



2025 Sharing Information on Progress **(SIP) Report**

Henley Business School, The
University of Reading

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about Henley Business School, The University of Reading, including key details and basic institutional data.

Mission

During the course of the 2024-25 academic year, Henley Business School has been reflecting on its value proposition and on its strategic position, objectives and ambitions, as part of the development of a new *Henley Strategy 2025-30* which sets out how Henley will meet the challenges and engage with the opportunities of today's business world. This work has been informed by discussions with our key stakeholders, including our staff, our students, our alumni, our clients and our external Advisory Board.

Whilst Henley's Values have not changed, we have agreed a new Vision and a new set of Strategic Objectives and Ambitions.

Henley's Values are:

Being Human: *We act responsibly, fairly and consider the impact on others and our societies*

Bringing Passion: *We energise people with the clarity and excellence of our thinking*

Braving Change: *We speak up, disrupt and are proud to be different*

Henley's Vision is *To be a global community of changemakers engaged in shaping a sustainable and just world of business.*

Henley's Strategic Objectives and Ambitions, as set out in the *Henley Strategy 2025-30*, are to:

- Shape talent ready for the future world-of-work

Our Ambition is to be a business school ranked in the top ten in career prospects for all of our programmes to ensure graduate success, both nationally and internationally

- Champion engaged and solution-driven research

Our Ambition is to be a part of a globally-ranked top 100 research University

- Cultivate global excellence for local relevance

Our Ambition is to be a Champion of just sustainability transition with research, education and engagement

- Deepen our purposeful engagement and impact

Our Ambition is to be the education partner for the future world of work

- Nurture our people-centric culture

Our Ambition is to be a proud community of changemakers

We are clear that Henley's new Vision and Strategy has responsible management education and the PRME Principles at its very heart.

Vision

During the course of the 2024-25 academic year, Henley Business School has been reflecting on its value proposition and on its strategic position, objectives and ambitions, as part of the development of a new *Henley Strategy 2025-30* which sets out how Henley will meet the challenges and engage with the opportunities of today's business world. This work has been informed by discussions with our key stakeholders, including our staff, our students, our alumni, our clients and our external Advisory Board.

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Strategy

Henley Business School Values, Vision and Strategy

During the course of the 2024-25 academic year, Henley Business School has been reflecting on its value proposition and on its strategic position, objectives and ambitions, as part of the development of a new *Henley Strategy 2025-30* which sets out how Henley will meet the challenges and engage with the opportunities of today's business world. This work has been informed by discussions with our key stakeholders, including our staff, our students, our alumni, our clients and our external Advisory Board.

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Strategy Alignment

Strategy Alignment

As set out in the Narrative response relating to Henley Business School Values, Vision and Strategy, during the last 12 months Henley has developed a new institutional Vision alongside a new *Henley Strategy 2025-30*, which sets out how Henley will meet the challenges and engage with the opportunities of today's business world. Our Values and our new Vision and Strategy wholly align with advancing sustainable development, the common good and delivering quality education which puts responsibility, ethics and sustainability at its heart.

The *Henley Strategy 2025-30* has five overarching Strategic Objectives, which are to:

1. Shape talent ready for the future world-of-work
2. Champion engaged and solution-driven research
3. Cultivate global excellence for local relevance
4. Deepen our purposeful engagement and impact
5. Nurture our people-centric culture

For each of these five Strategic Objectives, Henley has identified three Strategic Priorities and the table below sets these out and highlights key activities which demonstrate alignment with advancing sustainable development and the common good:

Strategic Objective 1: Shape talent ready for the future world-of-work

Priorities:

- Advance innovation in learning and curriculum
- Strengthen employer relationships
- Develop multi-disciplinary learning

RME-focused activities:

- Developing additional degree programmes with a key focus on RME;
- Embedding/integrating sustainability into existing programmes;
- Driving widening participation and social impact initiatives eg [Project OLIVIA](#) and the [Social Enterprise Project](#)

Our Ambition is to be a business school ranked in the top ten in career prospects for all of our programmes to ensure graduate success, both nationally and internationally

Strategic Objective 2: Champion engaged and solution-driven research

Priorities:

- Strengthen research capacity to advance reputation, relevance and impact
- Cultivate strategic research synergies with UoR and potential for multidisciplinary projects
- Foster industry partner engagement and pursue external grant and commercial funding

RME-focused activities:

- Undertaking research focussing on RME and the UN SDGs, which delivers real-world impact;
- Research outputs from the Henley research centres, in particular the [World of Work Institute](#) and the [Centre for Business Ethics and Sustainability](#)

Our Ambition is to be a part of a globally-ranked top 100 research University

Strategic Objective 3: Cultivate global excellence for local relevance

Priorities:

- Reshape into nexus of global centres of expertise
- Ensure financial sustainability of international operations
- Foster innovative partnerships and growth

RME-focused activities:

- Henley South Africa develops and transforms people and businesses in Africa, in alignment with its Mission to 'build the people, who build the businesses that build Africa';
- Continue to develop the Henley Global Executive MBA with delivery locations in the UK, Finland and South Africa, including embedding sustainability and the UN SDGs throughout the curriculum;
- Develop Henley research centre locations outside the UK, including the [Dunning Centre for International Business](#) and research at Henley South Africa

Our Ambition is to be a Champion of just sustainability transition with research, education and engagement

Strategic Objective 4: Deepen our purposeful engagement and impact

Priorities:

- Ensure financial sustainability of the offers
- Strengthen employer relationships for employability and experiential learning
- Develop innovative revenue streams

RME-focused activities:

- Further develop Henley's Corporate Development/Executive Education activities to deliver enhanced impact, including focuses on RME and Sustainability;
- Align Corporate Development proposition with the World of Work Institute activities

Our Ambition is to be the education partner for the future world of work

Strategic Objective 5: Nurture our people-centric culture

Priorities:

- Ensure talent attraction and retention for both academic and professional staff
- Advance efficiencies, effectiveness and wellbeing via automation and value-add activities
- Improve change management

RME-focused activities:

- Continue to enhance Henley's commitment to and focus on EDI;
- Athena Swan (UK gender charter mark) re-accreditation in 2025;
- Continued focus on staff and student wellbeing activities

Our Ambition is to be a proud community of changemakers

Institutional History

Institutional History attachment

View document  Download document 

Graduates & Enrollment

2024 Statistics	Number
Graduates	2038
Faculty & Staff at the University	3319
Faculty & Staff at the Institution	466
Student Enrollment at the University	26238

2024 Statistics	Number
Student Enrollment at the Institution	10441
Undergraduate Attendance	4254
Masters-Level Postgraduate Attendance	3701
Doctoral Student Attendance	276
Certificate, Professional Development, or Continuing Education Attendance	2210

Degrees Offered

Bachelor Programs

-  Bachelor of Science (B.Sc. or B.S.)
-  Bachelor of Arts (B.A.)

Masters Programs

-  Master of Science (M.Sc. or M.S.)
-  Master of Arts (M.A.)
-  Master of Business Administration (M.B.A.)

Doctoral Programs

-  Doctor of Philosophy (Ph.D.)
-  Doctor of Business Administration (D.B.A.)



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Letter of Commitment



Letter from the Dean on Henley's ongoing commitment to PRME's Principles

Our Commitment to the Principles for Responsible Management Education



As the Dean of Henley Business School, it is with pleasure that I am sharing Henley Business School's ongoing commitment to PRME, its seven principles and this year's Sharing Information on Progress (SIP) 2.0 report submission.

This year, I am delighted to share that our commitment to PRME remains enshrined in our Values as well as in a new institutional Vision and Strategy for 2025-30 as described in the next section, entitled *Henley Strategy 2025-30*. As you will see, a noteworthy commitment in this new Strategy is our *Ambition to be a Champion of just sustainability transition with research, education and engagement*.

In light of the complex challenges facing our students and society at large, our dedication to responsible business and management education, to the PRME, and to our associated commitments has never been more vital. Climate change brings unparalleled threats to both natural ecosystems and economic stability, while pressing social issues, such as inequality and the pursuit of social justice, require immediate and sustained attention. Global, regional, and local developments continue to undermine economic and social sustainability, and we seek to respond through our contributions to the world of work, sustainable economic development, and broader societal wellbeing. At the same time, the rapid rise of artificial intelligence presents new opportunities alongside important ethical questions that demand careful and responsible engagement.

As a leading business school with a truly global outlook, we acknowledge our responsibility to equip our students and alumni with the tools to deliver impact and make business a force for good. We are convinced that equipping students through responsible management education is essential to tackling these urgent challenges, promoting a fair and sustainable future, and preparing the next generation to lead with purpose and integrity in a rapidly changing world. To this end, we remain triple accredited by AACSB, EFMD (through the EQUIS process) and AMBA, and continue to:

- embed the PRME principles into our governance, partnerships and operations;
- continually improve our programme portfolio and curricula; and
- undertake research into the latest advances in the field of sustainable and responsible business

This report outlines how we continue to push academic boundaries that lead to positive societal impact and change.

Henley Strategy 2025-30

During the course of the 2024-25 academic year, we have been reflecting on our value proposition and on our strategic position, objectives and ambitions, as part of the development of a new Henley Strategy for 2025-30 which sets out how we will meet the challenges and engage with the opportunities of today's business world. This work has been informed by discussions with our key stakeholders, including our staff, our students, our alumni, our clients and our



external Advisory Board. Whilst our Values have not changed, including the Value of *Being Human* which focuses on how we act responsibly, fairly and consider the impact on others and our societies, we have agreed a new Vision and a new set of Strategic Objectives and Ambitions.

Our Vision is *To be a global community of changemakers engaged in shaping a sustainable and just world of business.*

Our Strategic Objectives and Ambitions for 2025-30 are:

1. Shape talent ready for the future world-of-work
Our Ambition is to be a business school ranked in the top ten in career prospects for all of our programmes to ensure graduate success, both nationally and internationally
2. Champion engaged and solution-driven research
Our Ambition is to be a part of a globally-ranked top 100 research University
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Our Ambition is to be the education partner for the future world of work
5. Nurture our people-centric culture
Our Ambition is to be a proud community of changemakers

We are clear therefore that Henley's new Vision and Strategy has responsible management education and the PRME Principles at its very heart.

Reflection on our RME-related goals and future ambitions

In the previous SIP report, submitted in August 2024, we set ourselves three RME-related goals to:

1. Map more systematically our research outputs across responsibility and sustainability research fields;
2. Continue our work on the Henley Equity, Diversity and Inclusion strategy;
3. Develop on our website a publicly-available webpage that makes visible our RME-focussed activity and performance.

For our first goal, we conducted a comprehensive mapping of all peer-reviewed journal articles published by Henley faculty in 2024 to the United Nations Sustainable Development Goals (SDGs). Using Scopus and SciVal's established classification system, we complemented the automated mapping with internal validation checks to ensure accuracy and capture the full breadth of relevant outputs. This exercise revealed that 36% of Henley's 2024 publications contribute to at least one SDG, demonstrating Henley's strong and growing commitment to advancing sustainable development through research. Our analysis also identified clear areas of strength where Henley research makes a significant contribution, particularly in **SDG 9 – Industry, Innovation and Infrastructure**, **SDG 8 – Decent Work and Economic Growth**, **SDG 10 – Reduced Inequalities**, and **SDG 12 – Responsible Consumption and Production**. These focal areas reflect both the expertise of our faculty and our strategic alignment with the principles of responsible management education.

Regarding the second goal, we have continued our focus on Equity, Diversity and Inclusion and implementation of our EDI Strategy. Led by our Directors of EDI, we have identified a number of priority areas to support ongoing improvement, which form part of broader action sets related to gender, race and ethnicity, disability and neurodiversity, and socio-economic background. For example, as part of our commitment to gender inclusivity among



students, we are working to ensure that all activities are inclusive of all genders, and that both the curriculum and teaching practices actively reflect and promote inclusive values. Project OLIVIA is a funded outreach programme designed to encourage girls from lower socio-economic backgrounds to consider higher education, aiming to broaden awareness of future educational and career pathways, and empowering them to make informed decisions about their academic choices. In addition, we are also currently finalising our submission to Athena SWAN, the UK Gender Charter mark, with the intention to upgrade from the Bronze Award achieved in 2020 to a Silver Award, demonstrating our progress.

For the third goal, in order to make more visible our RME-focussed activity and performance, we have launched a series of [Responsible Business Education webpages](#) on the Henley Business School website. We have also published our first *Henley Responsible Business Education Progress Report, 2024-25*, which provides an overview of the content of our 2025 PRME SIP report, and offers insights from Henley highlighting our work in Responsible Business Education. A copy of this Report is appended to this letter.

For the next reporting period, we aim to continue to advance across all PRME principles, with particular emphasis on:

1. Establishing, as part of the implementation of the Henley Strategy 2025-30, a set of institutional KPIs relating to Responsible Management Education in order to track our progress;
2. Implementing, in alignment with the new *Henley Strategy 2025-30*, actions to raise and further embed across our community of staff and students the institutional awareness of our ongoing commitment to PRME and its principles;
3. Involving the WoW and the CBES research centres in a conversational team workshop with other key Henley research centre directors as to how to better scaffold internal research synergies and joint work relevant to our Strategic Ambition to be a *Champion of just sustainability transition with research, education and engagement*.

By pursuing these focused objectives, we strive to make significant progress in embedding responsible management education throughout Henley Business School.

Yours sincerely,

Professor Elena Beleska-Spasova
Dean, Henley Business School

HENLEY BUSINESS SCHOOL

Responsible Business Education Progress Report 2024–25





Henley Business School
Greenlands campus

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Professor Elena Beleska-Spasova
Dean, Henley Business School

Henley's ongoing commitment to responsible business and management education and the United Nations' PRME

As the Dean of Henley Business School, it is with pleasure that I am sharing Henley Business School's ongoing commitment to the United Nations' Principles of Responsible Management Education (PRME) and its seven principles.

I am delighted to share that our commitment to PRME remains enshrined in our Values as well as in a new institutional Vision and Strategy for 2025–30 as described in the next section, entitled *Henley Strategy 2025–30*. As you will see, a noteworthy commitment in this new Strategy is our *Ambition to be a Champion of just sustainability transition with research, education and engagement*.

In light of the complex challenges facing our students and society at large, our dedication to Responsible Management Education (RME), to the PRME and to our associated commitments has never been more vital. Climate change brings unparalleled threats to both natural ecosystems and economic stability, while pressing social issues, such as inequality and the pursuit of social justice, require immediate and sustained attention. Global, regional and local developments continue to undermine economic and social sustainability, and we seek to respond through our contributions to the world of work, sustainable economic development and broader societal wellbeing. At the same time, the rapid rise of artificial intelligence presents new opportunities alongside important ethical questions that demand careful and responsible engagement.

As a leading business school with a truly global outlook, we acknowledge our responsibility to equip our students and alumni with the tools to deliver impact and make business a force for good. We are convinced that equipping students through responsible management education is essential to tackling these urgent challenges, promoting a fair and sustainable future, and preparing the next generation to lead with purpose and integrity in a rapidly changing world. To this end, we remain triple accredited and continue to:

- embed the PRME principles into our governance, partnerships and operations
- continually improve our programme portfolio and curricula and
- undertake research into the latest advances in the field of sustainable and responsible business

This report outlines how we continue to push academic boundaries that lead to positive societal impact and change.

Henley Strategy 2025–30

This year, we have been reflecting on our value proposition and on our strategic position, objectives and ambitions, as part of the development of a new Henley Strategy for 2025–30, which sets out how we will meet the challenges and engage with the opportunities of today's business world. This work has been informed by discussions with our key stakeholders, including our staff, our students, our alumni, our clients and our external Advisory Board. While our Values have not changed, we have agreed a new Vision and a new set of Strategic Objectives and Ambitions.

Our Vision is to be a *global community of changemakers engaged in shaping a sustainable and just world of business*, and our Values, Strategic Objectives and Ambitions for 2025–30 are set out on page 8 of this report. We are clear that Henley's new Vision and Strategy has responsible business and management education and the PRME Principles at its very heart.

Reflection on our Responsible Management Education-related goals and future ambitions

Last year we set ourselves three Responsible Management Education-related goals to:

1. To map more systematically our research outputs across responsibility and sustainability research fields.
2. To continue our work on the Henley Equity, Diversity and Inclusion (EDI) strategy.
3. To develop on our website a publicly available webpage that makes visible our RME-focused activity and performance.

Our progress towards achieving these goals is shown on page 10 of this Report.

For the next reporting period, we aim to continue to advance across all PRME principles, with a particular emphasis on:

1. Establishing, as part of the implementation of the Henley Strategy 2025–30, a set of institutional KPIs relating to Responsible Management Education in order to track our progress.
2. Implementing, in alignment with the new Henley Strategy 2025–30, actions to raise and further embed across our community of staff and students the institutional awareness of our ongoing commitment to PRME and its principles.
3. Involving the World of Work (WoW) and the Centre for Business Ethics and Sustainability (CBES) Research Centres in a conversational team workshop with other key Henley Research Centre Directors as to how to better scaffold internal research synergies and joint work relevant to our Strategic Ambition to be a *Champion of just sustainability transition with research, education and engagement*.

By pursuing these focused objectives, we strive to make significant progress in embedding responsible management education throughout Henley Business School.

Yours sincerely

Professor Elena Beleska-Spasova
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About PRME and the SIP Reporting process

The [Principles for Responsible Management Education \(PRME\)](#) is a United Nations supported initiative, which was founded in 2007 with the aim to raise the profile of sustainability and of responsible business and management education globally. These Principles adhere to the United Nations' [Sustainable Development Goals \(SDGs\)](#) and are of particular relevance for business schools. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow.

This *Henley Responsible Business Education Progress Report, 2024–25* provides an overview of our 2025 PRME Sharing Information on Progress (SIP 2.0) report, and offers insights from Henley highlighting our work in responsible business and management education. Reflecting our commitment to self-reflection, and to continue work associated with our values and the PRME principles, we have sought to showcase our practices and successes, while also identifying areas for development.

We hope the content is informative and inspiring.

Our PRME Journey:

Henley joined PRME in 2013 and, since 2017, we have been an Advanced Signatory, reflecting our commitment to continuous improvement focused on shaping a sustainable and just world of business, and to demonstrating leadership in responsible business and management education in the context of the UN sustainable development agenda. Henley is also actively involved in the [UK and Ireland Chapter of PRME](#), including the exchange of insights and knowledge.

As an Advanced Signatory, we are committed to upholding the Seven Principles of PRME, which focus on serving society and safeguarding our planet, specifically:

- 1 **Purpose:** We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.
- 2 **Values:** We place organisational responsibility and accountability to society and the planet at the core of what we do.
- 3 **Teach:** We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.
- 4 **Research:** We study people, organisations, institutions and the state of the world to inspire responsible management and education practice.
- 5 **Partner:** We engage people from business, government, civil society and academia to advance responsible and accountable management education and practice.
- 6 **Practice:** We adopt responsible and accountable management principles in our own governance and operations.
- 7 **Share:** We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

A core commitment of all PRME signatories is the regular submission of an institution-wide Sharing Information on Progress (SIP) report, which demonstrates the institution's efforts to implement the PRME Principles. Until 2023, SIP reports were submitted biennially but from 2024 onwards these have become a regular annual initiative. Henley's 2025 SIP report is our seventh such submission and all of our previous reports can be downloaded from our [Responsible Business Education](#) website.

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Henley Responsible Business Education Progress Report 2024–25



Whiteknights campus

Henley Responsible Business Education Progress Report 2024–25

6

About Henley and the University of Reading

[Henley Business School](#) is a 'full-service' global business school, delivering world-class undergraduate, postgraduate and executive education to over 8,000 students and learners. We have an extensive global alumni body of over 100,000 individuals with which we work in partnership to enhance our provision.

Henley is triple-accredited for the quality and capability of our faculty and output, more specifically we are one of less than 1% of business schools worldwide to hold the prestigious business education 'triple accreditation' from AMBA, EQUIS and AACSB, with Henley Business School Africa also holding accreditation from the Association of African Business Schools. Henley is highly placed in a number of business education rankings, including in the top 25 business schools in the world for both Open and Custom executive education in the Financial Times Executive Education 2025 Rankings.

