulates the distinctiveness of our curriculum and the skills and attributes of the Reading graduate, while recognising the primacy of the disciplines. It also involves a newly established set of academic principles upon which our curriculum is based and a set of learner-centric pedagogic principles and values that underpins our curriculum.

These values and our curriculum’s focus constitute progress as we become increasingly more conscious and deliberate in how we bring the principles *purpose* and *values* to life through our students via all formal curriculum activities. The Curriculum Framework is summarised in Figure 2.2.

Figure 2.2 Our new Curriculum Framework and its values



We strongly believe that our School’s ethos and values are naturally related to all the PRME principles and particularly to those of *purpose* and *values*. We summarise here how our School leads regarding wider student well-being, personal resilience and growth, in order to demonstrate our relevance with PRME in a way that looks to our culture in a wider manner, outside the curriculum. Regarding this dimension, we have focused on extending crucial support and coursework assessment processes, which we believe play a key role in enabling our students’ current and future abilities, well-being and capabilities. We can report on the following areas of progress.

2.1.1 Increased attention to our students' personal flourishing, resilience, mental health and well-being through new support mechanisms and practices

New initiatives on mental health and well-being led by the Alumni & Development and Careers & Engagement teams

During the last two years, we have expanded our vision regarding what is involved in enabling the flourishing of our students and their ability to develop and grow personally and professionally as future generators of sustainable value. Our focus has been to tackle aspects of personal support that ensure personal resilience, good health, life and professional habits, and wider well-being, both at University and Business School level. The rise of mental health issues among students has become an increasing concern in the UK; therefore in the last two years we have emphasised this issue. In order to address it, we have introduced significant new initiatives in the form of umbrellas of activities that are led by key support departments in the Business School. We believe that these will positively influence student (and staff) mental health in the years to come.

Our Careers team specialises in coaching individual students in all these areas; that support continues for a further four years after students physically leave the Business School. One focus in this work with students is the emphasis on 'being human', via developing resilience and self-sustainability in the future. As we mention later (Section 3.2.3), the Henley Careers service provides students with Strengths training, via meetings that facilitate conversation, personal reflection and coaching. Another focus is our work on well-being, through the Henley Careers 'Resilient You' programme, which the Careers and Alumni and Development teams lead together. This programme aims to teach students how to cope with the stress of University and wider life, and to develop adaptive skills to cope in an ever-changing technological world. Students, after attending these sessions, reported an increase in their levels of knowledge and confidence when compared to the start of the session. Additionally, our 'Success Studio' programme aims to prepare students for the world of work through flipped-class and innovative learning (Section 3.2.3).

This programme is being strengthened and supported by work led by the Henley Alumni and Development team, which aims to support subject areas and departments in organising initiatives to increase students' resilience. The programme is integrated within the existing activities of the University and Henley Business School, supplementing the 'Resilient You' series. It comprises several elements, all of which are developed and delivered by a student welfare professional. We present further details on this programme in Section 3.2.5.

Recently, we have extended the 'Resilient You' programme to members of Business School staff via a series of well-being talks and activities over the summer term, which are part of the 'Henley Well-being Hive'. Although we have particularly chosen the student experience as a focus of follow-up from the last report, we would like to highlight the fact that staff well-being and environment are also of great importance to Henley. In this context, the 'Hives' project is designed to engage members of Business School staff and enable them to contribute to the development of Henley around themes involving social collaboration, learning and development, stress and well-being, diversity and inclusion, and culture and leadership. The Hives are new virtual or real meeting and social gathering spaces, which help promote reflection, action and participation around key values such as community, sustainability, compassion and diversity. These activities range from traditional forms, such as lectures and interactive dialogues led by experts and staff members, to physical activities that allow contact with nature, such as nature walks. We present more about this new initiative in Section 3.2.3.

Finally, over the last two years we have created the Henley World of Work (WOW) forum. Aimed at educating the university community, businesses and students who have graduated and are employed in the economy, the forum's mission is to develop our graduates to live and adapt in the world characterised by the technological revolution. The WOW forum encompasses over 70 people from different disciplines of the Business School, making it the largest knowledge cluster at Henley. It brings people together across Henley and beyond, and as a large-scale multidisciplinary forum can be used for academic research and research funding development. In the first two years (2018 and 2019) the WOW conferences focused on the impact of the current technological focus of work, the role of artificial intelligence in the future workplace and on ways to maintain sustainable and meaningful working lives. We provide more details about these issues in Section 3.2.3.

2.1.2 Launch of our new Academic Tutor System at the University and Business School level

The personalised academic tutoring of all students has been a core practice in our institution for over two decades; each member of academic staff has been personally assigned a number of students, as tutees, to provide support for at both academic and pastoral levels. This practice has been something that Henley students value as part of their overall engagement and support. During the last two years we have conducted consultations with key stakeholders and we are now pleased to share that we have introduced a new and further improved system of personal tutoring. This is comprised of two parts: academic tutoring and personal support that is oriented towards pastoral care, counselling and well-being. We briefly explain these two newly developed elements below.

The Academic Tutor System

In September 2018, we formally launched our new Academic Tutor System at the University of Reading and Henley Business School. The new system has a crucial role to play in supporting the success of all students and enhancing the student learning experience: a strategic teaching and learning priority at Reading. The aims are also to enable a consistent and high-quality experience for our students and our staff.

Figure 2.3 The student learning experience

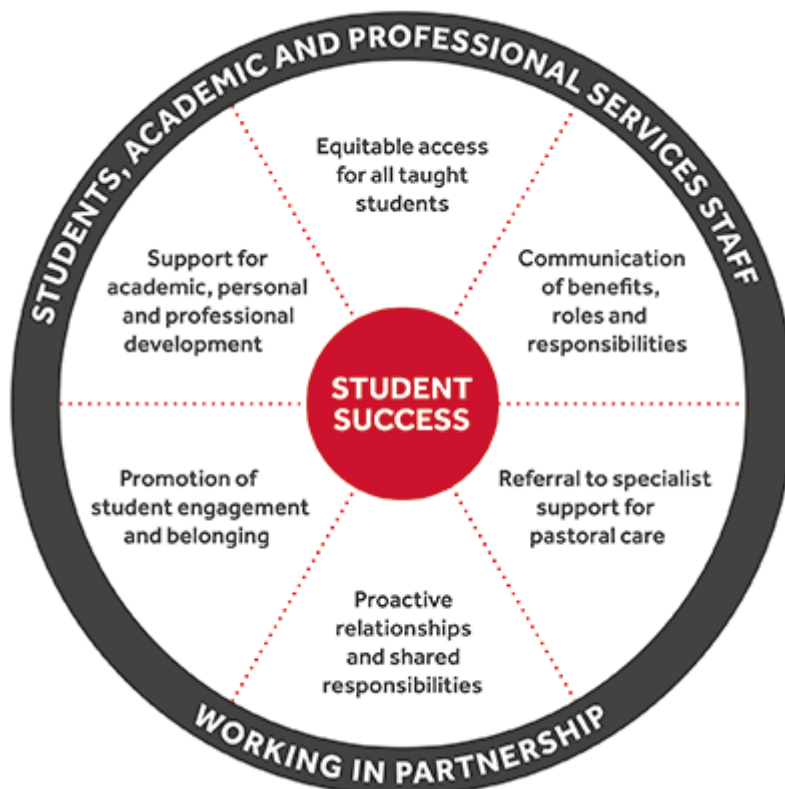


During 2017 and 2018, guidance was communicated to Henley and all other University Schools and functions about the Academic Tutor System and staff training took place. A series of briefing sessions on the changes to tutoring and welfare support for students were also conducted. Academic tutoring is key to enhancing the student learning experience. Our new Academic Tutor System will enable students and staff to work together in partnership to enhance students' academic, personal and professional development.

Our new system focuses the academic tutor relationship on students' academic and professional development; provides essential discipline and School-level leadership for the system; works in partnership with our professional support services; and invests in our student welfare provision through the introduction of a new Welfare Team to support students with any personal challenges that may impact on their studies. This holistic approach will ensure our students' individual needs are catered for at every stage of their studies, aiding their success. We believe that academic tutoring has a crucial role to play in supporting the success of all students.

Underpinning the Academic Tutor System are six principles, designed to help us achieve consistency in experiences for staff and students across the University:

Figure 2.4 The six principles underpinning the Academic Tutor System



We have also developed helpful resources to support the initial and ongoing work with students this year, applying the Academic Tutor System. We will continue to support the introduction of this new system, its embeddedness and evaluation over the next two years, while evaluating feedback from its implementation.

Well-being, counselling and support

Figure 2.5 Our current Wellbeing logo



During the last two years, the newly developed structures have hosted dedicated teams and services, at both Business School and University levels, aiming to support students with a number of challenges they may face in life and while they study at the University. These range from financial and international advice to aspects of mental health, well-being, learning quality and tools. All these new systems are aimed at increasing the ongoing personal support to students and their engagement, and to role-model how to incorporate the values of inclusivity and support in work environments.

Some of the key services in the new system are described below.

The Advice and Support Service

The Advice and Support Service is a key structure in the new system. It is a wider student-oriented service at the University, within which various teams are nested, and offers support to students on life, financial, international study, teaching and learning matters. It is organised through specialised support centres, one of which covers the Henley Business School. Henley has a range of professional staff within its Programme Administration team who are dedicated to helping students with any queries they may have about their course or other aspects of student life.

Students can visit the Programme Administration team for assistance on a wide range of teaching, learning and well-being issues. They can advise on coursework submission, teaching and learning issues and rules, learning difficulties and skills development. Staff are available on weekdays from 09:00 to 17:00 all year round, so our students feel they are getting intensive and ongoing support with this new service. The important role that our Henley Programme Administration team plays in supporting our students and staff is further discussed in Section 3.2.2.

The Student Welfare team

The Student Welfare team is dedicated to help students with any personal difficulties. It is made up of professional welfare staff who advise on personal and welfare issues that may impact on students' studies and day-to-day happiness. Some examples of advice and support that they offer are as follows: settling in and adjusting to University life; crisis support; difficulties with flat/housemates, relationship issues and family life; bullying and harassment; violence and alcoholism; friendships; wider help and advice.

The Counselling and Wellbeing service

The Counselling and Wellbeing service is part of Student Services, based in the Carrington Building on our Whiteknights campus. The team works throughout the year to help students manage a wide range of issues and help to minimise their impact on academic progress.

All staff who work in the service are very experienced and are used to working with students studying at all levels, and from all nationalities and cultures. They know and understand the problems that students face and provide valuable and independent support.

The service is open to all registered students (undergraduate or postgraduate) at the University and is free of charge.

Big White Wall

Big White Wall is a free online support community, which is accessible on a 24/7 basis. It is a safe and anonymous online space where students request and find support if they feel sad or depressed, have problems with work or coping, or simply need some social support. Students use Big White Wall to meet and chat with other members who may be experiencing similar feelings or situations, access information on mental health, get advice on well-being and mental health matters, share progress, and express themselves and build relationships within a community.

In addition to supporting students, the University provides support for its staff via the Employee Assistance Programme (EAP), called Confidential Care. This programme is part of our health and well-being strategy to provide a supportive and healthy environment for staff. Confidential Care gives members of staff a place to turn for support any time of day or night, 365 days a year, on a variety of issues, including work stress, depression, marriage and relationship issues, legal concerns, coping with change, parenting issues, financial problems, health issues and much more. It is independent, free and completely confidential, providing a comprehensive range of support and advice services to staff by experienced counsellors.