Henley is a constituent part of the [University of Reading](#) and we share a passion for quality education, research and scholarship. The University is a publicly funded Higher Education Institution in the UK, which was established by Royal Charter in 1926, and is celebrating its centenary in 2025–26. It has a community of over 26,000 students from around 160 different countries and approximately 4,000 members of staff.

In the UK, Henley is located on two campuses: the Whiteknights campus in Reading and the Greenlands campus in Henley-on-Thames. Protecting and enhancing the natural environments provided by both campuses is extremely important for us and for our local communities. In 2025 the Whiteknights campus achieved a Green Flag Award for the 15th consecutive year, which recognises the UK's best public outdoor spaces. You may take a [virtual tour](#) of the Whiteknights campus. Greenlands has a national conservation status, which the University and Henley protect, striving to maintain the natural beauty of this site and the habitats it houses wherever possible; activities include the planting and maintenance of a wildflower garden, the introduction of a 'bee hotel' and an ongoing project to replace catering equipment, lighting, heating and technology with more energy-efficient solutions.

In addition to its UK campuses, Henley also has international branch campuses in Finland ([Henley Business School Nordic](#)), in South Africa ([Henley Business School Africa](#)) and in Malaysia as part of the [University of Reading Malaysia](#). Each play a role in Henley's engagement with PRME. At Henley Nordic there is a focus on the principles of Nordic Leadership, which includes sustainability as a key element, while activities at Henley Africa provide a significant catalyst for fostering the responsible and sustainable development of business and society in Africa. In alignment with its Mission to 'build the people, who build the businesses that build Africa', Henley Africa delivers learning and programmes, produces research and champions corporate activism in support of ethics, responsibility and sustainability.

As previously described, this year a new Henley Strategy 2025–30 has been developed. It aligns with the [University's Strategic Plan 2020–2026](#), which seeks to galvanise its entire academic community, including Henley, around a shared set of ideals for the years leading up to our centenary in 2026, and defines the University's purpose as *We act together, using our collective skills and diversity, to deliver a better world through the transformational power of quality education and research*. It is based on four strategic principles:

Principle 1	Principle 2	Principle 3	Principle 4
Community – putting our people first	Excellence – aspiring to the highest standards	Sustainability – managing our resources for today and tomorrow	Engaged University – impact beyond our campuses

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Henley Responsible Business Education Progress Report 2024–25

The University places sustainability at the core of its values, education and strategy. A demonstration of its commitment to sustainability is the newly launched Global Sustainability Leaders Scholarship, an ambitious new undergraduate scholarship scheme with the aim of creating a community of global sustainability leaders of the future. Awards will be made to up to 300 high-achieving UK and overseas scholars in 2025. The University's [Global Sustainability Leaders Scholarship](#) web pages provide details of the scholarship, including an introduction from our Vice-Chancellor, Professor Robert Van de Noort.

Another demonstration of the commitment to sustainable values is that the University was recently awarded [Sustainable University of the Year 2025](#) in *The Times* and *The Sunday Times Good University Guide 2025* and is also ranked in the world's top 50 universities in its support of sustainable global development by the Times Higher Education (THE) Global Impact Rankings 2025. These Rankings highlight the contribution of universities worldwide in supporting the United Nations' 17 Sustainable Development Goals (SDGs), which address global challenges such as poverty, equality and environmental threats; the University was ranked in the top 100 institutions worldwide against seven of the individual SDGs, including placing 9th for SDG 12 (Responsible Consumption and Production).



South Africa campus

Henley Responsible Business Education Progress Report 2024–25

8

Henley's Vision, Values, and Strategic Objectives and Ambitions

Our Vision

Henley's Vision is:

To be a global community of changemakers engaged in shaping a sustainable and just world of business

Our Values

Being Human

We act responsibly, fairly and consider the impact on others and our societies

Bringing Passion

We energise people with the clarity and excellence of our thinking

Braving Change

We speak up, disrupt and are proud to be different

Our Strategic Objectives and Ambitions for 2025–30

Our Strategic Objectives and Ambitions, as set out in the Henley Strategy 2025–30, are to:

- 1 Shape talent ready for the future world-of-work
Our Ambition is to be a business school ranked in the top ten in career prospects for all of our programmes to ensure graduate success, both nationally and internationally
- 2 Champion engaged and solution-driven research
Our Ambition is to be a part of a globally ranked top 100 research University
- 3 Cultivate global excellence for local relevance
Our Ambition is to be a Champion of just sustainability transition with research, education and engagement
- 4 Deepen our purposeful engagement and impact
Our Ambition is to be the education partner for the future world-of-work
- 5 Nurture our people-centric culture
Our Ambition is to be a proud community of changemakers

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Henley Responsible Business Education Progress Report 2024–25

Purpose

In our 2024 SIP Report we set ourselves the following three goals:

1. To map more systematically our research outputs across responsibility and sustainability research fields.
2. To continue our work on the Henley Equity, Diversity and Inclusion (EDI) strategy.
3. To develop on our website a publicly available webpage that makes visible our RME-focused activity and performance.

For our first goal, we conducted a comprehensive mapping of all peer-reviewed journal articles published by Henley faculty in 2024 to the United Nations SDGs. Using Scopus and SciVal's established classification system, we complemented the automated mapping with internal validation checks to ensure accuracy and capture the full breadth of relevant outputs. This exercise revealed that **36% of Henley's 2024 publications contribute to at least one SDG**, demonstrating Henley's strong and growing commitment to advancing sustainable development through research. Our analysis also identified clear areas of strength where Henley research makes a significant contribution, particularly in:

- SDG 9 (Industry, Innovation and Infrastructure)
- SDG 8 (Decent Work and Economic Growth)
- SDG 10 (Reduced Inequalities)
- SDG 12 (Responsible Consumption and Production)

These focal areas reflect both the expertise of our faculty and our strategic alignment with the PRME. Further details can be found in the **Research** section.

Regarding the second goal, we have continued our focus on Equity, Diversity and Inclusion and the implementation of our EDI Strategy. Led by our Directors of EDI, we have identified a number of priority areas to support ongoing improvement, which form part of broader action sets related to gender, race and ethnicity, disability and neurodiversity, and socio-economic background. For example, as part of our commitment to gender inclusivity among students, we are working to ensure that all activities are inclusive of all genders, and that both the curriculum and teaching practices actively reflect and promote inclusive values. Project OLIVIA is a funded outreach programme designed to encourage girls from lower socio-economic backgrounds to consider higher education, aiming to broaden awareness of future educational and career pathways, and empowering them to make informed decisions about their academic choices. In addition, we are also currently finalising our submission to Athena SWAN, the UK gender equality charter mark, with the intention to upgrade from the Bronze Award achieved in 2020 to a Silver Award, demonstrating our progress.

For the third goal, in order to make more visible our RME-focused activity and performance, we have launched a series of **Responsible Business Education** webpages on the Henley Business School website. We have also published this Report, which provides an overview of the content of our 2025 PRME SIP report, and offers insights from Henley highlighting our work in this area.

Henley Responsible Business Education Progress Report 2024–25

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Values

Henley is committed to equipping our students and alumni with the tools to deliver impact and to make business a force for good. We continually work to fully integrate and embed the PRME Principles into our teaching, research and operations. Our actions are underpinned by our Values, in particular that of 'Being Human', where we act responsibly, fairly and consider the impact on others and our societies.

Organisational accountability and responsibility for Responsible Management Education

Accountability and responsibility for RME at Henley is formalised within our senior leadership team, led by the Dean, Professor Elena Beleska-Spasova. The Dean has formal responsibility for RME with delegated authority given to other members of the senior leadership team as appropriate to their roles, including Professor Lucy Newton, Pro-Dean Education and Student Success, who oversees education and teaching; Professor James Walker, Pro-Dean Academic Resources and Head of Research, who oversees research; and Jean-Pierre Choulet, Director of Operations and Strategic Projects, who oversees Henley's operations and its professional services staff.

With a long history of championing responsible business education, Henley is dedicated to nurturing a global community of changemakers, fuelled by engaged and purpose-driven teaching and research. We are an international community that bridges cultures, continents and perspectives, bringing together students and faculty from around the globe. Through our international campuses, partnerships and alumni network we create diverse interactions and collaborations that help prepare our students to thrive in an interconnected world.

Professor Elena Beleska-Spasova, Dean, Henley Business School



Our focus on EDI

At Henley, diversity is woven into our fabric and our work is led by our joint Directors of EDI, Dr Melissa Carr and Dr Miriam Marra. As previously described, Henley has identified a number of priority areas to support ongoing improvement, which form part of broader action sets related to gender, race and ethnicity, disability and neurodiversity, and socio-economic background.

We seek to bring business to life through putting people first. How this translates into inclusion is through fostering open communication and dialogue and seeking to be a business school that practises what we preach. Our most recent Staff Engagement Survey indicates that both women and men experience a strong sense of belonging at Henley, with high levels of pride and satisfaction in the workplace. 100% of women and 99% of men reported feeling proud to work for Henley, and 99% of women agreed that it is a good place to work. These results reflect a healthy and supportive organisational culture where staff across genders feel connected to the institution.

Dr Melissa Carr, Director of Equity, Diversity and Inclusion



Our PRME Team

To support its PRME SIP reporting, Henley has a PRME Team with a membership of colleagues who are particularly active in relevant areas:



Professor Kleio Akrivou,
Director of the Centre for Business Ethics and Sustainability



Dr Filipe Morais,
Lecturer in Governance



Dr Lisa Schopohl,
Associate Professor of Finance



David Stannard,
Director of Compliance and Governance



James Turpin,
Head of Rankings and Performance



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Henley Responsible Business Education Progress Report 2024–25

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Teach

At Henley, we continuously develop our programme offerings and curricula to truly integrate sustainability and responsible management concepts and practices in our teaching and learning. Across our programmes, we ensure students gain the knowledge, skills and mindset to lead with purpose, and drive meaningful change in business and society.

Innovative programmes with sustainability at their core

Henley has been at the forefront of designing degree programmes that place sustainability and responsibility at the heart of the learning experience. These include:

- BSc Finance (Sustainable Finance)
- BSc Business and Management
- MSc Climate Change, Sustainable Business and Green Finance
- MSc Marketing (Sustainable Marketing)

Within our flagship [Executive MBA – Global](#), sustainability is fully integrated: every module has been mapped against the UN SDGs to ensure students engage deeply with sustainability perspectives and practical approaches.

“We have been progressively embedding sustainability content into and across our Executive MBA – Global programme. We firmly believe that management education plays a key role in striving to secure a sustainable and responsible future. Our aim is to equip our EMBA students with the tools to take their learning back into their businesses, to embed sustainable and responsible practices.”

Professor Anne Dibley, Head of Post-Experience & Apprenticeship Programmes



Embedding sustainability across the curriculum

Beyond dedicated programmes, sustainability and responsibility-related themes are increasingly present across our curriculum – at undergraduate, postgraduate and executive education levels – through dedicated modules, case studies and applied projects. This approach allows many of our students to engage with topics such as ethical leadership, sustainable finance and responsible business practices as part of their studies.

Our staff and students describe how this has shaped their thinking:

“I believe in the transformative power of formal education. My University Teaching Fellowship recognises sustained leadership in embedding professional and personal leadership development across undergraduate and postgraduate programmes. Through research-informed, experiential teaching and authentic assessment, I empower students to develop their professional identities and lead responsibly in work and society, so fostering self-awareness, empathy, and long-term thinking; essential capabilities for ethical, sustainable leadership.”

Dr Tatiana Rowson, Associate Professor in Organisational Behaviour, University Teaching Fellow 2024-25



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Henley Responsible Business Education Progress Report 2024-25

Research

Our research is anchored in the root belief at Henley that business and business leaders can be a force for good; informed by the [University's Research and Innovation Strategy 2024-2030](#), our research has international impact and delivers meaningful real-world relevance.

“Our core strategic goals of pursuing engaging impactful research, underpinned by rigorous scholarship, ensure that our research delivers meaningful real-world change. Henley boasts a rich and distinctly diverse disciplinary base, drawing up the expertise of entrepreneurs, psychologists, mathematicians, economists, computer scientists, economic and business historians. The breadth of our expertise underpins our ability to conduct research that responds to the needs of user groups; an approach that is deeply embedded in our DNA.”

We are committed to supporting the University's sustainability research agenda and contributing to excellence in environmental sustainability. Operating within a business and societal context, Henley focuses on the economic and social preconditions necessary for a fairer, more sustainable future. This is reflected in our commitment to transforming business education to prepare our community for the evolving world of work.

Initiatives such as the [World of Work Institute](#) exemplify this commitment, encompassing work on EDI; sustainable leadership; the impact of AI and automation in the workplace; and flexible work. Our adherence to PRME is led by the [Centre for Ethics and Sustainability](#), and we have further expanded our sustainability focus through the development of a Sustainable Finance Group. Henley's strengths in responsible management, sustainable work, sustainable finance, and a host of other work, complement the University's broader environmental sustainability priorities.

Professor James Walker, Pro-Dean Academic Resources, Henley Director of Research and Director of the World of Work Institute



Our Research Centres

Henley's [World of Work Institute \(WoWi\)](#) acts as an externally focused centre for impact to help businesses face the future of work by applying innovative research to real workspaces. In the last 12 months, Henley has published three key reports on Leadership Futures, which focus on [Advancing into Industry 5.0](#), [Building a People-First Culture](#) and [Harnessing Technology for Human Progress](#).

The [Centre for Business Ethics and Sustainability \(CBES\)](#) focuses on research related to business ethics as well as sustainability, with a research agenda drawing from and expanding upon the [United Nations' SDGs](#) and [Global Compact](#); it promotes multidisciplinary research on ethics and sustainability, integrating climate, social, economic and humanistic concerns. Its core values promote the seven PRME Principles to improve the experience of stakeholders.

The work of WoWi and CBES has synergy with Henley's other [Research Centres](#), undertaking linked projects with national, local and international impact, output and dissemination

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Henley Responsible Business Education Progress Report 2024-25

“My journey at Henley Business School has been transformative, deeply influenced by its emphasis on ethics, responsible business, and sustainability. I've learned to think critically about the ripple effects of business decisions. Exploring real-world case studies and sustainable development goals opened my eyes to how businesses can thrive while prioritising people and the planet. These lessons have fueled my passion for ethical leadership.”

Arushi Saxena, MSc Climate Change, Sustainable Business and Green Finance

“At Henley, I've learned that business isn't just about strategy or profit – it's fundamentally about people, purpose and long-term responsibility. Learning about ethics, sustainability and responsible leadership encouraged me to reflect not only on what I want to build, but who I want to serve and why.”

Ying Xie, MSc Entrepreneurship and Innovation

“Learning about ethics, responsible business and sustainability has been the link between my academic studies, personal development, paid work and volunteering while studying at Henley.”

James Foy, BSc Business and Management

“The emphasis Henley places on responsible leadership has encouraged me to reflect on the long-term impact of decisions, the importance of stakeholder engagement and the value of acting with integrity even when faced with pressure or ambiguity. This has shaped the way I approach both academic work and real-world challenges seeking to balance performance with purpose.”

Omar Alamshan, Flexible Executive MBA

Expanding access and impact

Henley also drives wider participation in higher education and social impact through initiatives such as [Project OLIVIA](#) and the [Social Enterprise Project](#) – the latter receiving high commendation in the Financial Times Responsible Business Education Awards 2024 in the category of Best responsible teaching resources: innovative materials with a financial sustainability focus.

Alignment with the University's 'Education for Sustainable Development'

Henley is aligned with the University of Reading's commitment to [Education for Sustainable Development \(ESD\)](#) and is working towards a shared set of goals.

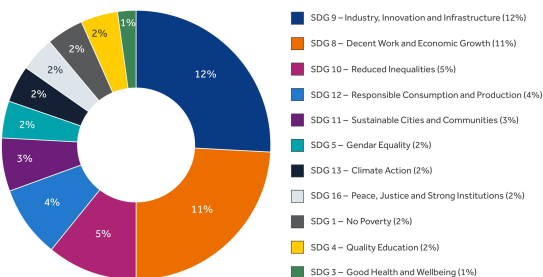
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Henley Responsible Business Education Progress Report 2024-25

Research outputs and projects

As highlighted in the section on [Purpose](#), this year Henley has undertaken a mapping of all peer-reviewed journal articles published by Henley faculty in 2024 against the United Nations Sustainable Development Goals (SDGs). This revealed that 36% of Henley's 2024 publications contribute to at least one SDG, demonstrating Henley's strong and growing commitment to advancing sustainable development through research. The figure below shows peer-reviewed journal articles published by Henley faculty linked to the respective SDG, as a percentage of Henley's overall publication outputs in 2024. One article can be linked to more than one SDG.

Distribution of SDGs across 2024 publications by Henley faculty



Examples of recent and ongoing research projects in the areas of RME showcasing our impact and reach include:

1. A joint project in 2024 between Henley and Mental Health First Aid (MHFA) England, undertaken by Dr Melissa Carr and Professor James Walker, which led to a White Paper on [The business case for belonging. How psychological safety drives engagement, wellbeing, and performance](#). Two thousand employees, leaders and business owners were surveyed to explore psychological safety, wellbeing and engagement; particularly for people with protected characteristics under the Equality Act 2010. The findings highlight the need for more inclusive, safe and engaging workplaces.

The UN SDGs covered in this project are [SDG 3 \(Good Health and Well-being\)](#) and [SDG 8 \(Decent Work and Economic Growth\)](#).

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Our research provides clear evidence that fostering psychologically safe and inclusive workplaces not only improves individual mental health and well-being but also drives organisational performance and sustainable economic growth.

Creating a sense of belonging delivers measurable return on investment. It aligns directly with the UN SDGs – advancing SDG 3 by promoting mental health, reducing stigma and enabling early intervention, and supporting SDG 8 by demonstrating how inclusive cultures strengthen employee retention, engagement and productivity. This is about more than workplace culture – it's a strategic lever for building resilient, high-performing organisations. Our work underscores that belonging is not a 'nice-to-have', but a strategic imperative. Belonging drives societal impact by creating healthier, fairer and more prosperous workplaces, ultimately helping people and businesses to flourish together, sustainably.

Sarah McIntosh, Chief Executive, Mental Health First Aid England



- The project *Building impact in the NGO sector in South Africa* through improving stakeholder relations, which is led by Professor Kevin Money. This project involves collaboration with more than 150 NGOs over the last 17 years, with the aim to explore the factors which drive trust and support of stakeholders towards NGOs. Outputs include frameworks and models that identify the drivers of trust and commitment in the NGO sector, process models for improving stakeholder relationships and practical insights for NGOs engaging with communities, partners, funders and governments. Insights have helped NGOs to better understand and serve their communities.

The UN SDGs covered in this project are SDG 1 (No poverty), SDG 2 (Zero hunger), SDG 3 (Good Health and Well-Being), SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth) and SDG 10 (Reduced Inequalities).

- Research led by Dr Alfonso Dufour and Professor Simone Varotto on how climate risk is reshaping financial markets, investor behaviour, and policy priorities. This project focusses on diverse multi-level analyses of how financial systems respond to climate risk, and calls for more adaptive regulation, smarter disclosure standards, and resilient financial infrastructures in a warming world. It provides timely evidence to inform regulatory decisions, investment strategies, and financial resilience in the face of increasing climate-related disruptions.

This project covers a number of different SDGs, in particular SDG 13 (Climate Action).

Research Awards

Henley has established [The Robert D. Pearce Prize](#) to celebrate and reward students who are working to progress innovative ideas in the field of sustainable development aligned to the legacy of Professor Robert Pearce.

Receiving the Professor Robert D. Pearce PhD Thesis Prize has greatly motivated me to further pursue research in sustainable business. It reassures me that research in this field is being read, valued and supported, with growing expectations. I hope to pass on the spirit of this prize to others and inspire more people in the field.