2.1.3 Sustainability as collaboration

Reshaping of assessed and formative coursework structures in our programmes to contain a significant percentage of collaborative elements in our assessment mix, which require team learning and project work by students

Our Business School mission to ‘Empower individuals to become great professionals, outstanding business leaders and future generators of sustainable value creation’ remains focal and relevant. The main emphasis here is that we keep engaging our students, alumni, employers and strategy board in bringing to life the Henley 5Cs: *curious, context, confidence, choice* and *community*. We believe that these values are strongly harmonised to the PRME Principle 1, *purpose*, in terms of developing the capabilities of students as future generators of sustainable value.

In this respect, a key goal we set in the previous report was to continue embedding our values and PRME’s Principle 1 *purpose* into our teams and students’ ongoing development. An important pathway that we followed relates to the structure and the kind of work and study students are involved in while they complete their degrees at Henley Business School. An essential feature of the *purpose* principle, our own values and the SDGs is the notion of collaboration. Our beliefs and the value we attach to collaboration mirror the SDG17 and, in particular, the issue of how we can habituate and educate students to develop the virtue of collaboration and reciprocity, which will be a future resource for them to scaffold strong partnerships within and across nations and industries in the service of the SDGs.

We have therefore intentionally reshaped the assessed and formative coursework in our programmes to contain more collaborative elements. This is expressed through group work, which features in a great number of modules we teach in each degree programme. This aims to prepare students to live and work effectively in an interdependent world of work where work is often co-operative and involves project teams or cross-cultural and virtual team working. Group work for formative and summative purposes has increasingly been built into the curricula of Higher Education institutions in recognition of the requirement to prepare university students for the workplace and to give them a competitive edge in securing employment when they graduate. Individual students can improve their communicative skills, practice leadership and improve intercultural understanding while working in groups.

As an illustrative example³, we identified 24 modules in our pre-experience taught programmes in Business & Management, which were (a) core to at least one target degree programme and (b) contained assessed coursework writing tasks. From these 24 modules, we identified 30 writing assignments. From an analysis of the wording of the assessment briefs, as well as instructions in related course documentation available internally in the Business School, the following distribution of collaborative (i.e. group and paired) versus individual written coursework assignments was identified:

- 37% of all student assignments are group work
- individual student coursework constitutes 60% of all work
- paired student coursework makes up the remaining 3% of all coursework

This data shows that while students are still very much engaged with working on an individual basis, around two-fifths of the written assignments across these 24 modules require students

³ Analysis by V Collins and K Whiteside: ISLI (2018); Data arrived at from 2017/18 written coursework assignments communicated in our internal Programme Area Committee meeting in 2019.

to collaborate on tasks and coursework. It is interesting to note that reflective and essay-based academic writing assignments were primarily set as individual tasks, while a significant proportion of proposals and case studies were set as collaborative tasks.

In parallel with the above action and progress, we have also invited students to reflect upon how our identity and values align with PRME's Principle 1 (*purpose*) and Principle 2 (*values*) as experienced directly by them while they study at Henley. We organised focus groups inviting students to answer questions that relate PRME's *purpose* and *values* to their Henley experience, as well as their exposure to and learning of ethics, sustainability and responsibility via our curricula. While we present their feedback in the main report sections dedicated to PRME *purpose* and *values*, respectively, it is important to note here that feedback from students validated the consistency between our approach and PRME's *purpose* and *values*. It also indicated that students feel that learning about ethics, sustainability and responsibility is extremely beneficial to their overall professional and personal development, and even to their cognitive maturation. Students further suggested that these issues could be introduced earlier in their curriculum, and that they could be offered the challenge to apply it more in student-led projects, with a central formative role in the early curricular years. This feedback has been extremely useful and a blue-print is being formed as to how to redesign our undergraduate Bachelors programmes in Business & Management to act upon student suggestions as a specific way to materialise this input. We report our progress on this work later in this section.

2.2 Dimension 2: academic programmes

To continue our current practice of embedding ethics, sustainability, responsible governance and investment into our academic activities and curricula across all degree programmes, where this is appropriate.

As we discussed thoroughly in the last two reports, Henley has long had a strong commitment to teaching, encouraging and practising behaviours that relate directly to ethics, responsibility and sustainability. Changes to our activities that took place over the past two to three years are therefore an enhancement of what was already in place.

The key changes that constitute progress have been:

- a) Our very intensive engagement with the Principles for Responsible Management Education as an advanced signatory, which formalises and embeds its commitment. Henley's approach to PRME is now a mature one, having submitted two biannual progress reports.
- b) Further embedding of ethics, responsibility and sustainability into degree programmes. For example, a compulsory Business & Professional Ethics module has been introduced for the 2018 entry cohort on all undergraduate accounting programmes; a module in Business & Professional Values has been introduced into the MSc in Real Estate; and a compulsory Part 1 module in Ethics & Investment Management has been added to the BSc Finance & Investment Banking programme in the 2017/18 academic year.
- c) A strong focus of aligning the Business School's *purpose* and *values* with our curriculum and assessment design so that all modules taught at Henley embed our values as explicit learning goals. This is discussed in detail in Section 2.1.
- d) The redesign of the pre-experience Bachelors in Business & Management with a strong focus on ethics, sustainability and responsibility that has been informed by our engagement with the PRME principles This is discussed in detail in Section 2.2.

2.2.1 Curriculum: stronger incorporation of *purpose* and its translation to learning goals

We have been taking further action over the last year to align the ongoing improvements, at the curriculum and wider learning environment levels, with PRME (which also responds to our AACSB accreditation standards). One aspect of this has been to link our Business School's values and mission with all parts of our curricula. In the last two years, emphasis has been placed on curriculum development at all levels, which states that:

'Graduates will have developed an international and multicultural perspective on business and management, and will have also developed the managerial, professional and ethical skills required to become an effective global citizen in an international organisation.'

Since early 2019 we have been deepening this work by adapting all key modules across programmes, starting from the undergraduate and pre-experience postgraduate programmes, to demonstrate new assessment criteria, which evaluate student work and progress for all coursework at a module level.

This work is in progress and will be completed in the next two years, such that each module and subject area will involve students' learning of:

1. an international and multicultural perspective on business
2. managerial, professional and ethical skills required in management
3. the notion of global citizenship and responsibility as key parts of the module's content

We will develop a way to link these values and the related content with specific areas of assessment involving all related coursework completed by students.

2.2.2 Embedding ethics, sustainability and responsibility into new curriculum design

We have completed extensive work (reported in our previous report) to redesign programmes in accordance with PRME and wider ethics and sustainable business and society practices. In particular, we redesigned our MSc in Management Studies programme. Also, our programme MSc Financial Regulation run for the UK's Financial Conduct Authority (FCA), and our executive programmes for non-executive directors such as The Board Directors' Programme are examples of programme redesigns which are consistent with PRME principles. For this report, we now focus on the redesign of our Bachelors in Business & Management.

PRME-informed redesign of the pre-experience Bachelors in Business & Management

The specific goal we set for progress in the last report was to embed more deeply in our undergraduate Business & Management programmes the Global Compact ethics, sustainability and responsibility.

We have made solid progress towards this goal. A thorough programme redesign is under way and a dimension of this is to incorporate even more the learning of ethics, sustainability and responsibility by embedding it into the curriculum earlier in the programme. We now explain where we are in this process.

Our previous reports shared extensive details of modules and programme-specific content in the areas of ethics, sustainability and responsibility in our other programmes and curricula. This included the strong presence of these themes and content areas in the final year of our undergraduate programme in Business & Management.

The undergraduate Business & Management suite of programmes at Henley Business School is now undergoing a major review and redesign. Dr Chris Woodrow is a member of the project team that is leading this redesign. A primary aim of this process is to embed teaching and learning relating to issues of responsible management more deeply into our undergraduate programmes. This is being achieved via two primary pathways.

First, we plan to introduce teaching and learning activities relating to issues of ethics and responsibility in business at Year 1 of all our undergraduate Business & Management degrees. We plan to provide introductory teaching sessions and assessments relating to ethics, corporate social responsibility and cultural differences as part of a new module in the first term of Year 1 for all degrees. This change is aligned to student feedback undertaken as part of this PRME report. A number of students indicated that these issues should be introduced at a much earlier stage of our programmes. This view was shared by those students who had chosen optional modules relating to ethics at work and those who had not. An aim of this change is to provide knowledge and critical thinking skills that allow students to consider issues of ethics, responsibility and sustainability in various other modules as they progress through the programme.

Second, we plan to introduce a standalone module at the end of Year 2 of all undergraduate Business & Management programmes. This is planned as a group project activity, within which students will engage in practical and socially beneficial activities with external communities and organisations. The focus of this module will be on issues of ethics, sustainability and responsibility. We aim to provide students with an opportunity to apply skills in a practical environment and to engage in communities outside of the Business School itself. This module will begin with students working in and with local communities.

We are currently seeking the necessary approvals and plan to introduce the new programmes, including the modules detailed above, in the 2021/2022 academic year.

We provide details on the progress of this under Section 3.1.4, which refers to sharing information relevant to the PRME principle *purpose*, because the work on redesigning this programme will remain an objective to report about in our next PRME report in 2021. Hence, we will report further details on the progress towards this goal in our September 2021 report.

2.3 Dimension 3

Embed and further develop cross-disciplinary research and academic dialogues with an ethical and social impact

2.3.1 Continue institutionalising an interdisciplinary seminar space relevant to PRME principles (enabling pedagogical and research dissemination)

In the previous report, we noted that the form of developing further cross-disciplinary applied research synergy required the evolution of our Henley Inter-disciplinary Sustainability Seminars into a wider inter-departmental centre or engagement forum for Henley Business School academics. At the time of the previous report we aimed to create a purely academic cross-departmental centre for applied ethics, with a narrower focus on synergistic research sharing and collaboration, to enable further growth in research focusing on ethical and social impact in the Business School.

Our current progress and practice have helped us to revisit and adapt this goal in a way that we believe makes it broader and more closely aligned with the spirit and principles of PRME.

On one hand, it has become increasingly evident that the growth of Henley has meant that the Business School comprises a number of Research Centres⁴. A few of these, such as the Centre for Intelligent Places and the Centre for Euro-Asian Studies, engage in significant applied research work, which incorporates social and institutional ethical impact via collaboration with actors and institutions in local contexts and communities in Asia, South America and Africa.

On the other hand, over the last two years we have learned from the new practices that we have created how we can expand and revisit our goal. For example, we report progress as to the wider social dialogues relevant to PRME that engage students and staff under Dimension 1; details are given in Section 3.2, which focuses on PRME's principle of *values* and our practices and action that are consistent with these. Two new forums of dialogue in the School have provided insights and sparked discussions, involving the Dean, departmental and support management, staff and the PRME team, regarding the goal we set in the previous report. Specifically, a new Business School-wide staff seminar for disseminating teaching and learning has been implemented, which we called the Henley Teaching and Learning Community of Practice. While the topics covered have not been exclusively centred on PRME-related teaching and learning, the dialogic, collegial and participative form of this seminar has impacted on the practice of collaborative and cross-departmental knowledge sharing and dissemination, which carries the values of PRME. Additionally, we have learned how to revisit our original objective to create a new interdisciplinary research form through our experience with the newly implemented Henley staff engagement HIVES and its eight projects (presented under Sections 2.1 and 2.2 and expanded on in Section 3.2.3.)

⁴ See www.henley.ac.uk/research/research-centres; A key aim of Henley Business School's research is to help practising managers, corporate partners, programme members and students manage more effectively so that they can make an impact on the organisations they work in. Our research outputs include leading-edge management tools and techniques, and case studies illustrating best practice, as well as a wide range of research papers, publications and reports.