Yi Hu, Doctoral Researcher in Finance and recipient of the Robert D. Pearce Prize 2024–25



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Partner

At Henley we work in partnership with a wide range of organisations to further advance not only our own activities relating to the PRME Principles and the UN Sustainable Development Goals but also to support our partners and our clients to meet their own objectives relating to responsibility, sustainability and ethics. We currently have over 150 active partnerships, including in relation to teaching and education, research collaborations, executive education and our own operations.

Throughout our Apprenticeship programmes, Henley partners with organisations to embed responsibility, sustainability and accountability at the core of their organisational development strategies. This is achieved through a combination of research-informed teaching, customised programmes and collaborative leadership development initiatives. For recent example, the dedicated NHS EDI cohort has been co-designed and delivered in partnership with NHS sponsors and expert guest speakers. Together, they have carefully reviewed and restructured each module of the programme to apply an EDI lens, enabling participants to critically explore how inclusivity and equity can be embedded across NHS leadership and strategy. We are proud to support a new generation of NHS leaders in delivering sustainable, inclusive change across the healthcare system.

Lindsay Tomala, Programme Director for the Senior Leader Apprenticeship – Future Leaders programme



Our collaboration with Henley Business School has been a powerful catalyst in embedding responsibility, sustainability and accountability into the very fabric of our organisational development strategy. They don't treat these as buzzwords – they treat them as essential capabilities for future-fit leadership. This partnership has not only shaped the capabilities of our people, it has shaped the conscience of our organisation. Their commitment to the African continent and its potential aligns strongly with our own, making this a values-driven collaboration that extends beyond just learning outcomes. Together, we are equipping our leaders with the capability to lead with integrity, to drive sustainable change and to remain accountable, not only to shareholders, but to society at large.

Mei-lene Cleary, Head, Learning, People and Culture, PPB SA, Standard Bank

The Peninsula School Feeding Association was founded in 1958 is one of the largest and most well-established organisations of its kind in South Africa, having provided more than 2 billion meals to school children since our inception. Our research with Henley provided insights to extend our services to a larger number of schools and early childhood development centres and broaden our footprint across South Africa. The research allowed us to build even more impactful relationships with our current schools and other stakeholders. Henley also assisted us in refining a model for self-sustainability by outsourcing our services to generate income and decreasing our sole dependency on donor funding. The insights from the research also provided confidence to accelerate our expansion plans, reaching more children and also building best practices with existing school partners.

Petrina Pakoe, Director, Peninsula School Feeding Association

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Research Seminars and Conferences

Henley's Research Centres host a range of conferences and seminars which focus on research related to Responsible Management Education.

In November 2025, Henley and the [ICMA Centre](#) will host the Climate and Finance Conference 2025, which will focus on the theme of Climate, Finance, and the Energy Transition: Risks, Innovation, and Global Impact. In April 2026, Henley and [The Dunning Centre for International Business](#) will host the 10th biennial International Business Conference.



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Practice

As global institutions, both Henley and the University of Reading recognise that we play significant roles in enhancing sustainability, ethics and responsibility in our activities and operations.

Recently awarded [Sustainable University of the Year 2025](#) in *The Times* and *The Sunday Times Good University Guide 2025*, the University is a global leader in climate change research, low carbon building design and environmental studies. It is committed to the development of sustainable practices in order to minimise its carbon footprint and has pledged to achieve Net Zero Carbon status by 2030. Further information about our work related to sustainability, including updates on our progress through our [Annual Sustainability Report](#).

Environmental sustainability is one of four key principles in the University's Strategic Plan, with a clear ambition to be recognised as a sustainability leader across our teaching, research and operations. Our Environmental Strategic Action Plan brings these interlinking themes together and provides a practical framework for action. The University embeds environmental sustainability into key decision-making, such as by mandating that all initiatives considered by its Executive Board clearly consider the environmental impacts/benefits associated with them. A network of sustainability champions has been developed across the University, including representatives from the Henley Business School.

Dan Fernbank, Energy and Sustainability Director, University of Reading



As part of a suite of student scholarships and bursaries, in 2025 the University launched the [Global Sustainability Leaders Scholarship](#), an undergraduate scholarship scheme to create a community of global sustainability leaders of the future. Within Henley we now offer the [Business Ethics and Sustainability Executive MBA Scholarship](#) for Global Executive MBA candidates who have made a positive impact in an area that benefits either their local community or the wider world.

More broadly, we operate in a range of responsible ways. For example, we have a strong institutional focus on EDI, a [policy of responsible procurement](#) and have also developed a [Sustainable Food Policy](#), which requires that sustainability standards are supported by suppliers and embedded in contracts with external contractors and suppliers. We are recognised as a [University of Sanctuary](#) being committed to welcoming and including sanctuary seekers across our teaching, research and community activities.

Henley is committed to becoming a sector-leading business school in EDI best practice, as benchmarked against the EDI Maturity Model. Our aim is for EDI to be fully integrated into every aspect of the School's culture and practices – driven both from the top-down and the bottom-up – rather than treated as a standalone function.

Dr Miriam Marra, Director of Equity, Diversity and Inclusion



Henley Africa's commitment to advancing sustainability and accountability is most tangibly expressed through the school's deep engagement with Broad-Based Black Economic Empowerment (B-BBEE) legislation in South Africa. Viewing transformation as a core responsibility, Henley has achieved a Level 1 B-BBEE status, the highest achievable, for two consecutive years. This is not merely a box-ticking exercise but a reflection of a concerted effort to address historical economic imbalances.

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Share

Our 2025 PRME Sharing Information on Progress Report, and this Henley Responsible Business Education Progress Report, have given us the opportunity to highlight some of our successes in engaging with and further integrating the PRME Principles within Henley. In particular over the last 12 months we have:

- Developed a new Vision and Henley Strategy 2025-30, which includes a Strategic Ambition to be a *Champion of just sustainability transition with research, education and engagement*;
- Continued our work on the Henley Equity, Diversity and Inclusion strategy including in relation to gender in preparation for our Athena SWAN re-certification later this year;
- Developed ways to publicly share our RME-focussed activity and performance, including a dedicated set of pages on our website and also the creation of this Report;
- Been awarded Sustainable University of the Year 2025 and ranked in the world's top 50 universities in its support of sustainable global development;
- Further enhanced student engagement with responsible management education, launched the Global Sustainability Leaders Scholarship for prospective undergraduate students across the University including Henley and also the Henley Business Ethics and Sustainability Scholarship for the Henley Executive MBA - Global;
- Successfully delivered Henley's undergraduate and taught postgraduate programmes, which had been revised over the previous three years as part of an institution-wide review of our taught programme offerings; this review emphasised global engagement, sustainability, inclusiveness, and self-awareness as underpinning values linking the curriculum and its teaching, and many of the aligned modules are featured on the PRME Commons website;

- Undertaken a comprehensive mapping of all peer-reviewed journal articles published by Henley faculty in 2024 to the UN SDGs, which demonstrated Henley's strong and growing commitment to advancing sustainable development through research;
- Continued to undertake research in the areas of Responsible Management Education which delivers outputs with real-world impact.

The process of developing our 2025 PRME SIP Report included the collection and analysis of data, engagement with a wide range of stakeholders and much critical reflection. As a result, we have identified the following development areas and actions for the next 12 months:

- Establishing, as part of the implementation of the Henley Strategy, a set of institutional KPIs relating to Responsible Management Education in order to track our progress;
- Implementing, in alignment with the new *Henley Strategy 2025-30*, actions to raise and further embed across our community of staff and students the institutional awareness of our ongoing commitment to PRME and its principles;
- Involving the WoW and the CBES research centres in a conversational team workshop with other key Henley research centre directors as to how to better scaffold internal research synergies and joint work relevant to our Strategic Ambition to be a *Champion of just sustainability transition with research, education and engagement*

We look forward to sharing our progress with you in 2026.

Henley Business School
Greenlands campus

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Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Who Champions Responsible Management Education at Our Institution

- ❖ Disciplinary efforts within business school
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Senior leadership office
- ❖ Student contributor

Student Voices

The following narratives demonstrate how Henley Business School, The University of Reading has influenced students' academic journey and personal growth.

Student Voice - Arushi Saxena, MSc Climate Change, Sustainable Business and Green Finance

"My journey at Henley Business School has been transformative, deeply influenced by its emphasis on ethics, responsible business, and sustainability. Through engaging courses at the Centre for Business Ethics and Sustainability, I've learned to think critically about the ripple effects of business decisions. Exploring real-world case studies and sustainable development goals opened my eyes to how businesses can thrive while prioritizing people and the planet. These lessons have fueled my passion for ethical leadership, shaping my academic path and inspiring me to approach challenges with a purpose-driven mindset.

Henley's values—"being human, bringing passion, and braving change"—have become my guiding principles. "Being human" has taught me to lead with empathy, ensuring I consider everyone affected by my choices. "Bringing passion" has ignited a fire in me to advocate for sustainable practices in my future career, whether it's reducing environmental impact or promoting fairness. "Braving change" has given me the confidence to embrace bold ideas, like innovative solutions to tackle climate change or social inequality. Together, these values have made me more resilient, compassionate, and determined to make a positive impact in the world. Henley hasn't just shaped my studies—it's helped me grow into someone who wants to lead with integrity and courage every day."

Arushi Saxena,
Student on MSc Climate Change, Sustainable Business and Green Finance

Student Voice - Danai Papadopoulos, MSc Finance and Financial Technology

"Henley Business School has a strong commitment to promoting responsible business, sustainability, and ethics in the Financial Industry. Being exposed to these topics has helped me comprehend their complexity and societal impacts on a deeper level. The required academic research around these topics within the scope of my MSc Finance and Fintech programme has enabled me to re-evaluate my personal beliefs regarding ethics and sustainability, adopting a more holistic point of view and understanding the crucial effect these decisions may have on society as a whole. Of course, this wouldn't have been possible without the amazing teaching team here at Henley Business School, constantly encouraging discussions among students.

Henley's values of being human have definitely encouraged me to look for human connections in this digital era. Reassign value to the small things found in human interaction that might get carried away in this fast-paced industry. Even the slightest human interaction (either in person or virtually) can distinguish you from other candidates and can be an opportunity to express your passions and thoughts. For me personally, this has not only helped me establish valuable networking connections but also encouraged me to step outside of my comfort zone and seize any opportunity I had in my way. Furthermore, working with people with diverse backgrounds in different group projects helped me embrace new cultures and perspectives. Henley Business School is a place where communities are developed, appreciated, and incredibly valued!"

Danai Papadopoulos,
Student on MSc Finance and Financial Technology

Student Voice - Ying Xie, MSc Entrepreneurship and Innovation

"At Henley, I've learned that business isn't just about strategy or profit—it's fundamentally about people, purpose, and long-term responsibility. Learning about ethics, sustainability, and responsible leadership encouraged me to reflect not only on what I want to build, but who I want to serve—and why.

Through my learning at Henley, I began to see business through a more human lens. Shifting from a background in consulting to exploring emotional healing as a form of entrepreneurship, I came to appreciate what it truly means to build with empathy and purpose. Inspired by this shift in thinking, I began developing the idea for Your Haven—a concept for long-term emotional support rooted in genuine relationships and meaningful service design.

As a class representative and a finalist in IDEAFEST 2025, I've had the chance to apply these ideas in real contexts. Henley didn't just offer academic tools—it strengthened my belief in building something that feels warm, inclusive, and genuinely supportive of others. Through my learning at Henley, I've come to understand that sustainability is not only an environmental issue, but a human responsibility—about how we support individuals and organisations with empathy, respect, and a long-term perspective.

I'm grateful to Henley for shaping both my mindset and my mission."

Ying Xie,

Student on MSc Entrepreneurship and Innovation

Student Voice - Chantelle Khoza, MSc International Business

"Learning about ethics, responsible business, and sustainability in my MSc International Business course opened my eyes to parts of business I hadn't considered before. These ideas weren't just discussed in isolation—they were woven through every module. Whether we were analysing international strategies, making marketing recommendations, or developing new products, we were encouraged to think about long-term impact and broader responsibility.

Henley's value of Creating and Sharing New Knowledge really pushed me to stay curious; and I found myself questioning more, researching further, and applying those insights to my own business. Modules like Managing Across Borders and International Strategic Management weren't just academically challenging—they helped me understand how sustainability fits into real strategy and gave me tools I could use straight away.

Building a Diverse and Inclusive Community also played a big role in my personal growth. I worked with people from all over the world on course projects, in my student rep role, and during the International Applied Challenge in Turkey. Naturally, there were moments of challenge, such as navigating language barriers or different working styles, but those experiences helped me build practical skills in empathy, communication, and leadership -skills I know will serve me well going forward.

My time at Henley has shaped more than my academic path, it has influenced my values and approach to business. I now more keenly consider impact, inclusion, and responsibility; and feel better equipped to contribute meaningfully in both entrepreneurial and organisational settings."

Chantelle Khoza,

Student on MSc International Business

Student Voice - James Foy, BSc Business and Management

"Learning about ethics, responsible business and sustainability has been the link between my academic studies, personal development, paid work and volunteering whilst studying at Henley Business School. Whilst such themes formed the core thread in the Social Responsibility module in my second year, they have also formed key considerations in other modules throughout my tenure in Reading.

In the recent Developing Personal Leadership module, responsible leadership and developing empathy (part of the Henley values) were key. Additionally, in the Sales and Business Development module in my second year, we put forward ideas in our presentation to further promote the strive for excellence at the

Business School, observing its rise through The Times academic rankings. Furthermore, I completed the RED award in my second year, where sustainability formed a key element, as it did in my training for my Bars and Dining job that I have held alongside my studies.

It is, however, my volunteering experiences that I will remember most, and which I believe best embody the Henley values. I have managed and captained an intramural football team for the past two years, where players of all abilities were welcomed and provided with regular training and social opportunities. Additionally, the opportunity to climb Mount Kilimanjaro, the highest peak in Africa, at the end of my first year is my proudest achievement to date. This experience provided opportunities for cultural collaboration and charitable fundraising, and I raised over £4500 for the Meningitis Research Foundation in the run up to the expedition."

James Foy,
Student on BSc Business and Management

Student Voice - Maryam Salahuddin, BSc Business and Management

"My experience has been enriching and positive learning about ethics, responsible business and sustainability at HBS. It has allowed me to consider, from a global perspective, how businesses act and how it impacts people, communities, and our environment. My modules and coursework have allowed me to reflect and work with other students to understand social issues and how businesses contribute to these issues. It has encouraged me to find innovative solutions and recommendations that individuals, organisations and businesses can take to contribute to sustainability and social responsibility. This relates to the Henley Values of placing people first and valuing community and responsibility, as my coursework has allowed me to acknowledge how businesses must be accountable for their actions and have a responsibility to people and our planet with their sustainability policies, strategies and corporate citizenship.

The Henley Values have inspired me to do my own research and think critically on social issues and how businesses discuss their sustainability strategies. It has also allowed me to think of creative solutions on how businesses can utilise their resources, partnerships and work with others to positively contribute to the wider community and our environment."

Maryam Salahuddin
Student on BSc Business and Management

Student Voice - Ella Gómez, BSc Business and Management

"I was initially apprehensive about pursuing a business degree because of the negative impact that corporations and consumerism can have on the planet and those most vulnerable. I feared that I would be expected to engage with content that conflicted with my morals and beliefs. However, my experience at Henley Business School has been the opposite.

Sustainability, ethics, and social responsibility are central themes across all the modules taught in my degree, Business Management (Marketing) with a Placement Year. I have never felt that succeeding in business requires compromising my values. On the contrary, my viewpoint has broadened to see how the business world can be a force for positive change. Henley's core values guide every aspect of the institution, which has contributed to my change in perspective. From the administration to my lecturers and seminar leaders, everyone I've encountered has emphasised the importance of ethics and the need to consider the broader impact of our actions.

The knowledge and skills I have acquired from Henley Business School have furthered my professional and personal development, and have made me excited to enter the world of business with a commitment to making positive change."

Ella Gómez

Student on BSc Business and Management

Student Voice - Neel Bath, MSc in Management for Future Leaders

"From completing the MSc in Management for Future Leaders and Senior Leadership Apprenticeship, I have developed into a holistic leader through principles of responsible business practice, innovation, leadership, ethics, and financial literacy. The programmes' global perspective has been particularly transformative, allowing me to connect high-level concepts to practical applications within my role in the pharmaceutical industry.

Ethical leadership and practice considerations have shaped my leadership style to ensure I make the most pragmatic, innovative and considered decision throughout workstreams. Given a strong focus on global impact throughout the programme, this has allowed me to shape my professional journey in considering the broader implications of decision-making and connect with multiple stakeholders to garner effective cross-market relationships.

The Henley values have profoundly shaped my personal and professional development. "Being human" has encouraged me to prioritise empathy in my leadership style, ensuring I consider the human impact of business decisions and consistently ensure I am an active listener that is engaged. Bringing passion and braving change, personally complement one another to ensure that I enforce my inner courage to challenge the status-quo and drive innovation."

Neel Bath,

Student on MSc in Management for Future Leaders

Student Voice - Omar Alamshan, Flexible Executive MBA

"My experience at Henley Business School has significantly deepened my understanding of ethics, responsible business, and sustainability not just as academic concepts, but as essential pillars for leadership and decision-making in today's complex world. Through the curriculum and class discussions, I've come to appreciate how ethical frameworks, and sustainable thinking can guide not only corporate strategy but also day-to-day choices in professional and personal contexts.

The emphasis Henley places on responsible leadership has encouraged me to reflect on the long-term impact of decisions, the importance of stakeholder engagement, and the value of acting with integrity even when faced with pressure or ambiguity. This has shaped the way I approach both academic work and real-world challenges seeking to balance performance with purpose.

On a personal level, the Henley values, especially those centred on respect, responsibility, and integrity, have been impactful in developing greater self-awareness and empathy in how I engage with others. The Personal Development module in particular has played a vital role in helping me build a stronger sense of self. It provided a structured space for reflection, encouraged lifelong learning, and helped me align my goals and actions with my values. This journey has not only supported my academic growth but also fostered a more intentional and grounded approach to leadership and personal development."

Omar Alamshan,
Student on the Flexible Executive MBA

Student Voice - Candice Fogarty, Flexible Executive MBA

"I embraced and thoroughly loved learning about leadership change, corporate responsibility, and sustainability. These values aligned to my purpose: to create sustainable business returns that benefit people and the planet. They have empowered me to more effectively contribute to conversations around sustainability and strategy that prioritise circularity and triple-bottom-line returns within my organisation and industry leaders.

The foundational principles gave me a clearer perspective to base my analysis of the South African retail sector, allowing me to align my academic inquiry with industry transformation. These values enabled me to participate more effectively in strategic conversations and to advocate for meaningful, values-driven outcomes."

Candice Fogarty,
Student on the Flexible Executive MBA

Student Voice - Michael Head, Flexible Executive MBA

"My studies have revealed that ethics-based leadership is my responsibility—not just the board's. Through work-based projects, I re-evaluated our code of conduct with the aim not only to hold others accountable but to celebrate how we operate. This helped me recalibrate my personal and professional balance, fostering a more positive mindset.

I hadn't focused on the Henley values before, but they strongly resonate with my experience. They inspired me to use my position to promote inclusive and equitable business practices. I've rediscovered my curiosity and confidence, and I feel better equipped to lead and support others through change."

Michael Head,
Student on the Flexible Executive MBA

Student Voice - Matshediso Makhuvha, Flexible Executive MBA

"My first Henley workshop was eye-opening. It changed how I view my impact—not just within the Industrial Development Corporation but also in the wider community. It showed me the value of making ethical, lasting choices as a leader. I now approach challenges with a broader perspective, considering all stakeholders. I've developed clearer personal goals, am more prepared for leadership, and value teamwork over competition. The quiz and guidance on plagiarism reinforced my belief in ethics and integrity. It also made me aware that plagiarism can occur due to lack of understanding. I look forward to learning more and transforming my career throughout the course."