In light of this learning, the decision to evolve the Henley Inter-disciplinary Sustainability Seminars into a purely academic Centre for Applied Ethics set in our previous report seemed to increasingly overlap with departmental School-level seminars, which also include ethics and sustainability research papers. This realisation required some further dialogues and broader action as to how to continue evolving a cross-disciplinary collaborative space for staff to discuss and share PRME-related research. Through meetings with colleagues and a workshop with management, including department heads, we inquired and explored this topic which led to two possible solutions:

1. Institutionalise a Henley PRME annual half-day Business School-wide dissemination and dialogue forum (event), which will be called Henley Teaching and Research for Responsible Management Education Dialogues, with the purpose of engaging academic staff in sharing and dialoguing on research and teaching relevant to PRME, the SDGs, and ethics, sustainability and responsibility. This would also aim to invite external stakeholders and students to be the audience and co-participants. This forum would take place each May and be co-hosted by the HIVES (mentioned briefly earlier) and the World of Work forum in collaboration with the PRME team. As we describe in Section 3.2.3, the World of Work forum is a new Business School-wide forum aiming to engage various stakeholders and academics in dialogues and presentations regarding the future of work.
2. Institutionalise a Henley PRME annual half-day event, with the purpose to engage mainly academic staff, to take place at the end of the Spring term. This would be co-hosted by the Henley Teaching and Learning Community of Practice. It would fulfil part of a knowledge-sharing practice relevant to PRME, but have a main and more exclusive focus on teaching and learning.

Of these, we found more interest and fertile ground in solution (1), since it is wider and may increasingly involve more stakeholders. This option also provides a very able and willing support team and leaders. We have therefore decided to follow solution (1). In 2020, we will inaugurate the first annual Henley Teaching and Research for Responsible Management Education Dialogues, which will consist in a community of practice at Henley with a focus on PRME and the UN Sustainable Development agenda applied in our Business School's teaching and research.

The ambition is for this dialogue forum to provide a cross-disciplinary platform for ongoing research regarding PRME-related principles and for sharing best practice for teaching and learning regarding ethics, responsibility and sustainability in the areas of business, management, accounting, information systems, finance and real estate. Hence it will be inclusive for subjects across the Business School, but it will complement and support other departmental- and School-wide related projects and activities within the Business School relating to ethics, responsibility and sustainability. It will focus not only on the work of Henley's Research Centres but also on research undertaken by individual members of academic faculty and by postgraduate research students.

Within this context we agreed with the forum's organisational team at Henley that this annual interactive half-day event will be launched from 2020, with a specific focus on topics that concern PRME and the SDGs, and how to approach these in our professional lives and in education. We agreed to organise the first of our formal Henley Teaching and Research for Responsible Management Education Dialogues in May 2020; with an interim step to agree on the key theme, aims and agenda for this forthcoming event in Autumn 2019. We will therefore report progress regarding how the first two new PRME conferences or events under this new format went in our next report in September 2021.

2.3.2 Research diffusion and reporting of published research in key themes

Regarding our continuing research congruence with PRME and the goals of the Global Compact, we committed to further develop our cross-departmental conceptual and empirical research, which advances our understanding about the role, dynamics and impact of ethics, sustainability and responsibility and to continue reporting of all Henley Business School published research that has a focus on any of the following research themes:

1. Board and shareholder diversity, cosmopolitanism and embedding responsible leadership
2. Ethical finance and sustainable accounting (including anticorruption)
3. Developing sustainable institutions and fighting corruption in developing countries
4. Limits to globalisation and varieties of capitalism
5. Persons and institutions as a means for a better world (supporting the SDGs)
6. Responsible stakeholders and stakeholder engagement
7. Sustainable world cities and responsible local governance

Accordingly, we are happy to share with you all publications from our staff from September 2017 to September 2019, which are presented in detail in Appendix 1.

Our second PRME report (SIP report for 2015/16 & 2016/17) presented further details on many aspects of our organisational, teaching and learning, and student engagement practices in full accordance with PRME. These remain current practice. Therefore we shall not report further on these ongoing practices in this report.

3 Reporting on the PRME *purpose* and *values* principles: action and voices since our last report

3.1 PRME core principle *purpose*

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Figure 3.1 Environmentally friendly temporary buildings for the Graduation and Welcome Weeks at our Whiteknights campus bring students close to nature



3.1.1 Introduction

An aim of this report is to bring to the fore key voices from around the Business School concerning the role of PRME in our daily activities. As part of this wider focus for this reporting period, we held dialogues with various groups around the PRME *purpose* objective. In this section of our report, we focus on dialogues with three specific, and related, groups with respect to the role of the PRME *purpose* in teaching and learning activities at Henley Business School.

1. We examine the views and ideas of *undergraduate students* around the PRME *purpose* through reporting on round-table discussion dialogues.
2. We examine the role of student societies in promoting and enhancing PRME *purpose* by reporting on discussions with *student society presidents*.
3. We describe an ongoing *curriculum review* that is being undertaken around our BA Business & Management undergraduate programme portfolio and its role in fostering and developing PRME *purpose*-related activity within Henley Business School.

3.1.2 Input from students

We engaged directly with groups of students to discuss the role of the PRME principle *purpose* in their experiences at Henley Business School. We spoke to students from the final year of our BA in Business & Management programme to discuss these issues in a round-table format.

A particular benefit of this BA Business & Management degree programme for students is that it offers great flexibility, including the ability to select modules from a broad range of disciplines as the programme progresses. Many students select modules that are specifically related to issues of ethics and sustainability as they progress through the programme, while others may prefer to choose slightly different options, dependent upon their interests and career goals.

For these discussions, we deliberately selected students who represented a broad range of voices in this regard. Some had specifically selected modules on their programme that related to issues of ethics and sustainability in business, while others had chosen different pathways. The students we spoke to made a number of points about the role of the PRME *purpose* principle in their daily lives in the Business School. These are outlined below.

PRME in Henley Business School

Our discussion initially focused on the extent to which our students felt that issues of ethics, responsibility and sustainability had been covered in their programmes to date. Broadly, most of the students felt that there was a good deal of content covered in these areas. Most of this content was covered in specialist modules that were available for selection by students, rather than in core modules. Some specialist modules featured little content that students felt had a clear fit with the PRME *purpose* value, such as those related to specific aspects of business strategy. On the other hand, there are several modules available that students felt strongly related to the PRME *purpose* objective, including those relating to business ethics at Part three. Students who had chosen these modules felt that the critical thinking used in relation to ethical theories helps them to consider the needs of other groups, such as stakeholders and employees, in business environments. Students viewed this as a strong benefit of this module content.

The PRME purpose principle

As part of our dialogue with students, we also asked them specifically about the PRME *purpose* principle, using the following question:

‘The PRME regards the development of students as future generators of sustainable value for business and society as an important objective of business schools. How far do you think your programme helps students to be future generators of sustainable value?’

In response to this question, students felt that there was a good deal of content relating to the PRME *purpose* principle in their programmes. Students reiterated that they are often not directly taught about these issues until Part 3 of the Business & Management programme. They suggested that we might consider introducing these issues at an earlier time in the programme.

Students also felt that in dedicated modules that focus on issues such as profitability and strategy, the focus should include issues such as how to enable ethical and sustainable value for business and society, which is only covered in optional Ethics and Corporate Social Responsibility modules.

Benefits of PRME

Another focus of the discussion was the extent to which students felt that learning about issues of sustainability, ethics and inclusivity had helped them. Students who had covered a lot of content related to these issues felt that the use of ethical theory had helped them in various ways.

1. It helped them to develop more complex arguments to support the analysis that is undertaken not only in modules focusing on this specific context, but also with issues covered in other modules.
2. Ethics helped students to develop analytical and responsible thinking skills. For this reason, students felt that more content of this type would be useful as a compulsory element of the programme at Part 1 and Part 2, with some base-level introductory knowledge covered in a key Part 1 module.
3. It helped students to develop skills that would be of use in the placement year that many undertake between Parts 2 and 3, for example recognising and responding to situations, increasing ethical understanding and increasing self-confidence.
4. Students also identified skills and ideas that they had learned from their time in the Business School that they felt they would take forwards into their business careers. The first of these concerns was bringing ethical values into their future work in business: be this attracting investors, making transactions or managing people.

Students also felt that learning about ethics, responsibility and sustainability had helped them to develop other skills and capabilities. They felt that this had helped them to develop analytical and conceptual thinking skills that were of use with the wider analysis of cases, markets and industries. Students also reported developing a better understanding of simple ethical decision-making and realising that more factors and wider impact are at stake. While some modules covered issues related to short-term vision and financial performance, the students appreciated modules that enabled them to develop skills in critical analysis in terms of identifying critical differences in who is affected, and how, by business decisions.

Suggestions from students

Finally, we discussed potential changes to our programmes with students. A number of positive views emerged. Students were very receptive to the idea of a project to be undertaken during the second year of their degree programmes, based on social enterprise activities and with a focus on a specific problem or industry challenge. Students would be required to use business theories, ethical arguments and theory to support or reject a solution or case and do some research. As well as providing greater understanding of issues of ethics and sustainability in business, students felt that this type of project would help them with placement and job interviews and with their future careers more generally. Additionally, students felt that more content delivered earlier in the programmes covering ethical issues would be helpful preparation for this.

Summary: student dialogues

Our students provided us with very encouraging feedback with respect to the role of their taught programmes in developing them as future generators of sustainable value and an inclusive society. We plan to make a number of changes to the way that the Business & Management programme is delivered based upon our dialogue with students and the wider objective to develop the capabilities of students to be future generators of sustainable value for business and society at large, and to work for an inclusive and sustainable global economy.

1. We plan to introduce students more to these issues via some additional core content at Part 1 of our programmes in Business & Management.
2. We plan to include more practical content at Part 2, where students can engage with local communities. Our students were particularly supportive of this idea. These changes are discussed further in Section 3.1.4.

3.1.3 Input from student societies

A second way in which we engaged with our students with respect to the role of PRME *purpose* in Business School activity was through dialogues focusing on societal activity. Specifically, we undertook dialogues with students actively involved in several societies that are affiliated with Henley Business School. We spoke to the presidents of the Business Society, the Entrepreneurship Society and the Finance Society, focusing on their activities and views with respect to the PRME *purpose* objective.

Figure 3.2 The Business Society webpage on the RUSU website

RUSU READING UNIVERSITY STUDENTS' UNION

EVENTS STUDENT ACTIVITIES REPRESENTATION ADVICE YOUR UNION SHOP

SPORTS **SOCIETIES** VOLUNTEERING STUDENT MEDIA JCR EVENTS COMMITTEE CORNER

BUSINESS SOCIETY

[Student Activities](#) > [Societies](#) > [Academic & Career](#) > [Business Society](#)

Contact us: [Facebook](#) [Email us](#)

Welcome to the brand new School Year 2019/20! Since new year means **new beginnings**, we would love to invite you to join our Business Society this year!

This is opportunity for you to step up the game, gain **real-life business knowledge**, **meet your future employers** from Reading and UK and broaden your business horizons. It is very important that at this stage you take actions that upon graduation **would differentiate you from other students**.

Therefore, we offer unique experience of getting your foot in the door of real business, meeting industry leaders, companies & fellow business students. **Business Society is led by students for students to grow, learn & have fun.**

Don't miss out on **unique events, networking opportunities & exciting socials!** Join us now, or sign up directly on one of our Taster Sessions.

This Year the membership Fee is £5, one of the best invested £5 of your uni year we think!

If you are still unsure, you are welcome to join both of our Taster Sessions and check out what this is all about! Or drop us an email, on readinguni.businesssociety@gmail.com, we are happy to answer your questions.

Student societies: introduction

University societies are affiliated with RUSU (Reading University Students' Union) and work closely with Henley Business School itself. However, these societies are entirely run, led and organised by students, and are not influenced by academic staff in any way. Each year, a team of students is elected into one of several leadership positions in each of the societies. Each leadership team co-ordinates societal activities for a period of one academic year. While each society has their own mission statement and aims, Business School societies are typically involved in two types of activity. The first relates to organising business-related seminars and events for their members. The second involves organising social networking activities for members.

The mission statement for the Finance Society, for example, is as follows:

- To provide interesting, educational and interactive events to increase the level of financial literacy on campus.
- To supply our members with timely and complete information regarding the application process of key firms within the financial services industry.
- To create unique networking opportunities for our members in order to maximise their candidacy status at our partner firms' application process, but also when applying to the wider spectrum of employers.
- To provide a platform for our members to achieve experience in management, organisation and leadership to further their own skill-set and personal development.
- To constitute a forum of networking and ideas exchange between members and with leading professionals, evolved around the centre-point finance and economics areas.

Our dialogues with the three societies revealed support and enthusiasm for PRME *purpose* related activity within Henley Business School. Our discussions with representatives from each of the three groups were informed by a series of dialogue questions. We present below the key emergent themes from these dialogues.

Societal activity and the student experience

The first point of discussion referred broadly to the type of work done in societies and how this contributes to the student experience. Each of the three group representatives described the purpose of their groups in terms of both providing practically relevant content for members but also bringing students together in an inclusive and friendly way.

The three groups saw themselves as broadly having two primary functions. The first is to provide events for students who are members and for those who may wish to come along to the odd event. Some of these events involve inviting external speakers. For example, the Business Society has recently held events relating to the future of work and leadership in high-performance environments. Other events involve providing professional development opportunities. For example, the Entrepreneurship Society has held events where students can have a professional photo taken for their LinkedIn profiles and meet the winners of business funding competitions. A second function is to organise social and networking events for other students.

The role of ethics, responsibility and sustainability in societal activities

Discussions then moved on to the specific role of ethics, responsibility and sustainability in these activities. Each society representative viewed these issues as extremely important parts of Business School life and outlined a variety of ways in which they are addressed through societal activity.

1. While they are not the sole focus of societal activity, societies described these issues as having a bearing on the selection of external speakers that attended events laid on by societies. For example, the Future of Work event that was organised by the Business Society focused on promoting sustainable value. In general terms, the society representatives felt that the invited speakers had engaged heavily in promoting issues of sustainability and inclusivity to students.
2. Some of the events that were organised were specifically aimed at educating wider groups of students in an inclusive way with respect to generating sustainable value and inclusivity. For example, the Business Society organised an event titled Demystifying Gender Equality in the Workplace. The aim of this session was to encourage debate and understanding of the issues of equality in the workplace through various presentations and activities.
3. Societies specifically encourage inclusivity via the social events they organised. These events were viewed by societal leaders as an important means of bringing people together. Henley Business School has a diverse student body and society leaders particularly viewed these events as a way of encouraging the exchange of cultural knowledge between students of different cultural and national backgrounds.
4. The society leaders felt that inclusivity was used as a starting point for the way in which societies, and the events that were organised, were operationalised. For example, the societies make some events free to attend to encourage engagement from a wide range of students. In terms of the membership of the societies, leaders felt that they were very inclusive and welcoming to all. Consequently, each society includes students from various national backgrounds and from all over the university.

The role of Henley curricula in societal activities

The next aspect of our dialogues with student society leaders concerned the extent to which their curricula had covered issues relevant to the PRME *purpose* objective. We were also interested to hear how far this had influenced societal activity. As with the discussion groups conducted with undergraduate business students, each of the societal leads felt that while a good deal of content had been covered they would also be excited to see more.

The students we spoke to came from a variety of programmes within Henley that were relevant to the area of specialisation of their society: Finance, Entrepreneurship and Business & Management. While there was some variation within programmes in terms of the content, a key emergent theme regarding their views in this area concerned the timing at which issues relevant to sustainable development were covered. As with the student groups, the society representatives felt that it may be pertinent to include more relevant content at an earlier stage in the programmes. Specifically, they felt that while most of the content in this area was delivered via specialist modules, often in the final year of programmes, the inclusion of more core content at Parts 1 and 2 would enable them to frame both their, and their societal activity, around these issues to a greater extent.

A further key finding from this part of the discussions was that society leaders did feel that the content of their degrees that focused on the PRME *purpose* had fed into their societal activities. For example, the Business Society described recent events focusing on the future of work and gender equality, both of which had to an extent been informed by content from their programmes.

Future plans: societal work and activities

The final aspect of our discussions with societies concerned their future plans with respect to incorporating matters of ethics, responsibility and sustainability in their societal work and activities. Since the societal leadership teams are selected for a term of one year, at the time of the discussions each of the teams was preparing to hand over to the incoming team. Interestingly, a key emergent part of the dialogue around this question concerned how this hand over might be operationalised to include encouragement to the incoming team to include more PRME *purpose*-related activity in their activities for the following year.

Several ideas emerged from the three representatives about how more PRME-related activity might be encouraged. The Business Society and Finance Society representatives felt that a key goal for the next term would be to encourage the team to invite more speakers with a specific focus on issues of sustainable management. While many of the speakers from the previous year had touched on these issues in their seminars, the leaders felt that more future speakers could be engaged who had a specific focus on these issues.

The Entrepreneurship Society particularly identified that more female speakers could be invited in coming years. While there had been no gender imbalance in the speakers who were invited over the previous year, it was noted that the majority who attended had been male. The team therefore felt that for the next year, and as part of their broader diversity and inclusion agenda, they may particularly target a greater number of female speakers. The Entrepreneurship Society also felt that they would encourage more activities designed to facilitate integration of students from different backgrounds, both members and non-members of the Society. Each of the representatives felt that it would be a good idea to make suggestions in these areas to the incoming teams at hand over.

Summary: student societies

Our dialogues with representatives from Henley Business School societies provided valuable information about the views and activities of these independent organisations. Societal representatives revealed the breadth of work they currently undertake in promoting both sustainable value and inclusivity within their membership bodies, and more widely, through both hosted events and social and networking activities. While they felt that their learning through their programmes had contributed to this, they were excited (as were the students we spoke to through discussion groups) by the prospect of more attention to these issues in teaching and learning activity at an earlier stage of their programmes. Importantly, each of the representatives committed to encouraging future society leaders to continue their work on PRME *purpose*-focused activity and set out a series of issues that they felt were most pertinent to their own societies.

3.1.4 Programme curriculum review and redesign

Introduction

The third aspect of PRME *purpose*-related activity discussed here pertains to an ongoing curriculum review process that is being undertaken at Henley Business School. This process has implications for our teaching and learning activity regarding the PRME *purpose* objective. The curriculum review and redesign relate to our undergraduate Business & Management suite of programmes.

A curriculum review and redesign is a lengthy process that involves extensive planning and engagement. Since we are midway through this process at the time of writing, we report here on plans, interim outcomes and ongoing processes. We particularly focus upon two aspects of the programme to which we plan to make changes that are of relevance to our PRME-related teaching and learning activity. The first of these relates to embedding greater content in this area at an earlier stage of the programmes. The second concerns the introduction of a new interactive socially focused module at Year 2.

Business & Management degrees at Henley Business School

At present, Henley Business School runs a suite of programmes that fall under the Business & Management undergraduate programme area. The BA in Business & Management is the most popular of our Business & Management programmes. The programme offers students a large degree of flexibility in choosing modules from different academic and applied areas of business and management, such as accounting, organisational behaviour, human resource management, operations and processes, marketing and finance. There are some 'core' modules at Part 1 that all students take, with some flexibility to select optional modules. This flexibility increases as our students progress through their programmes such that, by their final year, all modules are optional. At this time, they may select any six modules from a long list of choices.

In addition to the BA in Business & Management, we also run a number of smaller and more specialist programmes within the Business & Management programme area. These programmes include the BA International Business & Management (with or without a language), BA Entrepreneurship & Management and BSc Management with IT. Each of these more specialist programmes contains a greater number of core modules that all students must take, which are of relevance to the core content of the programme. Since the first years of many of our degree programmes are similar, there is some flexibility for students to move around between programmes at that time.

Most of these programmes may be taken as four-year course with an industry placement or year abroad. Alternatively, they may be taken as a consecutive three-year programme. The Business & Management suite of programmes currently has approximately 850 undergraduate students registered across the four years of relevant programmes.

Aim and process of redesign

As part of our ongoing commitment to ensure quality through curriculum review, our suite of undergraduate programmes is currently being reviewed and redesigned. This process began with analysis of various types of data, including student module and programme evaluations and student attainment data. A wide consultation was also undertaken, which included engagement of students at various stages of their degree programmes, academic staff teaching modules on the programmes and various other stakeholders from within the Business School and University who are associated with the programmes.

While various changes are being planned, there are two that are of particular relevance to our PRME-related activity and will therefore be outlined below. Our dialogues with students and societies also aligned with and fed into these changes. Changes are due to be introduced for our students joining the University in 2021.

Changes regarding PRME-related activity

The first major change to be undertaken with respect to the PRME *purpose* relates to a greater level of introductory content in our programmes concerning issues of ethics and sustainability in business and management work and environments. At present these programmes cover a good deal of content relating to these issues. For example, we currently include modules relating to Business Ethics and Corporate Social Responsibility at Year 3, while other modules such as Organisational Behaviour, at Year 2, include content relating to sustainable and ethical behaviour.

A major theme emanating from our dialogues with undergraduate students and society members was that they found the content in this area to be extremely valuable. One reason for this was that students thought this content was increasingly important in the modern business environment and would be beneficial for their careers after leaving the University. A second, was because it provided a solid foundation with which to analyse the content and learning from other areas of their degrees, as well as situations they may find themselves involved in during their careers. Related to this, we heard that students would appreciate the content in this area to be covered earlier in the programmes, and in the core part of the programme that was attended by all.

With this in mind our proposed revised degree programme structure will include a greater degree of content relating to sustainable behaviour, as part of a core module that will be taught at Part 1. This module will be core to each programme and will therefore be attended by all students on our undergraduate Business & Management degrees. In particular we plan, over the course of several lectures and tutorials, to introduce content relating to the role of ethics and responsible behaviour in the modern business environment. This content will be delivered through lectures. Students will also have an opportunity to examine these issues and apply relevant theory through case-study work.

A second major change that concerns our PRME-related activity in undergraduate degree programmes is the introduction of a new module at Year 2. The aim of this module is to provide students with an opportunity to engage in socially responsible activities with local communities. These activities will form part of an assessed module that will provide course credit; students will therefore also have an opportunity to deliver a piece of assessed work reflecting upon their contribution and their activities. This module will appear at Year 2 of our degree programmes and will therefore give students the opportunity to use some of the theory that they have learned during Year 1 in the context of practical activities.

Evaluation and future plans

The process of programme redesign has involved ongoing consultation with students, academics and other stakeholders from the Business School and beyond. The two proposed changes to our undergraduate programmes that concern PRME *purpose*-related activity have received very strong positive feedback during this consultation. In particular students were excited by the addition of content in Years 1 and 2 and felt that this would enrich the content of degrees for those following them.