Matshediso Makhuvha,
Student on the Flexible Executive MBA

Student Voice - Aswathy Mohan, Doctor of Business Administration Candidate

"Joining Henley DBA was one of the finest decisions I have ever made, since it opened a new world of academic possibilities for me while I pursued my job as a practitioner. At Henley, I was able to explore and expand my passion for leadership education. Structured learning and competent supervisory support assisted me in navigating the hurdles of the DBA program's early stages. Henley always gave me the courage to confront new challenges and prepare in the best way to address them. Every day, I learn something new from the people I meet here. Life at Henley also helped me to grow personally, gaining new insights and positively impacting society."

Aswathy Mohan,
Doctor of Business Administration (DBA) Candidate

Student Voice - Mazen Zbib, Doctor of Business Administration Candidate

"The Henley values of Being Human, Bringing Passion, and Braving Change have deeply shaped my personal and academic journey. Being Human reminds me to lead with empathy and integrity, especially when navigating complex ethical challenges in my professional role. Bringing Passion fuels my commitment to responsible innovation—particularly in using AI and cybersecurity to address global challenges. Lastly, Braving Change has empowered me to embrace uncertainty and transformation, both in my doctoral research and in leading digital transformation initiatives within my organization.

Together, these values have cultivated a balanced identity—one that combines technical excellence with human-centered leadership. They have also influenced how I engage with my DBA research, ensuring it remains grounded in purpose and impact."

Mazen Zbib,
Doctor of Business Administration (DBA) Candidate

Values Voices

Values Voice - Henley Hives

Introduction to the Henley Hives

Henley's staff are at the heart of its community, and the School's strong sense of belonging is consistently recognised as one of its greatest strengths. To nurture this, Henley has developed a long-standing staff engagement initiative, led by the Staff Engagement Committee and supported by a network of volunteer-led 'Henley Hives'.

These 'Henley Hives' focus on key themes such as new starter integration, internal communications, social connection, wellbeing, and equity, diversity and inclusion (EDI). Each Hive brings together colleagues from across the School to collaborate, share ideas, and co-create solutions to challenges raised by staff.

The impact has been significant—initiatives like the Henley New Starter Induction, a vibrant calendar of social events, wellbeing activities, and improved internal communications (including the [Buzz](#) intranet and the Watercooler newsletter) have all emerged from this collaborative model.

Together, the Hives are helping to build a more connected, inclusive, and engaged Henley community.

Wellbeing Hive Voice:

Henley's Wellbeing Hive is a grassroots initiative led by a group of dedicated colleagues who volunteer their time, recognising that wellbeing is a priority and striving to embed it more deeply into Henley's culture. Colleagues are encouraged to share their stories, support one another, and explore new ways to thrive.

Ideas and activities are shared with the wider Business School, with an emphasis on trying new things, building community, and supporting mental health - while signposting colleagues to helpful resources provided by the University. Initiatives have included lunchtime campus walks, drumming, craft sessions, and, more recently, office yoga and a gong bath as part of Henley's 80th anniversary celebration for staff. These have been well received, but the Hive remains committed to making wellbeing part of everyday working life - not just occasional events. The journey is ongoing, and while we are not there yet, the direction is clear and the commitment from those involved is genuine.

Liz Moxey, Marketing Manager, Corporate Development, Henley Business School.

New Starter Hive Voice:

The Henley New Starter Hive is more than an induction programme—it's a vibrant, staff-led engagement initiative that embodies our commitment to community, inclusion, and shared responsibility. Rooted in the values of community and collaboration, the New Starter Hive creates a welcoming space where new colleagues are introduced to Henley's strategy, purpose, and values. It offers opportunities to explore the vibrant Henley community and encourages active participation in initiatives like the Henley Hives Staff Engagement Programme. Through open dialogue and voluntary involvement, the Hive supports a culture of continuous improvement and shared ownership across the School.

Supported through sessions on the School's strategy and values, its branding and marketing, a treasure-hunt network-building exercise, a coaching session on professional self-reflection, as well as through peer connection activities such as the Buddy-Up Scheme, the Hive reflects Henley's identity as a values-oriented institution that actively involves its members in shaping a more responsible and inclusive environment.

James Turpin, Head of Rankings and Performance, Henley Business School.

Values Voice - Lindsey Tomala, Apprenticeships Programme Director

Henley Business School partners with organisations to embed responsibility, sustainability, and accountability at the core of their organisational development strategies. This is achieved through a combination of research-informed teaching, customised programmes, and collaborative leadership development initiatives.

Here's how Henley supports organisations:

Values-Led Leadership Development

Henley places a strong emphasis on developing leaders who act with integrity and lead responsibly. Programmes are designed to cultivate ethical decision-making, inclusive leadership, and long term thinking, all essential for sustainable success.

Customised Learning Solutions

Henley collaborates with organisations to co-create learning experiences tailored to their specific challenges. Whether through apprenticeships, executive education, or strategic interventions, these programmes are aligned to sustainability goals, ESG frameworks, and organisational accountability structures.

Research-Driven Insights

Drawing on world class research in areas such as responsible management, business ethics, and environmental sustainability, Henley helps organisations apply the latest thinking to real-world challenges. This ensures development activity is both relevant and future-focused.

Practical Impact

Programmes at Henley are designed to translate theory into action. Learners are supported to deliver meaningful change within their organisations, from reducing environmental impact to improving stakeholder engagement and accountability practices.

Global Perspective, Local Relevance

As a triple-accredited business school with a global outlook, Henley brings international best practice into context, helping UK-based organisations remain globally responsible while responding to local social and environmental needs.

Through these approaches, Henley Business School acts not just as a training provider but as a **strategic partner** in shaping more responsible, sustainable, and accountable organisations.

Here is our collaboration with NHS EDI :

A recent example of this collaboration is the dedicated NHS Equality, Diversity and Inclusion (EDI) cohort, which has been co-designed and delivered in partnership with NHS sponsors and expert guest speakers.

Together, they have carefully reviewed and restructured each module of the programme to apply an EDI lens, enabling participants to critically explore how inclusivity and equity can be embedded across NHS leadership and strategy. Highlights of this collaboration include:

- - **Session 1: Purpose of the Organisation**
 - We prompt participants to examine how senior leadership can move beyond policy statements to demonstrate genuine commitment to EDI, and explore practical steps for creating an inclusive culture aligned to the NHS EDI Improvement Plan.
 - **Session 2: External Environment**

- This session explores how changes in government policy, societal expectations, and demographics influence NHS EDI priorities and how leaders can proactively respond to these pressures.
- **Session 3: Internal Capabilities**
- Participants assess the NHS's internal resources training, funding, staffing, and knowledge-against EDI goals, and develop strategies to build capacity where gaps exist.
- **Session 4: Strategic Alignment**
- We examine how EDI can be integrated into NHS strategic objectives, particularly in reducing patient care disparities, using frameworks such as 'The Five Stages of DEI Maturity' to guide development.
- **Session 5: Organising for Delivery**
- This focuses on how organisational and communication structures can reinforce the NHS's EDI commitments and ensure transparency and trust in its public messaging.
- **Session 6: Strategy Renewal**
- Leaders explore how to embed EDI into ongoing strategic review processes and identify long-term barriers that may prevent EDI from becoming part of the NHS's cultural fabric.

This partnership reflects Henley's broader commitment to responsible leadership and system wide impact. Through close collaboration with NHS leaders, guest speakers, and programme sponsors, we are proud to support a new generation of NHS leaders in delivering sustainable, inclusive change across the healthcare system.

Corporate Responsibility and Ethics Module on Future Leaders:

One apprentice, in particular, on CRE module demonstrated a strong understanding of ethical frameworks, thoughtfully applying these to the practical realities of their role. Their work explored a range of ethical perspectives, mapping different approaches to real-world dilemmas and showing clear reasoning for the stance taken. The project reflected a nuanced appreciation of stakeholder dynamics, analysing how decisions impact different groups and how leaders can engage inclusively and responsibly across a range of interests.

The project encouraged deep engagement with complex issues such as cultural dynamics and values based leadership. The apprentice examined how organisational culture shapes ethical behaviour and reflected on the role of leadership in creating an environment of accountability, inclusion, and sustainability. This work illustrated not only academic rigour but also a mature understanding of what it means to lead responsibly in practice.

Engaging Employees on Senior Leader Apprenticeship - Business Administration programme

Another valuable example of Henley's collaborative approach can be seen through an apprentice's smart business experiment, which focused on neurodivergence, emotional self-awareness, and reflection. While limited in scale, the experiment offered deep insights into how inclusive leadership practices can directly influence employee wellbeing and workplace performance.

The apprentice began by critically evaluating existing research, such as Amabile and Kramer's Inner Work Life theory, highlighting how mainstream models may not fully account for neurodivergent experiences. This prompted the design of a holistic intervention encouraging participants to engage in regular self reflection. Despite working with a small group, the project captured meaningful qualitative data, showing that participants reported increased emotional awareness, better sleep, and improved workplace performance. These findings suggest that relatively low cost, reflective practices can have a significant impact on wellbeing and productivity, key components of sustainable and inclusive organisational cultures.

The project also led to practical recommendations for scaling the intervention, with thoughtful consideration of resource needs and potential organisational networks to support it. It demonstrated how Henley encourages not only academic rigour but also experimentation, inclusion, and applied learning with real organisational relevance.

Lindsay Tomala, Programme Director, interim Senior Leader Apprenticeship Future Leaders

Values Voice - Professor Kleio Akrivou

I am soon completing 20 years of being a faculty member in the Henley Business School which is one of the UK's oldest business schools and part of the University of Reading which, committed to its principles of community, excellence, sustainability and engagement is celebrating its centenary in the UK's quality Higher Education. Henley is valuing diversity as an asset, appreciating its diverse communities and the diversity of its members, knowing that this is a strength which supports we rely on people and our values and purpose for being a business school 'Where business comes to life'.

These inform an education by valuing learners' diverse needs and equipping them with knowledge, soft skills, values, and character to make business better. These shape a formal structure at Henley; diversity brought to life through the Diversity and EDI Directors' strategy involving an inclusive approach to colleagues and the community.

Our ethics engages community and individuals alike to spread bringing to life the Henley values: Being Human, Bringing Passion and Braving Change, which also relate to my own personal action consistent with: Henley's emphasis on acting responsibly and considering positively impacting others and our societies, striving for clarity and excellence of our thinking as ways of energising people, and being

proud to be different and finding good ways to impact and speaking up bring diversity in orientation to these organisational values. It is a fascinating journey informing my personal decisions and action while I'm authentic to my work, values and virtues.

Professor Kleio Akrivou, Professor of Business Ethics and Moral Development, Henley Business School, University of Reading

Values Voice - Melissa Carr and Miriam Marra, Directors of Equity, Diversity & Inclusion

Henley Business School (HBS) has two School Directors of Equality, Diversity and Inclusion (EDI), who are responsible for leading and coordinating the School's EDI strategy. The School Directors of EDI play an active role across key governance and strategic bodies at HBS and the wider University of Reading. They sit on the School Management Committee, Finance and Resources Committee, the School Boards for Teaching and Learning, the Performance and Reputation Committee, the Athena Swan Self-Assessment Team (SAT), and the Awarding Gap Steering Group. In addition, both serve as EDI Champions, and one is also a Director of the World of Work Institute (EDI). The World of Work Institute (WoWI) which seeks to examine the developments in the working world and enable HBS to 'practice what it preaches' by leveraging staff expertise and develop a culture that is gold standard. The EDI research theme within the WoWI brings together research expertise from staff and work with external stakeholders to identify best practices. This leadership ensures that equity, diversity, and inclusion are not only prioritised but embedded across all areas of the School's operations. HBS is committed to becoming a sector-leading business school in EDI best practice, as benchmarked against the EDI Maturity Model. Our aim is for EDI to be fully integrated into every aspect of the School's culture and practices—driven both from the top down and the bottom up—rather than treated as a standalone function.

EDI within Henley is further supported by the broader University of Reading (UoR) infrastructure, with the School Directors of EDI being part of the UoR Diversity & Inclusion Community of Practice. This group focuses on the practical implementation of diversity and inclusion by sharing best practices and collaboratively generating actionable next steps. It brings together contributions from the central D&I team, diversity networks, and Student Services. The Community of Practice meets once per term and is led by the Pro-Dean for Diversity and Inclusion.

The Directors of EDI are actively monitoring several priority areas to support ongoing improvement. These focus areas form part of broader action sets related to gender, race and ethnicity, disability and neurodiversity, and socio-economic background. To support greater gender representation in leadership, we are committed to enabling more women to progress in their careers and take on leadership roles by identifying and addressing key barriers to advancement. Furthermore, as part of our commitment to gender inclusivity among students, we are working to ensure that all activities are inclusive of all genders, and that both the curriculum and teaching practices actively reflect and

promote inclusive values. One example of this commitment is Project OLIVIA, a funded outreach programme designed to encourage girls from lower socio-economic backgrounds to consider higher education. The initiative delivers two-day workshops twice a year at our Whiteknights campus, specifically targeting Year 9 students from schools in disadvantaged areas. By engaging with students before they select their GCSE options, the programme aims to broaden their awareness of future educational and career pathways, empowering them to make informed decisions about their academic choices.

Dr Melissa Carr and Dr Miriam Marra, Directors of EDI, Henley Business School

Celebrating Values

The following demonstrates ways in which our institution celebrates values in various specializations.

Celebrating Values - Julia Massey, Director of Marketing & Sales

Now in its twelfth year, Henley Business School is proud to once again offer the **Women in Leadership Scholarship** <https://www.henley.ac.uk/women-in-leadership-scholarship-competition> in collaboration with the **30% Club** and the **Financial Times**. This scholarship is not just about funding a student, it's about Henley showing its commitment to diversity.

The scholarship is open to everyone regardless of gender recognising that we all have a role to play in advancing and supporting women into leadership.

The winner receives a fully funded place on our prestigious **Executive MBA** (Global or Flexible), currently valued at up to **£49,500**. This is a fantastic opportunity to join our much-recognised MBA programme that has helped shape confident, capable, and visionary leaders across the globe.

For me, as a proud Henley MBA alumna, this scholarship holds personal significance. The EMBA gave me the tools, the confidence, and the community to grow as a leader and to lead with purpose. The Julia after the MBA wasn't the same as the Julia before! It was a transformative experience then and continues to empower women to push boundaries and redefine leadership today.

This scholarship reflects Henley's unwavering commitment to improving gender diversity at the most senior levels of business. Every Women in Leadership Scholarship winner sends a powerful message. Every story we share in our marketing, every conversation we spark, Henley is helping raise awareness and drive the shift toward more inclusive leadership.

In our own way, we are contributing to a future where diverse leadership isn't an aspiration. I say long may this scholarship continue—but only until the day we no longer need it.

Julia Massey, Director of Marketing and Sales, Henley Business School

Celebrating Values - Professor Elena Beleska-Spasova, Dean, Henley Business School

With a long history of championing responsible business education, Henley is dedicated to nurturing a global community of changemakers, fuelled by engaged and purpose-driven teaching and research.

At Henley, **Diversity** is woven into the fabric. We are an international community that bridges cultures, continents and perspectives, bringing together students and faculty from around the globe. Through our international campuses, partnerships and alumni network of over 100,000 people in 160 countries, we create diverse interactions and collaborations that help prepare our students to thrive in an interconnected world.

Reflecting our commitment to championing faculty diversity, we are consistently ranked highly across the Financial Times (FT) rankings – including being rated number one in the UK for the percentage of female faculty in the FT's European Business School 2024 ranking. Providing a wealth of disciplinary backgrounds and experience, our academics bring unique viewpoints and research opportunities to our students.

We are proud of the depth and breadth of our **community**. We have strong partnerships with industry across a wide range of sectors, engaging regularly with the local organisations to our UK, South Africa and Malaysian campuses. Initiatives include The Thames Valley AI (TVAI) hub, which brings together academics and industry to share knowledge, accelerate innovation and encourage responsible use of the emerging technology.

An example of where we engage with the local student population is Project OLIVIA – an annual event aimed at tackling the underrepresentation of women in finance careers. Female students from the area's state schools are given an invaluable and exclusive glimpse into the world of business and finance.

With our parent institution, the University of Reading, at the forefront of climate change research, and named Sustainable University of the year by The Times/Sunday Times in 2025, **sustainability** is at the heart of our curriculum and campus operations.

Henley's innovative MSc in Climate Change, Sustainable Business and Green Finance programme combines our renowned expertise in finance with the world-leading climate science from Reading. This powerful synergy means we're equipping students with the practical skills required to create positive environmental impact. And our commitment to sustainability isn't confined to a single programme, it is deeply embedded throughout our wider curriculum.

We place significant emphasis on **ethics and responsibility**, integrating it into our research, teaching and operations in order to prepare students to become responsible and ethical leaders. From developing new modules to integrating the UN Sustainable Development Goals (SDGs) throughout our programmes, Henley continues to push academic boundaries that lead to positive societal impact and change.

Professor Elena Beleska-Spasova, Dean, Henley Business School

Celebrating Values - Melissa Carr and Miriam Marra, Directors of Equity, Diversity & Inclusion

Our values are braving change, bringing passion and being human. We seek to bring business to life through putting people first. How this translates into inclusion is through fostering open communication and dialogue and seeking to be a business school that practices what we preach. The latest Staff Engagement Survey indicates that both women and men experience a strong sense of belonging at Henley Business School, with high levels of pride and satisfaction in the workplace. An overwhelming 100% of women and 99% of men reported feeling proud to work for Henley, and 99% of women agreed that it is a good place to work. Female academics were particularly positive, with 100% agreeing with this statement. These results reflect a healthy and supportive organisational culture where staff across genders feel connected to the institution.

To support embedding EDI within all aspects of the School and culture, in 2022 the Directors of EDI formed an EDI champions group. The EDI Champions are an inclusive group of self-nominated staff and students who are passionate and committed to EDI, contribute towards specific projects and initiatives, and represents a two-way communication channel for sharing updates and raising awareness of issues between the EDI Directors and HBS staff/students. There are 26 members, 21 of which are female (81%) and 5 of which are male (19%).

Celebrating Values - Jean-Pierre Choulet, Director of Operations & Strategic Projects

At Henley Business School, we are deeply committed to ensuring staff experience our core values in their everyday working lives throughout their employee lifecycle. This commitment is embedded in our operating model, HOME – Henley Operating Model and Environment, where the positive staff experience directly translates into the delivery of excellence for our students and clients. Guided by our value of 'Being Human', we foster an inclusive culture of empathy, kindness and respect – where open communication, integrity and compassion shape our daily interactions. We 'Bring Passion' by encouraging energy, pride and purpose in everything we do. And we 'Brave Change' by supporting people to be adaptable, agile and forward-thinking.

We take a strategic approach to equitable staff development, ensuring that our people are equipped to drive operational excellence and resilience in a complex business landscape that demands adaptability and innovative ways of working. The school fosters a culture of continuous learning to meet future challenges, where staff are encouraged to engage in reflective practice and professional growth opportunities. We actively seek to recruit a diverse skills set, leverage, retain and nurture talent to deliver on our business strategy.

We aim to increase employees' own self-awareness, building on strengths to empower employees to be a catalyst for change, optimising efficient ways of working. We encourage Leadership at all levels, develop coaching mindsets and sharing best practice to further strengthen the resilience of individuals and teams, helping them adapt and meet changing business landscapes.

Jean-Pierre Choulet, Director of Operations & Strategic Projects, Henley Business School



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Courses that support RME

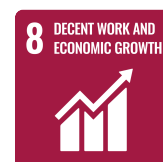
Henley Business School, The University of Reading reports 11 courses in 2024 that support responsible management education and sustainable development goals.

Ethics and Sustainable Development

| RE1ESD

This module focuses on the adoption of ESG-related considerations for responsible business practices throughout real estate life cycle stages, including urban and architectural design, development, construction, operation, refurbishment, retrofitting and regeneration. It provides students with an opportunity to identify and debate academic, policy and practice challenges surrounding sustainability transitions to fairer transformative outcomes for real estate and planning practice. Students will develop a systematic understanding and critical awareness of sustainability and resilience concepts. They will identify and debate the drivers and barriers to policy and practice actions relevant to a range of stakeholders in the built environment, as well as its ethical implications.