In terms of the next steps, the process of approval is ongoing. We hope to report further progress and feedback in this area in our next report in 2021.

3.2 PRME core principle *values*

We will incorporate into our academic activities, curricula and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

3.2.1 Introduction

One aim of this report is to capture the ‘voices’ of the key groups of Henley Business School and show how they contribute to, enhance and shape Henley’s goals and values – and thus form the Henley community. The previous section gave a voice to our student body under the framework of *purpose*. The discussion in this section is framed under the PRME principle of *values* and focuses particularly on how we integrate the values of global social responsibility into our organisational practices via our internal functions and professional services. As a global Business School we base our activities and strategy on a strong foundation of values⁵. One of these values is that ‘character and integrity are as important as capability’, which is reflected in our strategic focus on building a ‘sense of community and responsibility’.

While as a Business School we develop our students’ capabilities, character and integrity through the curriculum design and the research that we conduct, an equally important part in achieving this goal is played by Henley’s internal functions and professional services. These include the Administration, Careers, Marketing and Recruitment, and Alumni Relations and Development teams, and the functions involved with fostering diversity and inclusion at the Business School. This section gives a voice to these key internal stakeholders and professional services, and explores the role they play in promoting and supporting the Business School’s values and goals. To capture these voices we engaged in dialogues with key members and heads of the support teams, around questions that reflect the PRME principles of *purpose* and *values*. We asked each head of function to respond to the following questions:

- How does your work practice fit in with the whole organisational structure, values and goals of the Business School?
- How do you embed the values of PRME into the work practices in your area of responsibility?
- How do you and your team’s vision and role in the Business School contribute to the development of students’ capability to work for an inclusive and sustainable global economy?
- How do you and your team’s actions directly or indirectly enable the development of students as future generators of sustainable value for business and society?

We present the responses and ‘voices’ of each of the internal functions in the following sections.

3.2.2 Administration and operations

Henley’s Administration function is a team of over 90 staff who manage a wide range of professional service areas and activities for the Business School, including programme administration and assessment, student support, learning resources, leadership and support for strategic projects, teaching and learning support, Henley’s key business accreditations and

⁵ See Henley Business School’s vision and values statement: www.henley.ac.uk/about-us/our-vision

governance. The Administration team is, in many ways, the ‘engine room’ of the Business School and its staff play a key role in supporting both the implementation of Henley’s strategy and the principles of PRME.

Supporting students’ development while they are studying at the University is at the heart of what we do. Henley’s Programme Administration team provides high-quality support for the delivery of all of Henley’s degree programmes and its Executive Education courses, including supporting all participants on those programmes. Staff within the Programme Administration team are at the front-line of providing advice to over 7,000 participants on a wide range of aspects of their academic studies and their welfare. If students have a problem with their student life, they often initially contact the Programme Administration team who then work with academic staff, academic tutors and the University’s welfare team to resolve the issue.

Over the past two years, the Administration team has played a key role in two of Henley’s key strategic projects: the development of Apprenticeship programmes and the development of Leadership programmes for the British Army (known as the Army Higher Education Pathway or ‘AHEP’). The Apprenticeship Levy is a UK government initiative, launched in 2016, which aims to enhance UK productivity by investing in the training of employees. It has created a national training fund of between £2.5 and £3 billion and represents a significant opportunity to enhance the development of students on dedicated Apprenticeship programmes, in order to enable the generation of sustainable value for business and society. Henley has developed a portfolio of such Apprenticeship programmes and currently has around 600 registered students from over 40 client organisations. This is a complex and ongoing initiative and members of Henley’s Administration team have been at the forefront of it, leading on a range of key projects and activities, including the development and implementation of new business processes and systems.

The AHEP project has focused on creating a suite of Leadership and Strategic Studies programmes for the British Army, which are wholly delivered online. These programmes aim to create more effective Army officers and provide a unique suite of integrated degrees that draw together existing Officer training courses and complementary wholly online modules. A key component of this initiative has been a focus on technological enhancement, with members of Henley’s Administration team once again leading on the development and implementation of key business processes and systems.

Just as embedding socially responsible organisational practice is a key priority for Henley at an institutional level, this is also the case for Henley’s Administration team, which manages and supports a wide range of strategic initiatives for the Business School as a whole and also provides the leadership within Henley for activities that include the ongoing maintenance of its triple accreditation. Staff within the Administration team have played key roles in two major organisational initiatives focused on responsible leadership:

- Henley Hives – staff have been strongly encouraged to participate actively in this initiative and each of the Hives includes at least one member of the Administration team, with some being led by members of the team. While this project is ongoing, key outcomes include the development of staff mental health awareness training, the development of a mentoring scheme for professional staff and an enhanced staff induction programme
- development of a strategic focus on diversity and inclusion issues and, in particular, Henley’s application to be awarded the UK’s Athena SWAN gender equality charter mark. Members of the Administration team, including Henley’s Director of Administration and Head of Programme Administration, are part of Henley’s Diversity and Inclusion Committee the Athena SWAN project team, highlighting the importance of this area to the Administration team.

3.2.3 Careers and engagement

Henley Careers was set up, in September 2014, with the purpose to further the personal and professional success of Henley students. Their aims are:

- a) to enable every student to create meaningful career goals by taking the lead in designing their own careers
- b) to support students in identifying career options and performing in a competitive job market, which includes the ability to build self-reliance, confidence, professional skills and behaviours, and resilience

Figure 3.3 Henley Careers brochure strapline: 'Be bold. Be brilliant'



In their activities and aims, the Careers team is guided by Henley's values that 'the learner and their continued development are central to what we do'; 'character and integrity are as important as capability'; and 'building management and leadership capability builds both wealth and the welfare of society'. This is reflected in their key priorities, which involve:

- a) preparing students (and employers) for the future world of work and its impact
- b) developing both self-reliance and professional readiness in students through experiential methods and technology
- c) increasing awareness of diversity and inclusion

In addition to their focus on students' career support, the Careers team has also expanded its remit in recent years to foster Henley staff engagement and to engage employers and the business world on career- and work-related themes. We will present the main areas of the Careers team's activities and show how they are central to incorporating the values of global social responsibility through delivery and project work with students, staff and the external employer community.

At Henley, the student experience is key for us – and Careers is vital to this. Our Careers team specialises in coaching, as opposed to providing information and matching to roles. This allows students to understand themselves, to build their own self-reliance and to take a lead on their own careers. Central to Henley’s sense of community is that this support does not end with graduation, but that students are supported even after they have physically left the Business School. In this sense, the Careers team offers four years of additional support to Henley alumni after graduation, ensuring that we support their continued development.

One focus in the work with students is the emphasis on ‘being human’ in the future. In order to keep our graduates relevant and flexible in these changing times, they need to be able to identify their individual strengths and build upon these. Curriculum delivery covers basic ‘careers’ topics, such as effective applications, interview techniques and placement activity. In addition, the Careers team delivers sessions on understanding personal strengths, managing change and ambiguity, commercial awareness and personal branding. These are underpinned heavily by Henley’s core values. As well as individual career coaching, careers elements are integrated into the curriculum delivery of many of our (undergraduate) programmes.

Another main focus is our work on well-being, through the Careers team’s Resilient You programme. While studying at Henley, students will be going through not only the stress of University life but the pressures of living and working in an ever-changing technological world. The Resilient You programme aims to help students through these stresses. In autumn 2018, the Careers team offered six sessions on the Resilient You programme titled: Meditation Techniques for Academic Performance; Increase Your Memory and Concentration; Beat Procrastination Boost Productivity; Managing Energy for Peak Performance; and Stop the Voices Holding You Back. Where measured, students attending these sessions reported a significant increase in their levels of knowledge and confidence compared with the start of the session. For 2019, further sessions are scheduled with a more holistic focus covering sleep, food and emotional intelligence – the foundations of strong well-being.

In addition, the Careers team uses innovative techniques to teach students essential skills and capabilities, including many of the World Economic Forum’s top skills for 2020. For instance, the Careers team’s highly acclaimed Success Studio programme aims to prepare students for the world of work by taking classic professional development workshops and flipping them on their heads: such as presentation skills becoming stand-up comedy classes; applying Design Thinking; and using LEGO Serious Play. The programme was a finalist in the Guardian University Awards 2017, the National Undergraduate Employability Awards 2017 and the Association of Graduate Careers Advisory Services Awards 2017. Moreover, the Careers team recorded strong positive student feedback: 99% of 188 attendees in 2018 said that they were likely to take action on their career as a result of the session they attended; 70% reported an increase in confidence in the subject area. In 2018, the Careers service won Best Careers Service UK at the National Undergraduate Employability Awards and won the Best Application of Strengths to Employability, UK, Strengthscope Awards⁶.

The Careers team at Henley further provides consultancy work to organisations on building the right mindsets within their workforce and runs events around topics such as change and ambiguity around artificial intelligence and further research.

⁶ See www.henley.ac.uk/news/2018/nue-awards

Figure 3.4 Henley Careers wins Best Careers Service UK at the 2018 NUE awards



World of Work (WOW) Forum

A main initiative championed by the Careers team is the World of Work (WOW) forum. Aimed at educating the University community and business organisations that employ graduate and placement students about developing the right mindset for the technological revolution in the world of work, the initiative has grown from within the remit of the Careers team to one of the pillars of Henley's strategy. The WOW forum encompasses over 70 people from different disciplines of the Business School, making it the largest knowledge cluster at Henley. Not only does it provide a conduit for marketing our new knowledge, it also brings people together across Henley and beyond and, as a large-scale multidisciplinary forum, can be used for grant development. As part of the forum, the Careers team is involved in organising an annual WOW conference.

The 2018 conference, titled *Enlightening the Dark Side of the Future of Work*, explored the required changes to policy and practice both in universities and business to prepare for a future work environment that will increasingly be affected by artificial intelligence, machine learning and automation.

In September 2019, the World of Work Conference 'Work Re-imagined' will be assessing the impact that artificial intelligence has on key themes – such as the future of money; future leadership with impact of artificial intelligence; and the future of workspaces – as well as considering how artificial intelligence enables recruitment with its impact on diversity and inclusion. Key objectives of the 2019 conference involve core areas of Henley's values: educating leaders around how to manage change, to interact with automation and to upskill workforces, thus enabling a positive social change, tempering the effects of any job losses through automation, enabling employers to understand future needs and responsibility in terms of developing their workforce; and exploring how we can develop students' capability to work within the future global world of work.

Henley Hives

The Careers team has played an important part in the Business School's staff engagement activities over the last two years, through the Henley Hives. The Henley Hive project was a response to a staff engagement survey at the University of Reading in 2017, enabling staff to contribute to the development of the School. As a follow-up to the large survey, 153 staff members (from a total of c. 320 staff) participated in focus groups, providing their feedback on where they would like to see change.

From this information, six working groups, named Hives, were created, which engage on the following themes:

1. Social Collaboration
2. Learning and Development
3. New Starters and Collaboration
4. Stress and Well-being
5. Cross-team Collaboration and Communication
6. Diversity and Inclusion

In addition, a seventh, overarching Hive:

7. Culture and Leadership

has been established covering the whole Business School and drawing a 'champion' from each of the other Hives with the aim of facilitating the latter through senior stakeholder engagement.