In this module, I believe I have a significant impact on my students. Through group work, I help them develop essential collaborative skills and leadership qualities. The individual coursework assignments are designed to foster their critical thinking abilities, enabling them to analyse and evaluate complex sustainability and resilience concepts independently. The field trip component of my module offers students a valuable real-life experience. For next year, I am enhancing this experience by including group work evaluations conducted by a jury of real estate developers who are passionate about sustainability and ethics. This approach not only provides practical insights but also emphasises the importance of ethical considerations in real estate practices.



Accounting for Sustainability

| ACM008

The module introduces accounting MSc students to ideas around sustainability and in particular sustainability accounting. It assumes that these are not ideas that students have worked with before. It develops students' skills in critical thinking – helping them to understand how to question and analyse sustainability reporting from companies. It also covers the fast-moving world of policy and regulation in this area and international differences. It is important for all accounting students to be

aware of the impact that businesses have on global sustainability, but it is also a key area of growth for jobs for accounting students. The module is based on active learning principles so that although the traditional lecture / seminar format is used there are opportunities for students to engage actively in both types of class. Lectures are interactive using technology (Kahoot and Vevox) to encourage students to take an active role in the class. As English is a second language for many students these tools help them to gain confidence and show that their voice is valued. Other lecture activities such as key word bingo are used to try to maintain interest and develop language skills. The course is assessed with two course work assignments which both require active thinking and critical evaluation skills. One is a team assignment, so students are given the opportunity to reflect on important team working skills and get to know each other as a team before they start with the assignment. We use a Lego game to facilitate this in the first workshop. Teams have agency and they choose the company that they want to analyse for their assignment. The second assignment requires students to choose journal articles from a short list and then critique these. Lectures include support on how to read an academic article and how to approach the task effectively. Seminars are held every other week and these give students the opportunity to work collaboratively in different teams to actively construct and apply knowledge. Students work largely on team based tasks, building on information from lectures. We analyse real world business examples followed by a facilitated class discussion. For example one week students complete an 'Academic Reading Circle' exercise to assist them in their understanding of how to read and interpret an academic article. They work in different groups to their team assignment group so that they are exposed to different students and their ideas. This also helps as they get to know more students which gives them more confidence to contribute in class. Attendance at seminars remained consistently high across the semester demonstrating that students valued these sessions.

Students learn to think critically about sustainability issues. Many students have not thought much about sustainability before they start the module as it is a core module with no prior knowledge required. Polling at the end of the module indicates that many would now consider a role in sustainability accounting and most now understand the reason why this is an important topic for accounting students. At the start of the module many question why they are studying this topic so the impact is significant.



Sustainable Finance

| IC209

This Sustainable Finance course aims to familiarise students with sustainability-related aspects of finance and investment. We cover theory, application, and relevant regulation relating to sustainable development, Corporate Social Responsibility (CSR), Environmental, Social and Governance (ESG)

investing, and how sustainable projects can be financed. Students learn about the basis of sustainability and its link to businesses, how organisations can improve their social and environmental sustainability, the implications of sustainability for investments, and the importance of national and international regulations in the sustainability transition. We discuss a multitude of sustainability concepts, themes, and applications – including the triple bottom line (profit, people, planet), the UN SDGs, ESG scores and investment strategies, climate transition and mitigation risks, sustainability bonds, regulation at the national, regional, and global levels, and lessons to be learnt from sustainability controversies.

Through this course, students are learning to become more sustainable consumers, investors, and business leaders. By considering how businesses can be purpose-driven, considerate of wider stakeholders, and efficient in their resource use, students are discovering how economic growth can be sustainable. Discussing the implications of corporate actions on people and the planet is inspiring students to make more sustainable, conscious choices. For example, in an interactive lecture exercise, 100% of poll respondents said they would avoid products of socially irresponsible companies, even if they were cheaper. Learning about sustainable investments, like ESG best-in-class portfolios, green bonds, and impact project financing, has also broadened students' perspective of the risk-return relationship in Finance and motivated them to think about non-financial utility. Interestingly, at the end of the course, 100% of respondents to a class poll said they would be willing to sacrifice some investment return if it meant their portfolio performed better on ESG criteria. From the most recent course evaluation, 85% or more of respondents 'agreed' or 'definitely agreed' that the course offered a diverse range of perspectives, contributed to the development of their knowledge and skills, and was relevant to the real world.



Sustainable Investments

| ICM516

This module explores how financial investors incorporate sustainability considerations and environmental, social and governance (ESG) criteria into their investment decisions. The module offers an introduction to the main sustainable investment strategies, the main players (governments, supranational institutions, corporations, investment funds, banks) in the sustainable investment space and the application of sustainable investment in different asset classes. A particular focus in this module is on green and climate change-related investments, but the module also explores the social and ethical dimensions of sustainable investment. The aim of the module is to familiarise students with the main strategies employed in sustainable investments and the role that sustainable investment can play in addressing societal challenges such as climate change. Using real-world

examples and ESG data, students will learn about the key challenges and opportunities that investors incorporating ESG criteria face. Students will also be introduced to the crucial role of financial regulation and voluntary standards/principles in the sustainable investment space.

Student feedback highlights that the module contributes meaningfully to both personal and professional development. It encourages students to engage with new ways of thinking and to critically reflect on the role of capital markets in supporting a more sustainable economy. A particular strength of the module, as noted by students, is the integration of guest lectures delivered by industry practitioners working in ESG investment. These sessions provide valuable real-world insights that complement and deepen the topics covered in class. The module's assignment further enhances student impact by tasking students with designing an ESG investment strategy tailored to a client focused on a specific Sustainable Development Goal (SDG). This gives students the opportunity to explore a sustainability topic of their choice in depth and to apply their knowledge and research skills in a way that is both academically rigorous and directly relevant to careers in investment management.



Climate Change and Risk Management

| ICM518

This module offers an in-depth exploration of the climate risks faced by corporations and financial institutions. Students will learn how to leverage climate data, models, and cloud computing to assess physical risks - defined as the potential loss or damage to physical assets like residential and commercial properties, plants, and equipment due to extreme weather events. Additionally, the module examines businesses' exposure to transition risks, which arise from policy and legal changes as governments and societies shift towards lower-carbon economies.

ICM518 goes beyond theory - students learn to critically evaluate different types of climate risk (physical and transition) and use quantitative tools (climate data, models, cloud computing) to measure real financial impacts on banks, insurers, and corporates. By guiding them through these analyses, I empower students to connect academic learning with urgent, real-world challenges in green finance. Students engage in collaborative exercises that enhance their ability to work in teams. They learn to incorporate climate risk modelling into corporations' financial analysis and decision-making.



AI and Data Analytics in Business

| INMR81

Module aims and purpose The aim of this module is for students to be able to evaluate the business value in utilising AI and data analytics and develop business technology solutions with an appreciation of AI and data analytics methods and technologies. This module focusses on the methods and techniques of using AI and data analytics in business. Given the availability of large amounts of data in business and organisation, there is an increasing need for organisations to assess how effectively AI and data analytics can be utilised for business. In this module, students consider how organisations can benefit from AI and data analytics, and analyse business and technological requirements to create value through AI and data analytics. Students will also explore recent developments in technologies surrounding AI and data analytics such as machine learning, text analytics, cognitive analytics and visualisation, and assess types of tools that can be utilised, including the use of state-of-the-art analytics tools.

Module learning outcomes By the end of the module, it is expected that students will be able to:

1. Assess the business opportunity and value creation through the utilisation of AI and data analytics by analysing the business environment and requirements;
2. Critically assess suitable AI and data analytics technologies and approaches;
3. Formulate a solution for achieving value through AI and data analytics;
4. Demonstrate the solution using an existing AI and data analytics tools;
5. Assess the organisational and technical impact of implementing the solution;
6. Critically assess the suitability of a range of AI and data analytics tools against a set of requirements;
7. Demonstrate the awareness of state-of-the-art developments and commercial tools

Module content

- Introduction; Business opportunity in the era of AI and data analytics
- AI and machine learning fundamentals
- Business analysis for AI and data analytics
- Methods, techniques and tools for AI and data analytics
- Developing an AI and data analytics strategy
- Data and data analytics visualisation
- Professional, leadership and ethical issues in AI and data analytics solutions
- Emerging issues and impacts of AI and data analytics

This project-based learning module enables students to work in teams to propose an innovative technical solution to a business problem based on AI and/or data analytics. This challenges students to analyse the problem situation, carry out horizon scanning, develop a value proposition and a business model, formulate a technical solution, assess its technical and operational feasibility, while addressing ethical and professional issues. Students can choose their problem situation, but suggested options in 2024/25 were using AI and data analytics: a) to improve productivity; b) for environmental sustainability; or c) to facilitate future world of work. During the semester, an external speaker from industry (such as IBM, Microsoft, Citi Group, AXA) and relevant organisations (such as Ada Lovelace Institute) is invited to provide their perspectives on various aspects of AI and data analytics, which presents up-to-date issues and debates. Each team pitch their idea to the class in the final week to receive peer feedback after which an individual report is submitted. The responsible use of AI tools is encouraged which also relates to AI ethics. By integrating these elements, students are expected to develop both knowledge and skills necessary to develop and communicate technology solutions systematically.

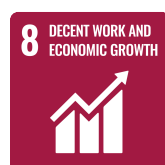


Social Responsibility in Action

| MM298

In this course, students delve into critical topics related to sustainability and the social purpose of business. They explore the 17 UN Sustainable Development Goals (SDGs), which provide a shared blueprint for global peace, prosperity, and environmental protection. Additionally, students engage with the Principles for Responsible Management Education (PRME), an initiative supported by the United Nations since 2007. The course aims to develop students' capabilities to create sustainable value for both business and society, fostering an inclusive and sustainable global economy.

Empower students to lead responsibly, challenge norms, and create sustainable solutions that benefit both business and society in real ways.



Social Enterprise

| MM379

MM379 Social Enterprise is a final-year undergraduate module that introduces students to the principles and practice of social entrepreneurship. Designed to be interactive and practical, the module explores how social enterprises can address pressing social and environmental challenges through innovative and sustainable business approaches. Students examine topics such as opportunity recognition, mission and business modelling, marketing, leadership, funding, stakeholder engagement, impact measurement, and growth strategies. Through a combination of lectures, seminars, and project work, the module supports the development of strategic thinking, ethical awareness, and enterprise skills relevant to future changemakers. The module equips students with the knowledge, tools, and entrepreneurial mindset to engage with any of the 17 Sustainable Development Goals. While not every SDG is addressed explicitly within the core teaching materials, the structure of the module allows students to focus their projects on a wide range of social and environmental issues of their choice. This flexibility enables meaningful engagement with goals

ranging from poverty reduction and gender equality to climate action and sustainable innovation. As such, the module holds the potential to align with the full SDG framework through the diverse issues students choose to explore and address in their work.

The module has a strong emphasis on critical thinking, teamwork, and reflective practice. Students are encouraged to work collaboratively to develop their own social enterprise ideas in response to real-world issues. This approach not only enhances their understanding of how businesses can deliver social value, but also builds confidence in navigating complex ethical and operational decisions. Many students report that the module has shaped their outlook on business, making them more conscious of sustainability, social impact, and inclusive leadership. The course aims to inspire a lasting sense of responsibility and agency in students, equipping them to lead positive change in their careers and communities.



Marketing for a better sustainable world

| MMM170

This module explores the relationship between marketing and sustainability, equipping students with the knowledge and skills to critically evaluate and implement marketing strategies that advance sustainable products, services, and behaviours. It includes the practical development of a marketing campaign addressing a specific social or environmental challenge.

I aim to create lasting impact by helping students internalise sustainability not just as a marketing objective, but as a way of thinking and living. Many students have reflected on how the module has influenced their everyday choices and perspectives, embedding sustainability into their personal and professional lives. Students occasionally referred back to case studies we explored—such as campaigns on neurodiversity and gender equality—not only in their assessments, but also in classroom discussions and personal reflections. This alludes to the module's ability to support meaningful behavioural change beyond the classroom.





Managing People

| MNM1G004

Module aims and purpose The module covers key issues of how people are managed in order to drive organisational performance. It considers the external and internal contextual factors that impact on managing people, the contribution of the approach to people management at a strategic level in setting and achieving organisational objectives. It addresses the respective roles of the HR function and line management in the processes of resourcing, performance management, reward and development as well as the theories and concepts that underpin the performance of the individual at work. The Managing People module is designed for practicing and potential managers to enable them to:

- develop an appreciation of the roles of the HR function and line managers in managing people;
- consider the impact of context on managing people, particularly in national, international and multinational contexts; public and private sectors; large, medium and small enterprises;
- develop awareness of the issues and practices that support and hinder the management and development of people in organisations;
- develop an understanding that no 'best way' exists in the management of people and encourage the learner to identify dilemmas and practices in the workplace.

Module learning outcomes By the end of the module it is expected that programme members should be able to:

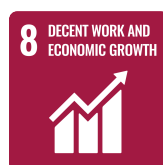
- Gain knowledge and understanding of context and culture under which organizations operate;
- Critically evaluate the role and contribution of the HR function (from both line manager and employee perspective) to organisational performance and effectiveness;
- Describe, analyse and evaluate talent management processes from recruitment and selection to development using appropriate theories, models and frameworks;
- Identify opportunities for coaching, training and development needs using appropriate models and frameworks;
- Examine and understand reward and recognition at an individual and organisational level using latest scientific research evidence;
- Critically evaluate the role of performance management i.e. planning, managing and reviewing performance at both an individual and organisational level and its impact on talent management;
- Understand human behaviour, motivation and engagement in order to understand and manage one's own motivation and that of team members;
- Learn traits for success as a people manager.

Depending on the mode of study there are a variety of activities to encourage programme members to:

- Work collaboratively to clarify tasks, solve problems, build and share learning;
- Plan and implement learning and assignment tasks in an autonomous manner;
- Demonstrate personal effectiveness through self-management and their own capacity to organise priorities efficiently;
- Gain increased self-awareness through personal reflection and insight from concepts and theories (either from this or the related Personal Development module) and demonstrate reflection upon their own and others functioning;
- Demonstrate effective two-way communication: listening, negotiating, presentation skills, interacting with others and in writing by producing output in the form of presentations, business reports and more

academic outputs; • Use models/frameworks and conduct initial basis research of both literature and primary data, with the minimum of guidance; • Scan and organise the wealth of presented data, abstracting meaning in order to gain and share knowledge; • Understand own learning and begin to reflect upon and track its progress. Module content The key topics covered in all modes of study which are important to managing people within contemporary organisations include: • context and culture • understanding human behaviour, motivation and engagement in order to understand and manage one's own motivation and that of team members • the role and contribution of the HR function (as it applies to a line manager audience) • traits for success as a people manager • performance management – planning, managing and reviewing performance at both an individual and organisational level • talent management from recruitment and selection to development • coaching, training and development • reward and recognition at an individual and organisational level. The module is structured around these topics. The module core addresses the fundamental topics within the subject area. The module is taught keeping in mind the international i.e. cross-cultural context with respect to managing people situations.

The Managing People module provided students with an opportunity to think about a critical people issue within their organisations and how this could be addressed. Many of the assignments focused on organisational sustainability and the ethical role of human resource practices on individuals' wellbeing. Critically, students were required to share these thoughts and recommendations online to widen and share the impact of their learning. Students were able to demonstrate wider engagement within their communities on topics which impacted on people, sustainability, responsibility and ethics. Examples of these are improving people practices in the African National Parks, how unethical and toxic organisational cultures can impact on people, and how generational differences can impact talent management for sustainable workforce planning. Moreover, this module is taught with the international cohort with students from our different locations all together in the Nordics. Students highlighted the high-quality organisation, engaging content, and thoughtful attention to detail throughout the programme. The case studies, and group discussions bring the material to life. Participants valued the opportunity to network, work in diverse groups, and learn from peers, as well as the insightful company visits and guest speakers. The venue, social events, and overall atmosphere contributed to a meaningful learning experience. The module incorporates SDGs: The module incorporates Design Thinking as a framework for addressing complex global challenges such as climate change, social justice, diversity and inclusion, and well-being and health. In parallel, it explores talent management with a focus on promoting diversity and inclusion, and on designing and implementing sustainable people management policies and practices. Pedagogical activities include a case study on talent management, a group exercise on managing across cultures with an emphasis on diversity and inclusion, and guest speaker sessions covering topics such as humanising strategy and the impact of artificial intelligence on the future of work. Additionally, students participate in a company visit to engage in discussions around corporate social responsibility (CSR).



Reputation and Responsibility

| MNM2G008

Module aims and purpose The Reputation and Responsibility module explores the identification, development and management of stakeholder relationships critical to organisational performance. It does so through a focus on how reputation, identity and corporate responsibility impact stakeholder support in the context of ever-changing societal expectations and initiatives, such as the UN Sustainable Living Goals. The module includes a Reputation and Responsibility workshop and Global Immersion Study week. The focus will be upon helping organisations to consider the strengths and weaknesses of their relationships, how they could make evidence-based choices in relation to organisational relationships, the values that underpin these choices and the integrative as well as analytical thinking demanded of managers - if strategic decisions are to be operationalised in a transparent, purposeful and accountable manner. By explicitly building on previous modules of the MBA programme, and by engaging with models of Reputation, Corporate Responsibility and Sustainability, Reputation and Responsibility focuses upon the strategic, holistic and integrated nature of management in a complex business environment that considers important issues facing business and society. The Global Immersion Study week will take place in the South Africa and consist of live consulting projects with the NGO sector. South Africa has one of the most vibrant and successful NGO sectors in the world- dealing with issues, such as reconciliation, empowerment and sustainability, which are increasingly important to business and society around the world. The Global Immersion Study week will offer the opportunity to work closely with an NGO to understand and improve its key stakeholder relationships. MBA groups typically work with senior leaders and boards- and the project offers an opportunity to make a genuine contribution to the practice of organisations dealing with very important social issues. As such the project will embed the group deeply in the workings of the NGO's and the communities they serve. Building relationships at a deep level is thus embedded into the programme- offering an opportunity for personal reflection through immersion. This module aims to:

- Develop knowledge and understanding of the holistic nature of strategic reputation management
- Foster debate and discussion around issues of corporate responsibility, sustainability and board effectiveness
- Introduce key concepts of how relationships are built and apply the principles and theories to the understanding of successful organisational relationships
- Introduce key concepts of stakeholder management, raise awareness of the complex nature of challenges that organisations have to deal with and enable a reflection on choices around deployment of resources and future strategies in situations where there are conflicting demands
- Expose programme members to a range of tools for the analysis of perceptions related to reputation and illustrate application of such tools through a range of activities and case-studies
- Help programme members to apply key principles of corporate responsibility and board effectiveness to the achievement of long-term performance
- Allow

programme members to gain an understanding of what information they need, to make integrative decisions and how they might use frameworks to make the most of the information organisations already have

Module learning outcomes By the end of the module it is expected that programme members will be able to demonstrate their ability to:

- Identify and discuss the nature of relationships, their purpose, and their context that impact positively and negatively on the attainment of long-term strategic objectives for the organisation
- Evaluate the latest academic thinking in the areas of reputation management, how it links to the achievement of the longer-term purpose of the organisation and the diagnostic tools, and the research process associated with the proactive management of organisational reputation
- Critically reflect on the current debate around issues of corporate responsibility and sustainability and consider how insights and recommendations relate to management theory and practice as well as embrace an interdisciplinary approach to the concepts studied and application of differing methodologies in an integrated manner
- Perform a stakeholder analysis to inform strategic planning and judiciously analyse the relevance and appropriateness of relationship and stakeholder theory, reputation management and governance to long term sustainable strategic management
- Critically reflect on value and values in organisations and challenge the accepted tools where appropriate as part of the evaluation process
- Synthesize information, evaluate and reflect on alternative theories and concepts evidencing a problem-solving approach and showing an understanding of the implications of recommendations

Additional Outcomes:

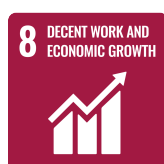
- Adopt a problem-solving approach and use a number of analytical models and tools to understand reputational issues
- Engage in a critical debate regarding corporate responsibility, organisational purpose and value and the role of boards
- Manage the research process to gather required information and data from a wide group of stakeholders and interpret complex data that can be qualitative and/or quantitative in nature to inform strategic decision making
- Understand and apply behavioural models to practical scenarios and communicate clearly and confidently their analysis through written reports and a variety of mediums
- Work autonomously, as well as collaboratively, managing the process of study, prioritising appropriately
- Reflect on their own understanding and ability to communicate with others in the subject area.

Module content The key topics covered in all modes of study address the aim of enabling programme members to develop an appreciation and understanding of the following issues:

- The exploration of the foundation of reputation by focussing on the study of relationships.
- Principal alternate approaches for the identification and measurement of organisational responsibility.
- The integration of the study of organisational reputation into the wider context of how business relates to society, issues of social responsibilities, sustainability and a discussion of what constitutes purposeful governance.
- An integrative exploration of the management of stakeholder relationships with aid of theory from corporate reputation, responsibility, sustainability, strategy and governance.

- The students state the R & R module and Immersion Study Visit as the most important and life changing due to its meaningful purpose and cultural impact.
- In this year's module feedback, the students described the immersion trip as an excellent, transformative experience, highlighting the module convenor's outstanding leadership and facilitation, the engaging group work with impactful NGOs, the real-world applicability of the projects, and the valuable cultural insights gained, all

supported by great logistics and preparation. • The R&R module uses the SDG's as core material. • Students are presented with living consulting cases of urgent importance South African NGO's – improving stakeholder engagement and NGO impact. • Each NGO directly contributes to at least one SDG. • The program, therefore involves students contributing directly to achieving SDG's each NGO is associated with. • Furthermore, the students are invited to think of how NGO activities can be better linked to SDG's to increase impact and support. Impact of students on SDG's working with the NGOs - Students worked with AMS to increase staff engagement across its geographically and economically diverse programs in South Africa. In doing so they contributed to reduced inequalities by helping AMS to deliver ambulance services in different areas. Importantly, they helped AMS to support staff in its outreach program (set up to reduce inequalities in different geographical areas) had the support and resources to deliver positive outcomes (SDGs 3 and 10). - Students helped MasiSports build better relationships with schools and parents in Masiphumelele- an area that is facing numerous historical inequalities. They helped MasiSports with their mission of quality education and reducing inequalities and poverty. As Such they helped to deliver (SDGs 4; 10 and 1). - The students helped Nalibali in its mission to support teachers, educators and the education sector to deliver reading programs to young people in their own languages: As such building partnerships between schools, the education departments and NGO's. As such they supported with the following (SDGs 8; 4; 16 and 17) - The students worked schools in historically disadvantaged communities to help embed SOSF materials within the curriculum and help SOSF to build long-term partnerships to deliver environmental education, focussed on oceans, to the school sector (SDGs 14; 4 and 10) - The students worked directly staff to help St Josephs keep delivering services to previously disadvantaged communities – that place patient dignity and need at the centre of service provision. Using a human rights model alongside a medical model. Students contributed to (SDGs 3 and 10)



Teaching Awards

In 2024, 10 awards were given to faculty and educators at Henley Business School, The University of Reading.



Henley Excellence Award for Teaching and Learning (Undergraduate, Pre-experience), 2024-25

Granter: Henley Business School

Grantee: Mads Emil Wedell-Wedellsborg



Henley Excellence Award for Teaching and Learning (Post-experience), 2024-25

Granter: Henley Business School

Grantee: Karim Kirolos



Henley Award for Sharing/promoting pedagogic good practice

Granter: Henley Business School

Grantee: Andrea Tresidder



Henley Award for Mentoring and Enabling Colleagues

Granter: Henley Business School

Grantee: Anne Dibley



Henley Award for Excellence in Academic Tutoring

Granter: Henley Business School

Grantee: Clare Bentata



RUSU Teaching Excellence Award (Henley Business School)

Granter: RUSU (Student Union), University of Reading

Grantee: Dina Chanma



RUSU Excellence Award for Teaching by Postgraduate Students

Granter: RUSU (Student Union), University of Reading

Grantee: Lambis Dionysopoulos



RUSU Academic Tutor Excellence Award

Granter: Excellence Award for Teaching by Postgraduate Students

Grantee: Gita Persand

University Teaching Fellowship 2024-25

Granter: University of Reading

Grantee: Tatianna Rowson

University Teaching Fellowship 2023/4

Granter: University of Reading

Grantee: Liz Houldsworth

Educator Recognition

At Henley Business School, The University of Reading, we recognize educators for quality of teaching in the following ways:

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration
- ❖ Pedagogical innovation grants
- ❖ Institutional recognition events
- ❖ Performance-based teaching fellowships
- ❖ Professional development opportunities
- ❖ Student-nominated teaching awards
- ❖ Publication or research support

Teaching Voices

The following statements demonstrate ways in which educators at Henley Business School, The University of Reading support sustainability and responsible management in their classrooms.

Teaching Voice - Anne Dibley, Head of Post-Experience & Apprenticeship Programmes

"We know that society is beginning to reach the limit of the finite resources the Earth can supply to meet demand, meaning urgent action is required (CISL, 2015). Since January 2023, we have been progressively embedding sustainability content into and across our Executive MBA – Global (EMBAG) programme. We firmly believe that management education plays a key role in striving to secure a sustainable and responsible future (Zaleniene, 2021).

The UN SDGs are the closest thing that exists to a global set of goals. 190 countries have signed up to try to achieve targets for 2030 (17 Goals and 169 targets) (United Nations, 2025). In addition, the SDGs take a holistic view of sustainability, encompassing human welfare, social and societal goals, as well as climate change and environmental goals. We believe the SDGs are therefore an effective vehicle to drive sustainability through the EMBA programme. Our aim is to equip our EMBA students with the tools to take their learning back into their businesses, to embed sustainable and responsible practices. Enabling businesses to meet SDG targets will support Governments' aims to meet these goals.

Our practice has involved each of our Module Convenors in mapping the most relevant SDGs to their modules. Whatever the subject being taught, content, discussion and activities relating to the pertinent SDGs have been embedded. Each module convenor asks their students to reflect on their subject matter from a sustainability perspective; for example, the Personal Development module asks learners to reflect on questions regarding individual purpose (related to SDG3); the Managing Processes and Systems module considers a 'circular economy' model (related to SDG9 and SDG13); while the Strategic Marketing module asks students to consider sustainability-focused value propositions for their organisation's offerings (related to SDG12). The full mapping of SDGs to modules was completed in 2023, though it is regularly refreshed as new thinking emerges."

Prof Anne Dibley
Professor of Marketing

Teaching Voice - Tatianna Rowson, University Teaching Fellow 2024-25

I believe in the transformative power of formal education. My University Teaching Fellowship 2024-25 recognises sustained leadership in embedding professional and personal leadership development across undergraduate and postgraduate programmes. Through research-informed, experiential teaching and authentic assessment, I empower students to develop their professional identities and lead responsibly in work and society. This aligns with PRME's mission and contributes to responsible management education by fostering self-awareness, empathy, and long-term thinking - essential capabilities for ethical, sustainable leadership. I also lead a culture of pedagogic innovation through mentoring, collaboration, and institutional engagement. As Chair of the UG Programme Directors' Community of Practice, I work with Centre for Quality Support and Development (CQSD) to promote pedagogies that develop future leaders with purpose and integrity.

Dr Tatianna Rawson

Associate Professor in Organisational Behaviour

Teaching Voice - Mads E. Wedell-Wedellsborg, Winner of Henley Excellence Award for Teaching and Learning, 2024-25

"My teaching approach centres on cultivating critical thinking and ethical awareness among students as they engage with complex business challenges. By encouraging students to explore multiple perspectives and debate real-world dilemmas, they develop a nuanced understanding of how responsible leadership and sustainable decision-making shape organisational success and societal impact. This philosophy is at the heart of the Management Debates module, a first-year Business and Management course I convene, where students are challenged to consider business from different angles and viewpoints.

I believe responsible and inclusive education begins with empowering students to process information critically and form well-reasoned opinions. In my classes, open dialogue and active participation are core practices. I strive to ensure that students not only understand the learning material but can also apply it to real-world situations, reflecting on the ethical and sustainable implications of their decisions. Additionally, I encourage students to challenge each other with an open mind, allowing for diverse opinions to help students improve their understanding of the business world. This approach aligns closely with PRME principles relating to inclusive learning, ethical awareness, and the development of sustainable solutions.

Receiving the Henley Excellence Award for Teaching and Learning is a recognition not only of pedagogical innovation but also of the shared responsibility we hold as educators to prepare future managers to lead with integrity in a rapidly changing world. It inspires me to continually refine my teaching practices, ensuring they reflect responsible business and management education to develop responsible leaders for the future."

Dr Mads E. Wedell-Wedellsborg

Lecturer in International Business & Strategy

Teaching Voice - Anne Dibley, Winner of Henley Award for Excellence in T&L by Mentoring and Enabling Colleagues, 2024-25

'In 2024/25, I was thrilled to receive the 'Dean's Award for Excellence in T&L by Mentoring and Enabling Colleagues'. I am extremely proud of this award, as the impact I have on my colleagues is hugely important to me. One of the joys of my role, as Head of Post-Experience & Apprenticeship programmes, is to try to support my colleagues so that they can thrive. I greatly enjoy guiding and mentoring colleagues, and try to lead by example, helping to build a strong culture of responsible management education. It is important to me to contribute to a culture where everyone can reach their potential,

within a wider context of teaching our students to spread responsible management practices across their organisations. I have led work on embedding the UN Sustainable Development Goals across our MBA curriculum, and it is heartening to see the expertise and enthusiasm of my colleagues being translated into content that brings responsible management concepts to life. It means a lot to me, to have been nominated for this award by my peers. I will continue to do my best to mentor and enable my colleagues to achieve their own goals, while equipping our students with the knowledge and skills they need, to take their learning on responsible management back into their workplaces.'

Prof Anne Dibley

Professor in Marketing

Teaching Voice - Clare Bentata, Winner of RUSU Teaching Excellence Award (Henley Business School), 2023/4

"In 2024 I won an award for the quality of my teaching. As a tax lecturer, I ensure my teaching extends beyond the mechanics of the taxation system. We discuss the concepts underpinning the tax system. Taxation is more than just revenue collection; it is a tool for shaping behaviour and promoting responsible choices. I highlight how recent tax policies influence individuals and organisations toward environmentally sustainable decisions—not only through direct environmental taxes, but also through more nuanced measures, such as taxing car benefits based on CO₂ emissions rather than business mileage.

In seminars we discuss the purpose of taxes they are studying, such as Inheritance tax, Diverted Profits tax, the non-domiciled tax rules and whether they create more, or less fairness in a society. We explore the reforms on property taxes such as stamp duty and capital gains, which are clearly designed to aid the younger generation to secure home ownership and enjoy the same prosperity as the older generations, fostering economic equity.

We also consider the ethical dimensions of tax avoidance by multinational corporations, the impact on the countries they operate in, and methods government use to try and tax them locally.

Throughout my teaching we discuss the fine line between tax planning, tax avoidance and tax evasion, so that students will go on to become responsible, ethical advisors who consider more than just profits when dealing with future clients."

Clare Bentata

Lecturer in Accounting & Taxation

Teaching Voice - Liz Houldsworth , University Teaching Fellow 2023-24

"I was awarded University Teaching Fellowship in 2023 and I believe my work aligns with SDGs 4, 5 and 8.

This was in recognition for the work I did on student employability (linking theory to practice, use of guest speakers and study visits) on the MSc International HRM. The programme attracts a predominantly female cohort. Many of the women have work experience and are looking to acquire professional HRM accreditation to develop their careers, often whilst juggling childcare commitments. I support these women by ensuring flexibility over scheduling and coach them in their career progression. This aligns with my role as a Henley EDI champion and my success is reflected in the impressive destinations of programme alumni, including the Civil Service Fast Stream; management consultancy firms including Boston Consulting Group, KPMG, and large organisations such as Amazon and Oracle. For over a decade, under my directorship, the MSc IHRM has served as a talent pool for Henley. I have identified suitable candidates and encouraged several female alumni to remain in academia, mentoring them onto our PhD programme. Four of them have gone onto work as members of faculty within the business school."

Prof Liz Houldsworth
Professor of Management Learning and Education

Fostering Innovation



To a great extent

Teaching and learning at our institution strongly foster innovation.

Experiential Learning



To a great extent

Teaching and learning at our institution strongly encourage experiential learning.

Learning Mindset



To a great extent

Teaching and learning at our institution strongly promote a lifelong learning mindset.

Method of Teaching and Learning



In person

Traditional classroom-based learning with face-to-face instruction.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

Research vs Research for RME/Sustainable Development



Research Funding

In 2024, Henley Business School, The University of Reading was awarded funding for research that is:



**Institution
Specific**



Local



Regional



National



International

Socializing Research

In 2024, Henley Business School, The University of Reading contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ International media
- ❖ Local media
- ❖ National media
- ❖ Open-access platforms
- ❖ Public events and lectures
- ❖ Research collaborations
- ❖ Social media and digital outreach

Research Projects

In 2024, Henley Business School, The University of Reading reported 4 research projects that implemented responsible or sustainable activities.

Testing the Implementation of a Four-Day Work Week

Period Covering: August, 2022 - June, 2024

Department: Business Administration | Management | Human Resource Management

Project Title: Testing the Implementation of a Four-Day Work Week

This is an ongoing project with many different sub-projects that have gained funding from different sources. I have started working on it with James Walker and the research led to the two Henley white papers on the Four-Day Week (2019) and (2021). Later, from September 2022 until July 2024, I have co-coordinated the 4 Day Week Private Sector trial in Portugal.

Project Title: Testing the Implementation of a Four-Day Work Week

What type of students or faculty are involved in the Project? Rita Fontinha and James Walker from Henley Business School University of Reading UK, also collaborator is Pedro Gomes, from Birkbeck – University of London. We have more extended research projects with colleagues from different Universities in Europe, Canada and the US.

Department: International Business and Strategy

The Research Project Covers the following UN SDGs (from the 17 UN SDGs):

SDG 8 – Decent Work and Economic Growth

SDG 3 – Good Health and Well-Being

SDG 5 – Gender Equality

SDG 10 – Reduced Inequalities

Period Covering: From 2019 to ongoing (more details below)

Henley White Papers: 2019 and 2021

4 Day Work Week Pilot in the Private Sector in Portugal – 2022 to 2024

4 Day Work Week Pilot in the Azores Regional Government – 2025 – ongoing

Describe the research project (100 words):

The four-day workweek project has developed across three key stages. It began with research led by James Walker and Rita Fontinha at Henley Business School, resulting in two white papers (2019, 2021). The second phase was the Portuguese private sector trial (2022–2024), co-coordinated by Rita Fontinha and Pedro Gomes (Birkbeck), involving 41 companies – one of the largest coordinated four-day week trials globally. The current phase is the first public sector trial in Portugal, coordinated by Fontinha within the Azores Regional Government. Across all stages, findings show improved well-being, stable or increased productivity, and enhanced organizational outcomes.

Provide any supporting material/document as attached:

Henley White Papers 2019 and 2021:

<https://www.henley.ac.uk/fourdayweek>

English Report of the 4 Day Work Week Private Sector Trial:

https://drive.google.com/file/d/1tWXRhQExQ_eC0zHqwxvzWdY7vdnnXcmd/view

Paper Nature Human Behaviour:

<https://www.nature.com/articles/s41562-025-02262-x>

Led by:

Dr Rita Fontinha (she/her)

Director of Flexible Working at the World of Work Institute

Associate Professor in Strategic Human Resource Management

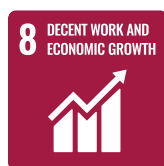
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www.henley.ac.uk



Henley and MHFA England White Paper: The business case for belonging. How psychological safety drives engagement, wellbeing, and performance

Period Covering: December, 2024 - March, 2025

Department: Business Administration | Management | Human Resource Management

Project title: Henley and MHFA England White Paper: The business case for belonging. How psychological safety drives engagement, wellbeing, and performance

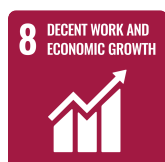
Faculty: WoWI - specifically Led by Professors Melissa Carr, James Walker supported by Shegyuan Huang at Henley Business School.

Department: IBS/ WOWI

UN SDGS: UNSDG 3 - Good Health and Well-being, and UNSDG 8 - Decent work and economic growth.

Period - Dec 2024 - March 2025

Research project: In December 2024, in partnership with MHFA England, we surveyed 2,000 employees, leaders, and business owners to explore psychological safety, wellbeing, and engagement; particularly for people with protected characteristics under the Equality Act 2010. While many valued being able to bring their whole self to work, fewer felt able to do so, especially those from underrepresented groups. Only 17% of employees felt motivated to go to work each day, with junior staff reporting lower engagement. Neurodiverse employees and those with mental ill health felt less psychologically safe. The findings highlight the need for more inclusive, safe, and engaging workplaces.



Building Impact in the NGO sector through improving stakeholder relationships

Period Covering: December, 2007 - September, 2025

Department: Management | Business Administration | Entrepreneurship

Building Impact in the NGO sector through improving stakeholder relationships

Led by Prof. Kevin Money faculty from the John Madejski Centre for Reputation and Students on the Global MBA are involved as researchers

Department

LOBR

Period Covering

Working with more than 150 NGOs over 17 years: starting 2007-2024 ongoing

Describe the research project (100 words)

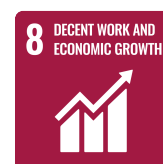
Working with more than 150 NGOs over the last 17 years (since 2007), the project seeks to explore the factors which drive trust and support of stakeholders towards organisations in the NGO sector.

Academic outputs include frameworks and models that identify the drivers trust and commitment in the NGO sector as well as process models for improving stakeholder relationships. Practical insights for NGO's include gaining insights about how to build stakeholder engagement strategies that deliver greater support from communities, partners, funders and governments. Insights have, for example, helped NGO's to better understand and serve their communities and/or expand their services.

Essentially translating research insights into strategic action and thereby increasing their impacts and contributions to the SDG's- as evidenced by these two quotes.

SDGs:

This research is set in the context of the NGO sector in South Africa, with a large variety of different missions, ranging from issues of social inclusion, reduction of inequalities (gender, race, disabilities), education, poverty and hunger alleviation, environmental action and job readiness. As such the research contributes to understanding how NGOs can better contribute across all the SDGs. Most NGO's we have worked with have been in the education, social services and hunger alleviation domains. Thus, key contributions are to **SDG 1-no poverty, 2 – zero hunger, 3- good health and wellbeing 4- quality education, 5 – gender equality, 8 – decent work and economic growth and 10 – reduced inequalities.**





Facing Climate Risk: Four Studies on Finance, Disclosure, and Resilience

Period Covering: January, 2024 - August, 2025

Department: Finance

Facing Climate Risk: Four Studies on Finance, Disclosure, and Resilience

By Professors Alfonso Dufour and Simone Varotto

A series of recent studies conducted by researchers from Henley Business School and collaborating institutions sheds new light on how climate risk is reshaping financial markets, investor behaviour, and policy priorities. The research provides timely evidence to inform regulatory decisions, investment strategies, and financial resilience in the face of increasing climate-related disruptions.

In *“Climate Adaptation Disclosure: Does it Bring Home the Green?”* (with co-authors Alessio Venturini and Len Shaffrey), we examine the impact of voluntary climate adaptation disclosures on UK firm valuations. Using textual analysis of annual reports, we find that while disclosing physical climate risks improves firm value by reducing investor uncertainty, adaptation disclosures do not yield similar benefits. These findings challenge the assumption that more information is always better and have important policy implications: regulatory frameworks should prioritise **mandatory and standardized physical risk disclosures** while developing clearer guidance around adaptation reporting to avoid investor misinterpretation.

In *“Drowning in Debt? Forbearance Policies and Mortgage Defaults in European Flood Zones”* (with Monica Billio and Runhua Pan), the focus shifts to mortgage markets. Analysing over 13 million mortgages across eight European countries, the study finds that flood exposure increases default risks in high-leverage households, particularly in the UK, France, and Ireland. However, countries like Spain and Italy show resilience, thanks to proactive forbearance and relief policies. These insights highlight the critical role of **targeted ex-post support** and **insurance design** in safeguarding financial stability. EU-wide coordination in disaster response may further enhance mortgage market resilience under climate stress.