The Henley Hives consist of approximately 74 staff volunteers from across the Business School, working in project groups to tackle some of the issues raised. The Hives are now firmly established and involve committed and enthusiastic individuals. It is important to note that key to the Hive project is the Henley value that 'character and integrity are as important as capability'. The project allows staff from across the School to work together and have ownership of certain areas, pushing towards positive changes. Most of the volunteers had not worked together before and therefore the Henley Hives have enabled better cross-departmental communication and teamwork. Relating to the PRME *values* principle, global social responsibility is covered in several of these groups and, in particular, the Culture and Leadership Hive (the School's executive team), the Learning and Development Hive and the New Starters and Collaboration Hive. Project plans put forward by these teams included increasing training, well-being and career development – to help prepare staff for the future of work, working within a community, and understanding diversity and inclusion.

3.2.4 Marketing and communications

Another internal function that is central to promoting Henley's values and creating Henley's sense of community and responsibility is the Marketing team. The Marketing team has been invested in over the past two years and the team has developed different initiatives and projects to strengthen Henley's reputation and brand awareness both within and outside of the University. Central to this is the Marketing team's own identity and their role within the Business School. Asked to reflect on their role and function within the Business School, Julia Massey, Director of Marketing and Sales at Henley – and alumna of the Henley MBA – responded:

‘The Marketing department at Henley isn’t a service function. We are a diverse team, old and young, many nationalities all passionate about doing good work in promoting the Business School. We strive to communicate the Business School’s vision and values.’

These vision and values are reflected in the new branding strapline ‘Where business comes to life’, which was developed during the PRME reporting period. It captures Henley’s focus on working closely with the business community and developing its students’ capabilities and character to thrive in the real world and make a positive impact. Reflecting both its over 70-year long history of management education and its current status as a leading international business school, ‘Where business comes to life’ embeds Henley’s values of bringing business and community into the classroom and blending teaching with real-life examples from business and research with businesses. A key message of the Business School that the Marketing team promotes and communicates with students, colleagues and other stakeholders is:

‘We empower individuals to become great professionals and outstanding business leaders who think with clarity and act with confidence and conviction. Our strengths lie in our approach. We enable people to understand themselves and their responsibilities while at the same time blending the practice and theory of successful business.’

To help create a shared vision and community, the Marketing team developed a presentation for all staff to communicate Henley’s vision and values, which together with the Dean they presented to every department. In addition, these values are shared with potential students at recruitment fairs, to instil the sense of Henley community in students from the very first point of contact with the School.

Figure 3.5 Henley’s Marketing strapline: ‘Where business comes to life’



While the Marketing team works closely with academics and other internal functions, an important element of their contribution to developing students' capabilities, character and integrity is student involvement. The Marketing team engages approximately 12 students from the Business School each year to produce content, video and social media posts. This gives students the exposure to real marketing experience aligned with the idea of 'Where business comes to life' and it allows us as a Business School to engage more strongly with our students and give them a stronger voice and platform within the School.

In addition, the Marketing team has been involved in two projects that focus on topics of global social responsibility over the last two years: the Apprenticeship Levy and Heads Together and Row.

Henley Business School has developed courses in accordance with the Apprenticeship Levy, a tax created by the UK government to encourage businesses to invest more in training and development of staff at all levels. With the aim of improving training and education for groups of society that would otherwise potentially not enter the Higher Education sector, Henley supports this policy initiative and has decided to raise awareness of the Apprenticeship Levy at a national level by wrapping the *Financial Times* (FT) with a cover saying 'Make the most of it' in November 2018.

A different type of partnership has been formed in the context of Heads Together and Row. During 2018, Henley formed a marketing relationship with the Heads Together and Row rowing crew who were participating in a transatlantic rowing race. The partnership involved Henley providing sponsorship to help fund the venture and having the opportunity to work with the crew on a research project focusing on developing individual and team resilience over time. The study is led by Dr Caroline Rook, a lecturer in leadership at the Business School, who holds a degree in psychology and whose research relates to creating healthy and productive workplaces through exploring the links between leadership and well-being in organisations. Henley researchers will be following the crew's training, tracking performance and resilience markers and documenting performance during the race itself. Through these analyses the research aims to gain a better understanding of how to manage executive stress, how to maintain authenticity and functioning at work, and the role of coaching for creating resilience and positive leadership. The Marketing team is supporting Heads Together and Row by raising awareness of the initiative and research via the Henley website and social media platforms, making the insights assessable for staff, students, alumni and outside stakeholders, while raising positive awareness of mental illness.

A main focus of Henley Business School is to promote diversity and inclusion; the Marketing team has engaged and been involved in a variety of projects and initiatives to foster awareness of diversity, especially around opening doors for women into leadership roles. One area of the team's focus was to promote the Women in Leadership content via its platform by proactively gathering news stories across the Business School on women in leadership and the challenges facing them, such as shining a spotlight on research done at Henley on gender inequality, covering events targeted for a female audience or raising awareness of Henley's focus on diversity and inclusion through the use of main media outlets and Henley's own social media platform. For instance, for the last two World Women's Days an advert was placed in the FT to show the Business School's support and comment on the diversity agenda. Their 2018 advert featured a picture of the prime minister, Theresa May's, shoe with the line 'All women rise to the top, right?'; while this year's advertisement stated 'Leadership without a gender'.

These advertisements were accompanied by blog posts of Henley Business School faculty and students reflecting on what World Women's Day meant to them⁷.

In addition, the Marketing team plays a crucial role in promoting Henley's Women in Leadership scholarship. This scholarship is offered each year by the Business School in collaboration with the FT and the 30% Club, which promotes women's access to leadership positions. Now in its seventh year, the scholarship is designed to offer practical support for the development of strong female talent and reflects the shared mission of the three partner institutions to encourage gender balance in leadership teams. The competition is open to both men and women who have relevant experience in the workplace either in managing a team, running a project or planning strategy. The 2019 Women in Leadership competition asks candidates to answer the question: 'What should the next generation of women experience in their working lives and what will your generation do to create this?' The winner will be announced at the FT's Women at the Top Summit in September 2019 and will receive a fully funded place on Henley's Executive MBA programme⁸.

Besides promoting Henley's gender and diversity initiatives, Julia Massey stated the importance of championing women in her own team:

'At Henley we have an Athena SWAN Committee, which is tasked with improving gender equality across the business. I was keen that the Marketing and Recruitment department were represented on the Committee, which is mostly made up of senior members of staff across the Business School chaired by our Head of Diversity and Inclusion. I nominated one of our young female star performers in the team to join the committee.'

Through involvement in the Athena SWAN Committee, faculty not only have the opportunity to make an invaluable contribution to Henley's gender diversity agenda, but also to forge relationships and learn from senior staff.

Finally, over the last two years the Marketing team has taken steps to improve Henley's sustainability and environmental footprint when it comes to promoting the Business School to internal and external stakeholders.

- First, they have considerably cut the use and shipping of printed recruitment brochures; and aim to move to a more eco-friendly, totally digital version of all recruitment material in the future.
- Second, they promoted the sustainable business competition 'Just IMAGINE if...', which was launched in September 2018 by Henley Business School, the University of Reading and the founder of Ella's Kitchen⁹.
- And, finally, they introduced a season's greetings 'e-card', designed by a junior member of the Marketing team, which replaced the previously printed Henley Christmas card – not only reducing costs and environmental impact but also leveraging the talents in the Marketing team.

⁷ See for example: www.henley.ac.uk/news/2019/international-womens-day-balanceforbetter; henleybschool.blog/2019/02/26/international-womens-day; www.henley.ac.uk/news/2018/women-men-and-social-stigmas

⁸ See www.henley.ac.uk/about-us/women-in-leadership-scholarship

⁹ See www.henley.ac.uk/news/2018/sustainable-business-competition-opens

3.2.5 Alumni and development

Being part of the global Henley community does not end when graduating from the Business School; a key aim of the Business School is to provide continued engagement with its alumni and to build and nurture the link between Henley's students and the business community. Henley's Alumni and Development team is central for enabling and promoting our alumni network and supporting Henley's business development through the cultivation of Henley Business School alumni, friends and corporate networks. Henley Business School's alumni network is a dynamic and engaging community of more than 78,000 people in over 150 countries, creating a global network of business professionals with a shared sense of Henley community. Through creating a link between Henley students and the business community, the Alumni team supports the Business School in achieving their goals and aims.

As an internal team, Alumni and Development works across the Business School to support programmes, faculty, students and alumni. It develops links with the business community to gather support for research initiatives that enable faculty to generate new research insights; and it supports visiting fellows to leverage Henley's faculty diversity. In addition, it offers a range of financial support for students, including those around projects that promote diversity in the classroom.

An essential way through which the Alumni team fosters Henley's values and its link between students and the business community, is through its mentoring programme. The aim of the mentoring programme is to build and cultivate the link between practitioners and current students to offer insights into concrete experiences. Over 400 pairs of mentors and mentees are supported every year. In this way, mentoring plays an important role in Henley's efforts to develop students' capabilities, character and integrity.

Figure 3.6 Henley Live online platform



With the aim to increase Henley's link with its alumni around the world, in November 2018 the Alumni team launched a new online hub for Henley Business School alumni and key supporters: Henley Live. Henley Live as an online alumni platform provides a space for networking, mentoring, collaborating, creating and learning, and in this way continues the Henley learning experience. It provides users with access to Henley's knowledge and research bank, a directory of alumni and a community map to quickly find Henley contacts in all parts of the world. It offers easy ways to connect with Henley alumni and to create meaningful mentorship links, to share insights and discussions, as well as a platform to organise and share alumni events around the world.

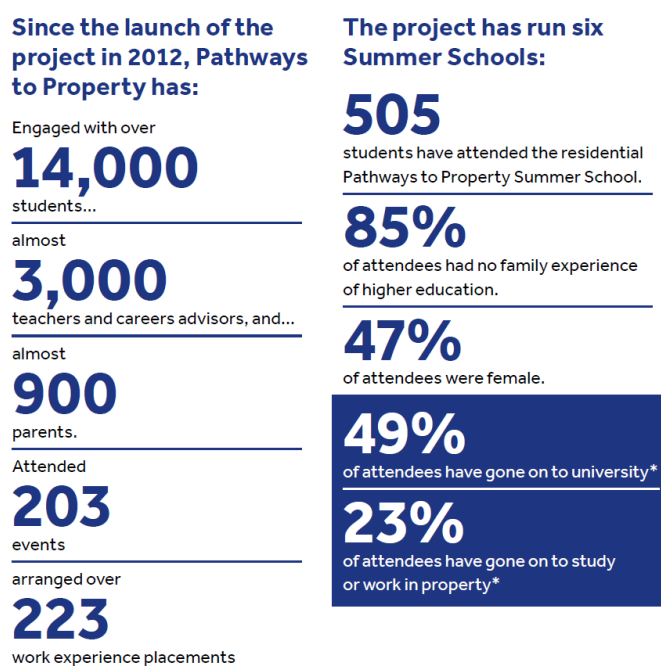
The Alumni and Development team also facilitates lifelong learning for the community through its Henley Global Masterclasses. This international event series features both external speakers and our own faculty to deliver quality events for our alumni and their contacts. So far events have been held in the UK, Germany, Nigeria and South Africa with more planned in the future. Normally two days long, they are intensive but with good opportunities for networking and are extremely well received by all attendees. Henley Global Masterclasses are the team’s flagship event series and have led to many exciting new leads for wider business development.

Thanks to financial support from individual donors and Henley’s corporate partners, the Alumni and Development team have been able to set up two flagship programmes to support Henley’s student development. The focus of these two programmes aligns with Henley’s aims and values: one is aimed at increasing diversity in the real estate profession and the other focuses on improving students’ mental health and well-being.

Launched in 2012, the Pathways to Property project sets out to widen access to the real estate profession by raising awareness of, and aspirations about, the vast range of careers available within the sector. Led by the Reading Real Estate Foundation at Henley Business School, the project was established as a response to the recognised lack of diversity within the industry. With the strong support of the industry, the project has been able to raise awareness and understanding of the property sector among students, teachers, careers advisors and parents. With a successful outreach programme, the project exposes students from less advantaged and non-traditional backgrounds to property: highlighting the careers available within the sector and supporting them to access the industry.

Since its launch, the Pathways to Property programme has engaged with over 14,000 students, almost 3,000 teachers and careers advisors, and nearly 900 parents. The programme has attended 203 events and arranged over 223 work experience placements in addition to having run six summer schools. So far, 505 students have attended the residential Pathways to Property Summer Schools and they have been very successful in promoting inclusion and access to the Higher Education sector and the real estate profession. Of the 505 students that attended: 85% had no family experience of Higher Education but 49% of attendees have gone on to university and 23% have gone on to study or work in property. In addition, 47% of attendees were female, which provides a welcome change to the traditionally male-dominated property profession and speaks to the success of the outreach programme.

Figure 3.7 Pathways to Property: the engagement statistics

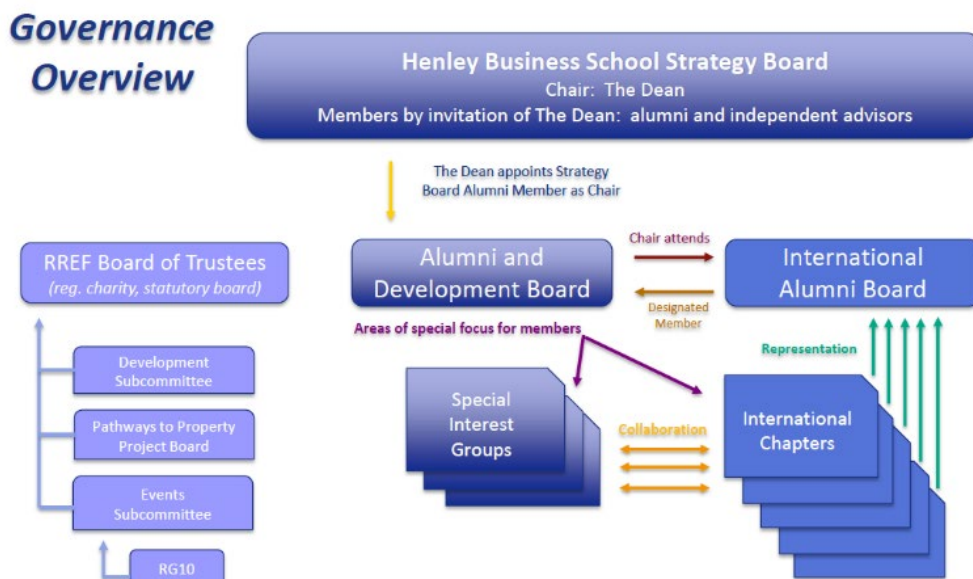


The Alumni team is also working towards introducing a programme of activities designed to offer support to students in the area of mental health and well-being. This programme is currently being developed and, once launched, will provide a local resource within the academic departments who will have the necessary expertise to design and deliver activities to increase students’ resilience. These activities are intended to supplement the Resilient You series and events developed and managed by the Careers team, and to further link awareness of mental health with workplace skills. The overarching aim of the programme is to increase students’ professional skillsets while building their resilience and awareness of mental health issues, with a specific focus on prevention. Key to this programme is the use of a ‘softer’ approach to discussing mental health, which will likely increase attendance and lower barriers of talking about mental health issues.

The programme will focus on three different areas in students’ development and offer support throughout the central stages of their transition, in the form of a series of lectures delivered by trained psychologists, with follow-up sessions and the integration of speakers from the industry and related charities, such as LionHeart. One key area addresses the transition from school to university and is targeted at first-year undergraduate students. The other two areas will focus on dealing with diversity and integration, especially in the context of teamwork at university and the transition from university to the workplace.

Finally, over the last two years the Alumni team has focused on strengthening its own sense of identity and role, within the Business School and with its stakeholders, through the development of the Alumni and Development governance, reflecting its core values of transparency and accountability.

Figure 3.8 Henley Alumni and Development: development of governance



3.2.6 Diversity

A common theme running through all areas and functions of the Business School is the focus on promoting diversity. In this section, we will focus, in particular, on the efforts that have been undertaken at Henley Business School and the University of Reading in this regard over the reporting period.

Henley Business School is fully committed to fair and equal treatment of all its employees and students, and to making Henley a welcoming and inclusive environment. This is reflected in the diversity of its student body and its staff. Henley Business School attracts students from a wide variety of backgrounds. Female students currently make up 43% of the student body, and in 2017/18, 4,467 Henley Business School students held non-UK nationality, comprising 68% of its student population. In terms of the faculty profile, Henley faculty is characterised by its diverse international nature spanning 39 different nationalities with 52% of its faculty being non-British. Of its core faculty, 49% are women; in the 2017 *Financial Times* Executive MBA rankings Henley was placed second in the world for its percentage of female faculty, showing its strong commitment to gender equality.

While we have already achieved considerable progress regarding gender and international diversity over the last years, in the future we aim to encourage further inclusion through targeted support for students coming through non-traditional entry routes.

Over the reporting period, Henley has responded to the increased focus in UK Higher Education on diversity issues and gender equality, in particular, through creating the role of Director of Diversity and Inclusion. We have also established a Diversity and Inclusion Committee, which started work in the 2017/18 academic year to oversee our activities in this area, including a commitment to advancing the careers of women. The objectives of the Diversity and Inclusion Committee, which meets on a termly basis, are:

- to set a strategy for achieving greater diversity and inclusion at Henley Business School through the protected characteristics of the Equality Act 2010
- to implement and communicate these actions effectively to build awareness for both staff and students
- to identify channels for support
- to harness ideas for activities/improvements to be heard and acted upon
- to work towards accreditation in relevant areas

To further demonstrate our commitment to diversity and inclusion, and to make relevant information easier to access, we have set up dedicated Business School diversity and inclusion web pages, with separate sections for both staff and students¹⁰.

In line with these efforts, Henley has recently submitted its application for the Athena SWAN gender charter mark to recognise its commitment to advancing the careers of women. As part of the process leading up to the Athena SWAN submission, we have implemented various actions designed to gauge staff opinion on gender-related issues. The first of these was a survey, sent out to all Henley staff in September 2018, with the aim of gaining a better understanding of how staff experience their working environment and what improvements can be achieved to ensure equity and equality of opportunity. The survey addressed three key areas comprising: participation and career development; workplace culture; and leadership and management commitment. The survey covered a total of 36 questions, and 139 members

¹⁰ See www.henley.ac.uk/about-us/diversity-and-inclusion

of staff (90 women and 49 men, including both academic and professional staff) took part out of a possible 417 who received the survey in an email, representing a response rate of 33%.

The results of the survey informed a series of staff focus groups, held in October 2018, each having a specific theme relating to key areas of concern:

- career development
- flexible working
- maternity and family leave
- and the workload model

Another important aspect of our preparations for the Athena SWAN submission has been the development of a detailed four-year action plan, which shows the steps we will take to improve the number and experiences of female students, and to support the advancement of women's careers in the Business School. Key priorities that we have identified include an aim to increase the proportion of women in the professoriate and to improve the recruitment of female students to some of our programmes, where female representation is comparably lower.

Nationally, a priority area is to address the gender pay gap within Higher Education. As part of the University of Reading, we are committed to closing the gender-related pay gap and to supporting the promotion of women to professorial level. The University of Reading's target is to reach a proportion of 40% female professorial staff by 2020. In 2018, the proportion of women promoted or appointed to professorships reached 34.58%, up from 31.3% in 2017, and is considerably higher than the sector average of 24.6% of female representation at the professorial level. In addition, the University achieved a reduction in its median hourly rate of pay gap between men and women between 2017 and March 2018, from 20.99% to 18.52%, respectively. One of the key actions undertaken to achieve the closing of the gender pay gap is a stronger support of women to apply for senior professorial and leadership positions, which is a core objective at Henley. We recognise that we currently do not have enough female professorial faculty. The Business School has therefore agreed that an explicit part of the personal development review process is to encourage women, as well as Black, Asian and Minority Ethnic faculty, to consider promotion.

Henley is committed to incorporating diversity into its curriculum and was recently ranked among the top five business schools in the country for including diversity content in its core undergraduate curriculum¹¹. Furthermore, we have launched a new Executive Education programme, Women Leading Change, aimed at women who wish to make the next step up in their career into a senior leadership position. Starting in June 2019, the programme draws on Henley's 15 years of research globally into women's experiences with leadership, to create transformational change for participants¹². The unique feature of this programme is that it allows its participants to set out their own agenda of change by identifying a specific area that they want to transform and then developing the leadership skills to achieve the transformational change.

In addition to its diversity initiatives, including the Women in Leadership forum, Pathways to Property project and Women in Leadership scholarship, the Business School organises a variety of events that either aim to raise awareness of issues of diversity and inclusion or that foster communication and exchange between Henley students and staff.

¹¹ charteredabs.org/equality-diversity-invisibility-diversity-in-the-business-school-curriculum

¹² See www.henley.ac.uk/executive-education/course/women-leading-change

Figure 3.9 Gallery of Diversity: at Henley's Whiteknights campus

In January 2019, Henley organised an event featuring talks under the theme Embedding Diversity and Inclusion into the Way We Work, which was delivered by speakers from inside and outside the University. An integral part of the event was the photographic Gallery of Diversity exhibited in the foyer of the Henley Business School at the Whiteknights campus. The Gallery of Diversity was created by Daria Radwan, one of our departmental administrators, with an intention to explore workplace community and capture a visual snapshot of diversity within Henley Business School. Daria Radwan, who is also a member of Henley's Diversity and Inclusion Committee and the Athena SWAN self-assessment team, stated that the inspiration for this project came from an interest in promoting diversity, equality and inclusion within a workplace. The photographs showcase members of the Henley Business School community, staff and students. They portray personalities, attitudes, identity, interests, hobbies and individual characteristics.

Another Henley event, aimed at empowering women, was the Changing Role of Women in Business event. Primarily focused at students, the event brought together professional women to share their insights on life as female business leaders and provided students with the opportunity to hear directly from and engage with women who have succeeded in different areas of the business world. Now in its third year, the most recent Changing Role of Women in Business event took place in November 2018 at the Business School and has resonated with our male and female students who attended the event. Sharing her reflections on the event in a blog post on the Henley website, one of our final-year undergraduate students stated:

‘These women had some really valuable insights into life as a female leader in business and shared some important messages too, not only about struggles but also on good practices, and the changes that are taking place.’¹³

We believe that such events not only help to empower our female student body, but also contribute towards raising awareness among students of all genders around topics of equal opportunities and inclusion, and hence contribute to our aim to develop students’ character and integrity.

Figure 3.10 ‘Leadership without a gender’: the changing role of women in business



While gender equality is a strong focus at the Business School, both Henley and the University of Reading are committed to approach diversity and inclusion from a broad perspective. As a university, Reading has a strong commitment towards its LGBT+ community and was recognised as one of the Stonewall Top 100 Employers in 2019.