In *“Greenium Fluctuations and Climate Awareness in the Corporate Bond Market”* (with Massimo Dragotto, Alfonso Dufour, and Simone Varotto), the authors show that the greenium—the yield discount on green bonds—is not constant but fluctuates with investor sentiment and climate awareness. Using market-based indicators and sentiment measures, the study reveals that periods of heightened climate concern significantly widen the greenium, while times of low attention compress it. Certified green bonds show more stable greenium dynamics, highlighting the importance of trust and standardization. These findings suggest that green bond pricing is driven not only by fundamentals but also by shifts in public narrative and investor psychology. The results have key

policy implications: improving transparency and certification could help stabilise green finance, while understanding the cyclical nature of climate sentiment can guide investors and regulators navigating the evolving landscape of sustainable markets.

Finally, *“Rain or Shine: Exploring the Climate-Default Nexus in Small and Micro Firms”* (with Lara Cathcart, Zhenghong Ding and Ludovico Rossi) investigates how temperature and rainfall volatility affect default risks in Europe’s small business sector. The results show that both heat and heavy rain significantly increase default probabilities, particularly in micro and financially constrained firms. This suggests that **labour productivity losses** and limited adaptation capacity amplify vulnerabilities. As small firms constitute the backbone of the European economy, the authors recommend integrating physical climate risk into **banking sector stress tests** and tailoring **support mechanisms for SMEs**. Together, these papers provide a multi-level analysis of how financial systems respond to climate risk, and call for **more adaptive regulation, smarter disclosure standards, and resilient financial infrastructures** in a warming world.



Research Awards

In 2024, Henley Business School, The University of Reading was awarded 1 research award for responsibility- and/or sustainability-related research.

Professor Robert D Pearce Prize (2024)

Granter: Henley Business School and University of Reading

Grantee: Yi Hu, Doctoral Researcher in Finance ICMA Centre and recipient of the Robert D. Pearce Prize 2024, & Georges Georgiades, Robert Pearce Prize student Winner 2024

Award Description:

The Robert D Pearce Prize is a student award that recognises the work of students on research and is focused on supporting innovative ideas in the field of sustainable development. The prize is to support innovative research in Sustainable Development, in honour of an outstanding academic. What is the prize for? The prize will be awarded to those students who demonstrate clear progress in advancing Robert Pearce’s work and wider vision through their research, projects or dissertations broadly aligned with one of the following themes: - International business and sustainable development - International development - Societal impact in low- and middle-income countries (including poverty and hunger

reduction and sustainable food systems) - Climate change, biodiversity and ecological conservation
Applicants should clearly highlight these contributions in the short abstract or statement included in their application.

Publications Related to RME and/or Sustainability

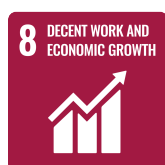
Geopolitical risks, institutional environment, and food price inflation | [DOI](#)

Authors: Li, C., School of Big Data Application and Economics, Guizhou University of Finance and Economics | Zhang, W., School of Big Data Application and Economics, Guizhou University of Finance and Economics | Huang, X., School of Big Data Application and Economics, Guizhou University of Finance and Economics | Zhang, J.F., School of Business, Macau University of Science and Technology

Date of publication: August, 2024

Department: Accounting

This study investigates the relationship between heightened geopolitical risks and food price inflation using a panel data model that includes 33 countries from 2001 to 2020. Key findings show that geopolitical risks significantly raise the level of food price inflation, with a more pronounced effect observed in developing countries, and a reduced effect in countries characterized by high levels of individualism and masculinity. Furthermore, the effect of geopolitical risks on food inflation is moderated during economic booms and amid climate change concerns. In addition, we find that countries with strong connections to major food producers experience less impact from geopolitical risks. The study concludes that geopolitical risks are a crucial factor in food price inflation, particularly for vulnerable countries, suggesting that they should incorporate geopolitical considerations into their economic policies and strengthen ties with major food producers to mitigate this risk.



Environmental management accounting for strategic decision-making: A systematic literature review | [DOI](#)

Authors: Swalih, M.M., Henley Business School, University of Reading | Ram, R., Henley Business School, University of Reading | Tew, E., Henley Business School, University of Reading

Date of publication: May, 2024

Department: Accounting

Heightened environmental concerns have prompted businesses to align with regulatory demands, fostering a need for internal accounting tools aiding managerial decision-making. While environmental management accounting (EMA) has become pivotal in supporting eco-efficiency decisions within organizations, a gap persists in comprehending its genuine, proactive implementation for sustainable development in the existing literature. This study investigates why and how EMA is used for strategic decision-making. A systematic literature review of 89 studies was conducted, and factors influencing EMA usage for strategic decision-making were identified using the drivers–enablers–outcomes–barriers framework. Three reasons for EMA use in strategic decision-making were identified: legitimacy, organizational efficiency, and strategic sustainable development. This study highlights the evolving use of EMA within organizations, moving from short-term applications to recognizing its long-term potential for strategic sustainable development. It explains the changing motives behind EMA adoption, driven by factors that encourage the use of advanced EMA tools for proactive, long-term decision-making in sustainable development. The integration of these tools depends on internal organizational factors like management's environmental responsibility, and proactive leadership commitment to sustainability. By exploring theoretical underpinnings and motivations of enhanced EMA usage, this research contributes to pragmatic approaches in sustainability accounting, illustrating how organizations, initially adopting EMA for legitimacy, recognize its benefits in guiding proactive, solution-oriented managerial decisions toward strategic sustainable development.



State regulation of land financialisation: land promoters, planning risk and the land market in England

| [DOI](#)

Authors: Shepherd, E., Wyatt, P. | McAllister, P., Henley Business School, University of Reading | Wyatt, P., Henley Business School, University of Reading

Date of publication: September, 2025

Department: Real Estate and Planning

The paper contributes to research that examines how state actors support the financialisation of land via the development process and how planning systems have facilitated the accumulation of privately-owned land-based wealth. The empirical focus is the specialist residential land promoter sector in England. This is a particularly appropriate case study because of how this sector of the land market has become integrated with the planning system via crisis-driven planning reform that has facilitated the commodification of planning risk and the financialisation of land. The paper examines the business models and strategies of land promoters to show how they have been shaped both by the politics of planning reform as well as the financial objectives of their funders. The research is in

dialogue with international literature on the relationship between planning and the land market, how this relationship is shaped by risk and uncertainty, and the role of state regulation in reshaping the physical environment in accordance with financial logics.



Low-rise buildings in big cities: Theory and evidence from China

| [DOI](#)

Authors: Yu, X., Henley Business School, University of Reading

Date of publication: September, 2025

Department: Real Estate and Planning

This article explores the determinants of floor area ratio (FAR) limit, a major form of construction density regulation, in China. I develop a spatial equilibrium framework to study local governments' optimal FAR design and investigate over 400,000 residential land transactions between 2007 and 2019 to perform the empirical analysis. Exploiting the exogenous variations generated by administrative adjustments and applying a propensity score matching approach, I find that a one standard deviation increase in local budgetary revenue decreases FAR limits by 0.29. Further counterfactual analysis suggests that the land finance model contributes to housing affordability issues and spatial inequality in China.



Cleansing Investor's Conscience: The Effects of Incidental Guilt on Socially Responsible Investment Decisions

| [DOI](#)

Authors: Gevorkova, V., Henley Business School, University of Reading | Sangiorgi, I., Henley Business School, University of Reading | Vogt, J., School of Psychology and Clinical Language Sciences, University of Reading

Date of publication: December, 2023

Department: Finance

This paper explores the effects of incidental guilt on Socially Responsible Investment (SRI) decisions of retail investors. Do investors who feel guilty invest more in SRIs to clear their conscience? Are guilty investors willing to sacrifice returns to restore their moral selves? Using survey data from an online quasi-experiment among a sample of US retail investors, we find that individuals who experience incidental guilt are willing to invest more in SRI funds than those in a neutral state. We show that this effect, albeit moderate in magnitude, cannot be explained solely by differences in retail investors' moral reasoning, attitudes towards social responsibility, risk tolerance and demographic factors. When presented with a trade-off between sustainability, risk and return characteristics of the funds, guilty investors are more willing to sacrifice returns for greater sustainability than non-guilty participants. Our research provides new evidence of the effect that incidental guilt has on the sustainable investing decisions of retail investors.



Family-supportive supervisor behaviours: The role of relational resources in work and home domains

| [DOI](#)

Authors: Ererdi, C., Henley Business School, University of Reading, UK | Rofcanin, Y, University of Bath School of Management, Bath, UK | Las Heras, M., IESE Business School, Barcelona, Spain | Barraza M., IESE Business School, Barcelona, Spain | Wang, S., University of Bath School of Management, Bath, UK | Bakker, A., Erasmus University, Rotterdam, the Netherlands | Bosch, M.J., ESE Business School, Universidad de los Andes, Santiago, Chile | Berber, A., Faculty of Business and Law, University of Western England, Bristol, UK

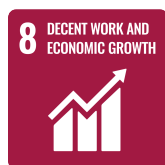
Date of publication: September, 2025

Department: Management | Human Resource Management

[Family-supportive supervisor behaviours: The role of relational resources in work and home domains - Ererdi - 2024 - European Management Review - Wiley Online Library](#)

This study explores the nomological network of family-supportive supervisor behaviours (FSSBs) at the weekly level. Drawing on the tenets of the work–home resources (W-HR) model and the conservation of resources theory, we integrate relational resources in the model and investigate their role as triggers of FSSBs. Furthermore, we explore how FSSBs relate to both within domain (production deviance and employee creativity) and between domain (sleep quality and dyadic adjustment) employee outcomes, with a focus on exhaustion as a mediator. Our findings show that (1) spousal support experienced by the supervisor is positively related to the employee's perception of FSSBs as enacted by the supervisor, (2) employees' perceptions of FSSBs are negatively related to

employees' production deviance and (3) exhaustion is a mediator between FSSBs and employee outcomes of creativity, sleep quality and dyadic adjustment. Our findings across two multisource and diary studies underline the importance of designing and implementing FSSBs in a dynamic fashion.



Public leadership to foster peacebuilding in violently divided societies

| [DOI](#)

Authors: Khalil, L., Henley Business School, University of Reading, UK | Hartley, J., The Open University Business School, the Open University, Milton Keynes, UK

Date of publication: September, 2025

Department: Management

[Full article: Public leadership to foster peacebuilding in violently divided societies](#)

This paper examines public leadership for peacebuilding in divided societies emerging from severe violence. It deploys two theories of leadership: social identity and political astuteness, to investigate peacebuilding leadership processes. The paper investigates contradictions in social identity leadership, since peacebuilding leaders reach out beyond their own group to outgroups in hostile contexts. Semi-structured interviews with 32 leaders in Northern Ireland and in Bosnia Herzegovina, reveal that leading for peacebuilding exhibits inverse processes of social identity leadership and that political astuteness is also critical to navigate integration and differentiation within/across groups. Wider implications for public leadership in societies containing division are discussed.

published online: 30/9/2022



From managerialism to toxic leadership: The moderating effect of ethical climate in the healthcare sector

| [DOI](#)

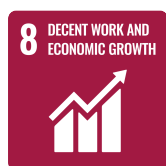
Authors: Bulutlar, F., Faculty of Economics and Administrative Sciences. Yeditepe university, İnönü Mah. Kayışdağı, Turkey | Kamasak, R., Henley Business School, University of Reading, UK | Alkan, D. P., Faculty of Economics and Administrative Sciences, Yeditepe University, Turkey | Ozbilgin, M., Brunel Business School, Brunel University, London, UK

Date of publication: September, 2025

Department: Management

[From managerialism to toxic leadership: The moderating effect of ethical climate in the healthcare sector | Journal of Management & Organization | Cambridge Core](#)

A hegemonic neoliberal ideology dominates all areas of work in Turkey, including healthcare. Though neoliberalism has been studied extensively from the perspective of meaning, values, and processes, managerial and leadership behavior dynamics require further research. This study analyzes the relationship between managerialism, toxic leadership, and ethical climate in an industry swept up by untamed neoliberalism, particularly in a nation where employment and human rights are ceremoniously protected. Through an analysis of medical doctors working in 207 public and private university hospitals in Turkey, we explored the role of managerialism and four distinct ethical climate types, resulting in the emergence of toxic leadership behaviors during the global pandemic. We theorize the extent to which toxic leaders emerge from managerialism. We further explain why the hegemonic Turkish leadership culture thrives in toxic behaviors such as paternalism, fealty, ingratiation, nepotism, and cronyism in the context of neoliberal expansion.



Regulation and the trickle-down effect of women in leadership roles

| [DOI](#)

Authors: Page, A., University of Exeter Business School, Exeter, UK | Sealy, R., Henley Business School, University of Reading, UK | Parker, A., Durham University Business School, Durham, United Kingdom | Hauser, O., University of Exeter Business School, Exeter, UK

Date of publication: September, 2025

Department: Business Administration | Management

[Regulation and the trickle-down effect of women in leadership roles - ScienceDirect](#)

We use an event study design to provide evidence demonstrating how the trickle-down effect is influenced by the introduction of regulation on board gender diversity. In 2011, a new regulation was suddenly introduced for firms listed on the United Kingdom's FTSE 350 index, the regulatory intervention put forward recommendations to increase the representation of women on the boards of FTSE 350 listed firms – the most critical recommendation was a voluntary target of having twenty-five percent of board positions held by women. We argue this change in regulation represents an exogenous shock, we utilize this shock to investigate how regulation influences the trickle-down of

women's representation from board level to senior management. We find evidence of a positive relationship between women on boards and women's representation in senior management during the pre-regulation era – otherwise referred to as the trickle-down effect. However, the introduction of regulation had the unintended consequence of weakening the relationship between women on boards and women in senior management. Our results suggest that the trickle-down effect varies between different contexts and settings. We discuss the implications for research and practice.



Charity Starts at Home: Understanding What Drives Children from Economically Disadvantaged Communities to Engage in Social Action

| [DOI](#)

Authors: Garnelo Gomez, I., Henley Bus School, University of Reading, UK | Money, K. Henley Business School, University of Reading, UK

Date of publication: September, 2025

Department: Management | Marketing

[Charity Starts at Home: Understanding What Drives Children from Economically Disadvantaged Communities to Engage in Social Action - Irene Garnelo-Gomez, Kevin Money, 2025](#)

This study explores motivations and barriers to social action in children from economically disadvantaged communities, through the lens of Construal Level Theory. Results from a qualitative study involving 40 children in the United Kingdom (engaged and non-engaged in social action) suggest that a concrete, place-based understanding of social action (low-level construal) and intrinsic motives drives children to engage. An abstract and decontextualized understanding of social action (high-level construal) and concrete responsibilities such as caring for family (low-level construal) often hinders engagement. Contrary to expected trends, motivations to engage in social action are more associated with intrinsic benefits. Social identity needs act both as motivators (disproving negative views about children) and as barriers (maintaining a sense of “coolness”). Our study contributes to knowledge by suggesting that a place engagement approach, which embraces low-construal aspects and is “closer to home,” may help both motivating and overcoming barriers to child volunteering in economically disadvantaged communities.



Balancing health and work: Employees demand more flexibility in when, where and how they work

| [DOI](#)

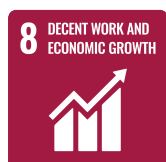
Authors: Laker, B., Henley Business School, University of Reading, UK | Fontinha, R., Henley Business School, University of Reading, UK | Walker, J., Henley Business School, University of Reading, UK

Date of publication: September, 2025

Department: Business Administration | Management

Commentary: In an era defined by ceaseless innovation and societal change, the norms that once defined the world's work experience are under significant scrutiny. Employees are challenging the traditional 9-to-5 work structure, advocating for a more fluid approach to their professional lives. Bolstered by technological advancements and prompted by recent global events, an increasing number of workers are demanding flexibility¹ in when they work, where they work from and how they work. Employee demands for flexibility are more prevalent for those in jobs that can fully or partially be done remotely. There is a large diversity in employers' views regarding whether or not to implement or keep flexible working practices.

There is a marked shift in employee preferences towards more flexible working arrangements, individualised career development, improved work–life integration and increased job satisfaction, which is influencing changes in workforce and management practices. These changes are challenging established norms and opening up opportunities for enhanced societal well-being and prosperity. The focus on employee health and well-being reflects the importance of adaptability and progress in the contemporary workplace. Flexible policies and technological advancements that support a balance between personal and professional life not only benefit individual workers but also contribute to a more robust society. A society that values well-being and work–life balance can reap comprehensive benefits, including economic, social and health improvements. The evolving attitude towards work indicates a future where success is defined by more than just economic survival but also by overall societal well-being. In this context, leaders have a crucial role in guiding the transition towards a more thriving society.



Work and life: the relative importance of job quality for general well-being, and implications for social surveys

| [DOI](#)

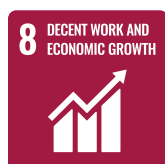
Authors: Green, F., IOE, Faculty of Education and Society, University College London, London, UK | Sangwoo L., IOE, Faculty of Education and Society, University College London, London, UK | Zou Min Z, Henley Business School, University of Reading, Reading, UK | Zhou Ying, Surrey Business School, University of Surrey, Guildford, UK

Date of publication: September, 2025

Department: Business Administration | International Business

<https://doi.org/10.1093/ser/mwae002>

We investigate the relative importance of variations in job quality in accounting for variations in general well-being among employed people in Europe, the USA, Australia and South Korea. We find that the importance of job quality is everywhere of a similar magnitude to that of health, while both are far more important than other conventional determinants, including education, gender, marital status, parental status, age or household income. Job quality accounts for somewhat more of well-being's variation among men than among women. Within the majority of European countries, the R^2 for the variation accounted for ranges between 14 and 19%. The paper's findings, alongside rising policy interest, support the allocation of a greater priority for job quality in general socio-economic and labour force surveys than hitherto.



The unequal implications of Industry 4.0 adoption: evidence on productivity growth and convergence across Europe

| [DOI](#)

Authors: Lavoratori, K., Henley Business School, University of Reading, UK | Castellani, D., Henley Business School, University of Reading, UK

Date of publication: September, 2025

Department: International Business | Business Administration

• <https://doi.org/10.1080/10438599.2023.2269089>

Do new manufacturing technologies of the Industry 4.0 (I4.0) boost TFP growth? By adopting a distance-to-frontier framework, this paper explores whether the adoption of (advanced) digital technologies affect the sectoral TFP growth rates across manufacturing industries of 14 European countries, during the period 2009–2019. We rely on a novel measure of adoption of I4.0 technologies (namely, advanced industrial robots, additive manufacturing and industrial internet of things), exploiting highly detailed (8-digit level) information on imports of capital goods embodying such

technologies. Our results suggest that adopting new digital manufacturing technologies of the I4.0 brings quantitatively important and statistically significant contributions to sectoral TFP growth rates, although these are mostly concentrated in countries close to the technology frontier. In turn, these technologies seem to have hampered the process of convergence between European technological leaders and laggards over the last decade



Environmental performance and credit ratings: A transatlantic study

| [DOI](#)

Authors: Hu, H., Federal Financial Supervisory Authority (BaFin), Germany | Lazar, E., Henley Business School, University of Reading | Pan, J., Henley Business School, University of Reading | Wang, S., Department of Economics, University of Reading

Date of publication: October, 2024

Department: Finance | Economics

This paper investigates the impact of the firms' environmental performance on their credit rating. To this end, we conduct a transatlantic study covering companies in the United States (US) and in the European Union (EU). Our study reveals that firms' environmental improvements positively contribute to their credit ratings. However, this effect varies between the US and the EU. If US and European firms enhance their environmental performance by the same scale, the former's creditworthiness benefits more than the latter's. Additionally, we show that improvements in environmental performance affect credit ratings linearly in the US but nonlinearly in the EU. These findings shed light on the implications of the firms' environmental performance and provide critical insights into the impact of corporate sustainability indicators on credit ratings.