This year’s Wolfenden Lecture, titled *Our Trans Life: Life, Love and Lorraine*, was delivered by Jake and Hannah Graf at Henley’s Whiteknights campus. The Wolfenden Lecture series is named in memory of Lord Wolfenden, the University of Reading’s Vice-Chancellor from 1950 to 1964, who chaired a committee that wrote the 1957 *Wolfenden Report*, which was a key milestone in LGBT+ history in the UK. The lecture series was aimed at raising awareness of the challenges faced by the LGBT+ community and helping to break down barriers.

Further events that address topics of diversity include the Board of 2030 Dinner Debate organised by the Henley Centre for Leadership and the Leveraging Cultural Diversity event. Using a dinner-debate format, the Board of 2030 Dinner Debate, held in June 2019 at Henley’s Greenlands campus, explored prevailing approaches to diversity and inclusion, alongside ideas, practices and experiences of people currently leading the required change. By bringing together a possible ‘ideal’ Board of 2030, we wanted to examine the diversity of this Board and, through the debate, explore the journey from 2019 to 2030. Leveraging Cultural Diversity is an event focused on leadership of culturally diverse teams, scheduled to be held at Henley’s Greenlands campus in October 2019.

¹³ See henleybschool.blog/2018/11/13/women-in-business

4 Moving forwards: objectives for the next reporting period in September 2021

Looking forwards within the context of Henley Business School's philosophy, values, culture and mission, and following this year's consultation and the dialogues summarised earlier, we identify four key objectives to be progressed during the next reporting period. These goals, described below, emerged from detailed work undertaken as part of the consultation process for this report. For each of the four objectives, we identify and describe the steps that will guide our way towards progress.

Dimension 1: Improve inclusion among academic staff and students and their experience of learning in an inclusive Business School

The first key objective identified for this reporting period concerns enacting student and alumni development that is aligned with PRME principles. This goal emerged as a priority through a workshop that we conducted with the heads of all Henley Business School departments and can be regarded as a natural consequence of the appointment of our Director of Diversity and Inclusion and the work undertaken by our Diversity and Inclusion Committee.

A key aim of this goal is to further develop a community within which all staff, students and alumni feel welcome, included and valued. While we as a Business School have taken significant steps towards this aim in previous years, the progress so far has been on achieving measurable objectives regarding the area of diversity in the academic staff and student body. We presented these earlier in Section 1 and Section 3.2.6.

To continue improving in this domain we wish to focus more on inclusion as a distinct area of action and as part of our organisational culture. Avenues for additional work have been highlighted, which can be summarised via the following sub-goals for us to track our future progress. Specifically, in our next report, we wish to share a self-reflective summary on Dimension 1, sub-goals 1 and 2 as this is an ongoing process. We also commit to share highlights of progress with more details on Dimensions 2, 3 and 4.

Sub-goal 1: Increase the awareness and importance of staff inclusion and work towards an inclusive organisational and departmental workplace

This sub-goal focuses on staff inclusion within Henley Business School so that it becomes an increasingly conscious area of attention and action. Part of our work in embedding the values of PRME into our activities with students involves living those same values ourselves. We therefore aim to continue the excellent work that has been undertaken to date in improving inclusion among our staff. Part of this work involves the steps taken to increase opportunities for participation in various activities for all staff members; part involves promotion of new activities that aim to increase awareness of the importance of inclusion.

In consultation with the heads of Henley Business School departments and other staff members, we have identified key activities necessary to achieve this goal.

- First, we aim to achieve broader representation of our diverse group of academics in key panels or bodies. This will involve enabling participation and reducing feelings of exclusivity in these groups.
- Second, we aim to specifically increase the percentage of women in the higher ranks of Henley Business School, such as professorships, and senior administrative and leadership roles.
- Third, and relatedly, we have made a submission to Advance HE's Athena SWAN charter, with the aim of achieving a Bronze award. This would recognise our commitment to encouraging the careers of women in our institutional activities.
- Fourth, we aim to provide wider career support to staff at all career stages, irrespective of gender, ethnicity, age and other characteristics, to identify potential barriers in their careers and support them effectively in setting and achieving their career goals.
- Finally, we aim to further promote values of mutual respect, tolerance, cultural diversity and collegiality within Henley Business School. This will involve the promotion of activities where staff can participate without exclusive membership or selection processes, such as teaching and learning communities and subject area communities.

Sub-goal 2: Increase social inclusion in the student experience in programmes, modules and beyond the classroom

We believe that in order to help students to learn how to become future generators of sustainable value we need to habituate them to work with others and to respect others in diverse and inclusive workplaces. We are aware of the central role that universities and students' university experience plays in this learning process, in addition to the role played by primary and secondary education, family and civic life. Hence, as a second sub-goal, we wish to measure our progress against increasing awareness and student inclusion itself in the Business School and, of course, within the students' experiences as members of our learning communities in programmes and modules.

Working with relevant heads of departments and other staff groups, we have identified activities necessary to achieve this goal.

- First, we plan to focus upon developing a series of social events for students. The aim of these will be to promote to students the values of inclusivity, respect and tolerance in the Business School and the University. These values are related to students becoming aware of the importance of inclusion among their own student body in the classroom, through teamwork and in the wider Business School. They also concern the importance of awareness of diversity among academic and administrative colleagues and how an inclusive environment and approach encourages students to embrace and deal with demographic, cultural and cognitive diversity. In doing so, we hope to highlight the importance of these same values in the workplace for our students' future careers.
- Second, we aim to identify activities that students can participate in without exclusive membership. These activities should take place not only at module level but also at programme level. For example, group activities may be refined as part of modules, but the curriculum will also continue to be developed in such a way that students are included and valued.

- Finally, we aim to further evaluate our student recruitment processes under the aspects of diversity and social inclusion. We have already achieved considerable progress regarding gender and international diversity among our student body over the last years. However, the UK Higher Education sector faces increasing challenges in making Higher Education more socially inclusive and accessible for students of a broader variety of social backgrounds. Our Pathways to Properties initiative as well as our work regarding the Apprenticeship Levy are important steps in this direction and, as a goal for the future, we aim to further encourage social inclusion through targeted support for students coming through non-traditional entry routes.

Dimension 2: Increase awareness and reflect on how our international partnerships and presence enable progress towards SDG17 (partnerships for SDGs)

Henley's strategy has always been to elevate our international presence, and internationalisation more broadly, as a key value that supports our mission of being a diverse, inclusive and international Business School. Research and development, as well as international collaborations for supporting teaching and learning for our students' benefit, make a significant contribution to the international dimension of the Business School. While the way we practice our collaboration supports and informs our international standing and reputation, we are becoming increasingly aware that our international partnerships and activities may become connected with SDG17, 'Building partnerships and promoting the SDGs'.

At this early stage, progress against this goal will be for us to reflect and increase our awareness on where our different international partnerships stand with regard to SDG17. Undertaking an evaluative and reflective assessment about this as part of our next reporting cycle will inform our strategy, in which international partnerships are an ongoing focus. We further believe that close evaluation of our international partnerships helps us to assess how we can utilise the global presence we have in higher support of the PRME agenda and the SDGs. For example, Henley South Africa involves students and alumni in significant activities and projects with a positive social impact. In this regard, we commit to sharing progress and presenting in our next report how different Henley campuses and partnerships across the world serve PRME, the SDGs, and the wider sustainability, ethics and responsibility agendas.

Dimension 3: Develop the undergraduate Bachelors in Business & Management, consistent with PRME and wider ethics and sustainability learning by our students, and share our progress

The third primary objective identified through this round of consultation and reporting concerns our ongoing work on our undergraduate suite of programmes in the area of Business & Management. Specifically, we aim to embed a number of the changes that have been identified in the current report and to further develop the programmes in line with PRME principles. We then plan to share our experience and progress about how the new design is aligned with PRME in the next report.

Since the previous report, we have developed and consulted widely upon ambitious plans to incorporate PRME principles further into the teaching and learning activity on our undergraduate programmes. Specifically, we aim to achieve this by developing greater student engagement with these issues at an earlier stage of the degree programme, and by introducing a module at Part 2 of our programmes through which students can put some of their learning into practice through engagement with external communities and organisations. For our next report we aim to have further developed these plans and begun to embed them into our teaching and learning practice. We will therefore report on their progress and provide information on the final structure of the revised programmes and feedback from students and staff on the changes.

Dimension 4: Continue being a ‘green’ institution with attention to reducing negative environmental impact

Our previous reports presented in detail how our institution is a green institution with a strong and ongoing focus on reducing our negative environmental footprint. This goal simply highlights that it remains an ongoing goal to track our progress, awareness and improve our environmental impact. For example, we have recently reached another crucial milestone in reducing our environmental impact as the University of Reading hit its 40% reduction target in its carbon footprint. Since 2016/17 our institution has delivered a 35% cut in emissions compared to our baseline 2008/09 emissions.

Figure 4.1 The University of Reading’s Whiteknights campus: a green environment



Our goal regarding continuing progress in terms of our environmental impact is now to achieve a 45% reduction target by the year 2021. As well as environment research stories, the University will share the actions it takes to reduce its carbon footprint, and how it is working with others in its local community in Berkshire and the wider Thames Valley region to bring about positive change. This commitment is highlighted in the following statement:

‘a passion for the environment and sustainability is at the heart of this University. This is reflected in the activities of our increasingly green-minded students, the world-class research carried out by our academics and the decisions made on campus to reduce our own impact on the environment.’

Professor Robert Van de Noort, Vice-Chancellor of the University of Reading

Over the next two years, we wish to work on increasing the environmental awareness of our staff and leadership in reducing our environmental impact. In this regard, the University is sharing its work to reduce its own carbon footprint as part of a week-long campaign in the summer of 2019. The event will highlight environmental research which we hope is the first step to increasing staff awareness and encourage involvement.

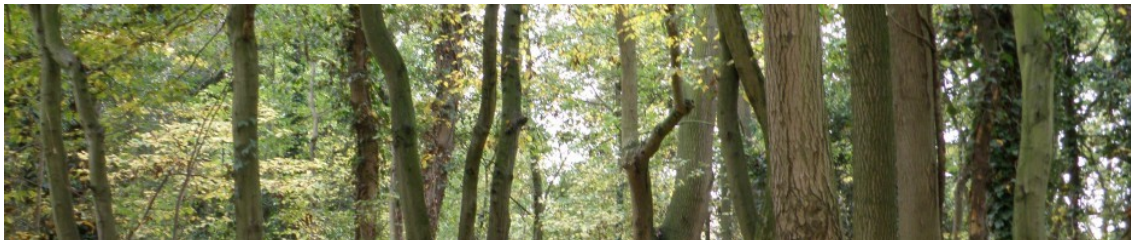
To further increase staff involvement in its green ambitions, the University hosted a Show Your Stripes Day in June 2019. Staff were encouraged to show and share a climate stripes graphic developed by Professor Ed Hawkins, Professor for Climate Science at the University of Reading. (see Figure 19; for more information visit showyourstripes.info). The graphic depicts the change in temperature as measured over the past 100+ years and is available for a variety of countries and regions. The idea behind this campaign is to raise awareness of climate change and to open the dialogue for participation to the wider public.

Figure 4.2 Striking new climate graphics, showing how average temperatures have risen in every corner of the globe, were shared around the world on Friday 21 June (the summer/winter solstice) as part of an international campaign



We are pleased to close this report by restating how important the values of positive environmental impact, diversity, inclusion and sustainability remain for our institution in its current and future strategy.

Figure 4.3 The tree walk trail, which invites staff and students to walk and discover some of the older and rarest trees of our Whiteknights campus



Thank you very much for reading and taking into consideration our report and practices shared this year!

Appendix 1: PRME related Henley Business School published research

2019

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2018

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