Research Voices

The following statements demonstrate ways in which researchers at Henley Business School, The University of Reading bring sustainability and responsible management into their research.

Sarah McIntosh Research Partner Voice; Henley and MHFA England White Paper: The business case for belonging. How psychological safety drives engagement, wellbeing, and performance

"In December 2024, in partnership with MHFA England, we surveyed 2,000 employees, leaders, and business owners to explore psychological safety, wellbeing, and engagement; particularly for people with protected characteristics under the Equality Act 2010. While many valued being able to bring their whole self to work, fewer felt able to do so, especially those from underrepresented groups. Only 17% of employees felt motivated to go to work each day, with junior staff reporting lower engagement. Neurodiverse employees and those with mental ill health felt less psychologically safe. The findings highlight

Sarah McIntosh – Chief Executive, Mental Health First Aid England to support the research project we ran in conjunction with MHFA England:

Project title: Henley and MHFA England White Paper: The business case for belonging. How psychological safety drives engagement, wellbeing, and performance - Faculty: World of Work Institute - Dr Melissa Carr & Prof. James Walker supported by Shegyuan Huang
UN SDGs: UNSDG 3 - Good Health and Well-being, and UNSDG 8 - Decent work and economic growth.
Period - Dec 2024 - March 2025

Georges Georgiades Research Student Voice; Sustainable Construction

"I'm grateful that my work has been recognised through the Robert Pearce Prize, which reflects a commitment to advancing research that provides the knowledge and expertise essential for sustainable growth.

My dissertation addresses the intersection of **project management and sustainability within the construction industry**. By exploring the impact of sustainability requirements on project managers, it highlights the growing importance of sustainability as a key metric for project success and its conflict with the traditional iron triangle. Furthermore, this thesis identifies knowledge gaps among project managers with respect to sustainability. The study advocates for the integration of sustainability education into project workflows and early involvement of sustainability consultants. Ultimately, the findings promote a holistic approach to project management, fostering sustainable development and enhancing the profession's contribution to addressing the climate crisis. My research project covers the following UN SDGs (from the 17 UN SDGs): 8. Decent work and Economic Growth; 11. Sustainable cities and communities; and 13. Climate Action"

Georges Georgiades, Robert Pearce Prize student Winner 2024

Yi Hu - Research Student Voice; Sustainable Business

“Receiving the Robert D. Pearce PhD Thesis Prize has greatly motivated me to further pursue research in sustainable business. It reassures me that research in this field is being read, valued and supported, with growing expectations. I hope to pass on the spirit of this prize to others and inspire more people in the field”

Yi Hu, Doctoral Researcher in Finance ICMA Centre and recipient of the Robert D. Pearce Prize 2024

Fuad Dalmar -Research Student Voice; Sustainable Development & International Business

“I’m deeply honored to receive the 2025 Professor Robert D. Pearce Prize. Professor Pearce’s work on emerging markets, especially his insights on Africa, has had a huge impact on shaping my own research interests, which makes this award feel especially personal. Prizes like this are important for students, as they not only provide crucial encouragement but also validate the importance of exploring complex, global questions. Thank you again for this incredible honor. “

Fuad Dalmar – PhD finalist 2025 Professor Robert D. Pearce Prize Recipient

Dr Melissa Carr, Henley Business School Research Voice; White Paper: The business case for belonging. How psychological safety drives engagement, wellbeing, and performance

“Our research, A white paper: The business case for belonging. How psychological safety drives engagement, wellbeing, and performance provides clear evidence that fostering psychologically safe and inclusive workplaces not only improves individual mental health and wellbeing but also drives organisational performance and sustainable economic growth.

Creating a sense of belonging delivers measurable return on investment. It aligns directly with the UN Sustainable Development Goals—advancing SDG 3 by promoting mental health, reducing stigma, and enabling early intervention, and supporting SDG 8 by demonstrating how inclusive cultures strengthen employee retention, engagement, and productivity. This is about more than workplace culture—it’s a strategic lever for building resilient, high-performing organisations.

Our work underscores that belonging is not a ‘nice-to-have’, but a strategic imperative. Belonging drives societal impact by creating healthier, fairer, and more prosperous workplaces, ultimately helping people and businesses to flourish together, sustainably.”

Dr. Melissa Carr, Henley Business School

Project title: Henley and MHFA England White Paper: The business case for belonging. How psychological safety drives engagement, wellbeing, and performance

Faculty: World of Work Institute - Dr Melissa Carr & Prof. James Walker supported by Shegyuan Huang

UN SDGS: UNSDG 3 - Good Health and Well-being, and UNSDG 8 - Decent work and economic growth.
Period - Dec 2024 - March 2025

Research Voice - James Walker, Pro-Dean Academic Resources, Henley Director of Research and Director of the World of Work Institute

"Our core strategic goals of pursuing engaging impactful research, underpinned by rigorous scholarship, ensure that our research delivers meaningful real-world change.

Henley boasts a rich and distinctly diverse disciplinary base, drawing up the expertise of entrepreneurs, psychologists, mathematicians, economists, computer scientists, economic and business historians. The breadth of our expertise underpins our ability to conduct research that responds to the needs of user groups; an approach that is deeply embedded in our DNA.

We are committed to supporting the University's sustainability research agenda and contributing to excellence in environmental sustainability. Operating within a business and societal context, Henley focuses on the economic and social preconditions necessary for a fairer, more sustainable future. This is reflected in our commitment to transforming business education to prepare our community for the evolving world of work.

Initiatives such as the World of Work Institute exemplify this commitment, encompassing work on EDI; sustainable leadership; the impact of AI and automation in the workplace; and flexible work. Our adherence to PRME is led by the Centre for Ethics and Sustainability, and we have further expanded our sustainability focus through the development of a Sustainable Finance Group. Henley's strengths in responsible management, sustainable work, sustainable finance, and a host of other work, complement the University's broader environmental sustainability priorities."

Professor James Walker
Pro-Dean Academic Resources,
Henley Director of Research and Director of the World of Work Institute



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Financial Times
- ❖ Local institutions and associations
- ❖ Quacquarelli Symonds (QS)
- ❖ Responsible Research in Business & Management (RRBM)
- ❖ Times Higher Education (THE)

Student Organization Partnerships

- ❖ Amnesty International
- ❖ Students Organising for Sustainability United Kingdom (SOS-UK)
- ❖ The Red Cross on Campus
- ❖ Water Aid

Partnerships

The following provides more details on 12 key partnerships at Henley Business School, The University of Reading.

Association of African Business Schools (AABS)

Henley Africa was the first institution to achieve accreditation by the Association of African Business Schools (AABS) and is currently planning for re-accreditation in 2026. The Dean of Henley Africa has just completed his full term of office as Chair of the AABS.

Association to Advance Collegiate Schools of Business, AACSB

Henley is one of a select group of business schools globally to hold the 'Triple Crown' of business education accreditations from AMBA, AACSB and EQUIS; in 2021, Henley was re-accredited by AACSB and our Report included Commendations for:

- Henley's alumni activity and development of our Henley Live portal, which fosters a sense of community for alumni and others;
- Henley's staff engagement activities; and
- Henley's [World of Work Institute](#), which includes a focus on Equity, Diversity and Inclusion.

A range of Henley staff, including the Dean and other senior members of the Business School, attend and present at conferences and events organised by our three accrediting bodies. In 2022, Henley's Dean was one of the 32 participants drawn from business, the social sector, government, and academia working in partnership in the [AACSB Accelerator programme](#) to build a societal impact leadership framework and competency structure.

Association of MBAs, AMBA

Henley is one of a select group of business schools globally to hold the 'Triple Crown' of business education accreditations from AMBA, AACSB and EQUIS; in 2024, Henley was re-accredited by AMBA and our Report included Commendations for:

- The Personal Development module in the Henley MBA programmes, which was said to offer a distinctive element and is highly appreciated by students;
- Henley's alumni activity and development of our Henley Live portal, which ensures we strengthen institutional ties, foster lifelong connections and enhance opportunities for mentorship for students;
- Our commitment to the academic and pastoral wellbeing of our students; and
- Our mission and engagement in South Africa, which was highlighted as laudable and with the vision to address pressing socio-economic challenges, foster sustainable development, and contribute positively to the country's growth trajectory.

A range of Henley staff, including the Dean and other senior members of the Business School, attend and present at conferences and events organised by our three accrediting bodies.

Athena Swan

Henley's commitment to advancing gender equality and the careers of women was recognised in 2020 through the award of the UK [Athena SWAN gender charter mark](#); this remains a key area of focus within Henley's Equity, Diversity and Inclusion Strategy, and Henley is currently finalising its Athena SWAN re-certification submission, with the intention to upgrade from the Bronze to a Silver Award, demonstrating our progress. More broadly, Henley has a good record in this area: 49% of its core faculty are women and in the 2024 *Financial Times* Executive MBA rankings it was placed 5th in the world for percentage of female full-time faculty.

Chartered Association of Business Schools, CABS

Staff are participants in activities delivered by the UK [Chartered Association of Business Schools \(CABS\)](#), including attendance and presentation at conferences, and involvement in its Deans and Directors' Development Programme. David Stannard, Henley's Director of Compliance and Governance, is Vice-Chair of its Professional Managers' Committee and in 2025 co-developed and co-

facilitated a new CABS [Professional Services Leadership Programme](#) which had 17 participants. Feedback from those participants was extremely positive and planning for the 2026 cohort has already begun.

European Foundation for Management Development, EFMD

Henley is one of a select group of business schools globally to hold the 'Triple Crown' of business education accreditations from AMBA, AACSB and EFMD through its EQUIS award; in 2024, Henley achieved EQUIS re-accreditation and our Report identified that in the area of Ethics, Responsibility and Sustainability we were 'Above Standard' for:

- Community outreach activities (local and global); and
- Contribution to and from the world of practice.

A range of Henley staff, including the Dean and other senior members of the Business School, attend and present at conferences and events organised by our three accrediting bodies. In 2024-25, Henley's Director of Compliance and Governance was a member of an EFMD task group reviewing its online programme certification service.

Financial Times

Henley works in partnership with the *Financial Times* to engage with and participate in its annual business Rankings activities. In the most recent FT Rankings, Henley is placed:

- 25th in the world for Open programmes and 22nd in the world for Custom programmes in the 2025 Executive Education rankings
- 5th in the UK and 52nd globally in the 2024 Executive MBA rankings
- 6th in the UK and 36th in the world in the 2025 Masters in Finance rankings
- 5th in the UK and in the global top 100 business schools in the 2024 Masters in Management ranking
- 35th in Europe in the 2024 European Business School rankings

In 2025, Henley also made two entries into the *Financial Times* Responsible Business Education Awards in the categories recognising 'Best business school academic project with impact on policy or practice' and 'Best business school teaching materials based on innovative research'.

In the category for **Best business school teaching materials based on innovative research**, a submission was made on behalf **Dr Matteo Borghi** to showcase the "Managing Change in the Real Estate Sector" module. The application was built around how the module equips students with the knowledge and tools to navigate an evolving real estate industry, emphasizing innovation, entrepreneurship, and sustainability.

In the category for **Best business school academic project with impact on policy or practice**, a submission was made on behalf of **Dr Mona Ashok** for her work on 'Leveraging AI for Operational Excellence: Impact on Practice Beyond Academia'. The application was articulated around Mona's research on addressing the governance and sustainability aspects of AI to help leaders prepare for AI, navigate ethical challenges, and achieve organisational and public value through AI. The narrative included the partnership with ActiveOps and the impact of Mona's work on their business practices

John Madjeski Centre for Reputation (JMCR) Impact Partnership

The JMCR Impact Partnership aim is to enhance the development of leaders and the positive social impacts made by their organisations.

The [JMRC Impact Partnership](#) connects more than 100 NGO's from South Africa with global leaders from Henley's network and has been active for 17 years. It exists to continue and extend the relationships built during the Henley MBA Reputation and Responsibility Immersion Visit and provides a trusted infrastructure for leaders to continue to share, develop and grow together, supporting one another and working on projects of their choice. In doing so we aim to enhance the development of leaders and the positive social impacts made by their organisations. NGO's include the Colleges of Medicine, South Africa, which sets the medical standards for medical professionals across South Africa. Our partnership is helping to improve uptake of medical standards and medical outcomes. It also includes the following organisations: *Back-a-Buddy*, South Africa's largest charitable giving platform which is helping to drive fundraising for projects; *The National Shelter Movement of South Africa*, helping the organisation campaign against gender-based violence; *Mamelani*, helping organisations to bring about policy change to provide statutory support for children in care. The JMRC Impact partnership holds regular meetings online, which means that there is a governance aspect, where partners' aspirations, concerns and progress are debated.

QS (Quacquarelli Symonds)

Henley works in partnership with the QS to engage with and participate in its annual business Rankings activities. In the most recent QS Rankings, Henley is placed:

- 65th in the world in the 2024 Executive MBA rankings
- 12th in the world in the 2025 International Trade rankings (EMBA and International Business)
- 78th in the world in the 2025 Business Masters rankings for Finance
- 101-110th in the world in the 2025 Business Masters rankings for Management
- 101-150th in the world in the 2025 QS World University Ranking by Subject (Accounting and Finance)
- 130th in the world in the 2025 QS World University Ranking by Subject (Business Management)

Reading Students' Union

[Reading Students' Union](#) (RSU) is the independent charitable organisation which represents students and the student voice at the University of Reading. RSU provides a wide range of advice and support services for students, including sustainability initiatives. [Sustainability](#) is a key area of focus and in the most recent [Students Organising for Sustainability United Kingdom \(SOS-UK\)](#) and NUS Green Impact Awards, RSU achieved a 'Very Good' rating.

It also provides a wide range of volunteering opportunities and opportunities for students to join and engage with clubs and societies. A number of those societies have an RME-focus including Amnesty International, The Red Cross on Campus and WaterAid.

Responsible Research in Business and Management, RRBM

Henley's research is anchored in the root belief that business and business leaders can be a force for good; our research has international impact and delivers meaningful real-world relevance.

Our core strategic goals of pursuing engaging impactful research, underpinned by rigorous scholarship, ensure that our research delivers meaningful real-world change. Henley boasts a rich and distinctly diverse disciplinary base, and the breadth of our expertise underpins our ability to conduct research that responds to the needs of user groups; an approach that is deeply embedded in our DNA.

Henley works with RRBM to further these goals and aims. Our Director of Research, Professor James Walker, has led an RRBM working group looking at responsible metrics and has also been part of a panel at the RRBM conference in 2023 in Fontainebleau.

Times Higher Education (THE)

Henley and the University of Reading work in partnership with the *Times Higher Education (THE)* to engage with and participate in their annual university Rankings activities. In the most recent THE Rankings, Henley subjects are placed:

- 151-175th in the world in the World University Ranking by subject 2025 (Social Sciences)
- 86th in the world in the World University Ranking by subject 2025 (Business and Economics)

Partner Voices

The following statements from our partners demonstrate ways in which our collaborations at Henley Business School, The University of Reading support sustainability and responsible management education.

Sarah McIntosh Research Partner Voice; Henley and MHFA England White Paper: The business case for belonging. How psychological safety drives engagement, wellbeing, and performance

"In December 2024, in partnership with MHFA England, we surveyed 2,000 employees, leaders, and business owners to explore psychological safety, wellbeing, and engagement; particularly for people with protected characteristics under the Equality Act 2010. While many valued being able to bring their whole self to work, fewer felt able to do so, especially those from underrepresented groups. Only 17% of employees felt motivated to go to work each day, with junior staff reporting lower engagement. Neurodiverse employees and those with mental ill health felt less psychologically safe. The findings highlight

Sarah McIntosh – Chief Executive, Mental Health First Aid England to support the research project we ran in conjunction with MHFA England:

Project title: Henley and MHFA England White Paper: The business case for belonging. How psychological safety drives engagement, wellbeing, and performance - Faculty: World of Work Institute - Dr Melissa Carr & Prof. James Walker supported by Shegyuan Huang
UN SDGs: UNSDG 3 - Good Health and Well-being, and UNSDG 8 - Decent work and economic growth.
Period - Dec 2024 - March 2025

Petrina Pakoe Partner Voice; Building Impact in the NGO sector through improving stakeholder relationships

"I am the Director of the Peninsula School Feeding Association, founded in 1958 and one of the largest and most well-established organisations of its kind in South Africa, having provided more than 2 billion meals to school children since our inception. Our research with Henley provided insights to extend our services to a larger number of schools and early childhood development centres and broaden our footprint across South Africa. The research allowed us to build even more impactful relationships with our current schools and other stakeholders. Henley also assisted us in refining a model for self-sustainability by outsourcing our services to generate income and decreasing our sole dependency on donor funding. The insights from the research also provided confidence to accelerate our expansion plans, reaching more children and also building best practices with existing school partners. The research with Henley helped to contribute to the following UN Sustainable Development Goals: SDG 2 - zero hunger, and SDG 3 – good health and well-being – by improving the nutrition of children in schools. I look forward to continuing to partner with Henley in the future, and in particular, to share the Henley and PSFA research and impact story (so far!) at your conferences in 2026 both in Cape Town and the UK. "

PETRINA PAKOE
DIRECTOR



Building Impact in the NGO sector through improving stakeholder relationships

Summary: This research is set in the context of the NGO sector in South Africa, with a large variety of different missions, ranging from issues of social inclusion, reduction of inequalities (gender, race, disabilities), education, poverty and hunger alleviation, environmental action and job readiness. As such the research contributes to understanding how NGOs can better contribute across all the SDGs. Most NGO's we have worked with have been in the education, social services and hunger alleviation domains. Thus, key contributions are to SDG 1-no poverty, 2 – zero hunger, 3- good health and wellbeing 4- quality education, 5 – gender equality, 8 – decent work and economic growth and 10 – reduced inequalities. Faculty from the JMCR and Students on the Global MBA are involved as researchers

Department : Leadership Organisations Behaviour and Reputation, JMCR research centre

Partner Voice - Henley Business School Africa

As a signatory to the UN's Principles for Responsible Management Education (PRME), Henley Business School Africa actively engages people from business, government, civil society, and academia to advance responsibility, sustainability, and accountability. This multi-stakeholder approach is central to the school's mission of "building the people who build the businesses that build Africa," moving beyond compliance to tackle the continent's complex developmental challenges.

Engagement happens in four primary spheres: research and knowledge creation, teaching and learning, operations and compliance, and collaboration and partnerships.

Research and knowledge creation

A primary method of engagement is through fostering open dialogue and creating impactful thought leadership. Henley convenes diverse stakeholders through round-table discussions, annual workshops, conferences, and webinars using its research as a catalyst for conversation. The school produces a range of materials, including white papers, case studies, and research reports, to explore pressing issues in an African context. For example, research into Artificial Intelligence, published in 2024, argues for an ethical framework to ensure its responsible application across Africa while collaborative reports on Environmental, Social, and Governance (ESG), with partners like Risk Insights, aim to elevate the strategic dialogue between business and government. These initiatives tackle critical themes of corporate governance, accountability, and the need for a green economy.

Teaching and learning

Theoretical engagement is grounded in practical application. Henley functions as a “laboratory for business and society,” connecting students with authentic business dilemmas through immersive learning. The Henley Explore research centre, launched in 2023, uses technologies like VR to create case studies on sustainability and diversity, while the development of teaching case studies published in 2024 – such as the three around Kokiville Homestead and Sumting Fresh street food entrepreneur and restaurateur – provide real-world examples of how small businesses can create shared value. This action-learning approach ensures that the school's research is not only credible but also directly contributes to finding viable solutions for community and business challenges.

Henley Africa also has one of the largest self-funded scholarship schemes on the continent, investing more than 1% of its Net Profit after Tax to support initiatives that benefit previously disadvantaged Black South Africans, community-based organisations, and other marginalised groups, including the creative industries, to create a platform for future development. Examples include supporting youth development programmes such as the annual Lincoln Mali Youth Summit (see below) and providing bursaries to individuals participating in some of our courses. Additionally, all Henley staff are encouraged to study at the school, enrolling on one of its accredited programmes that provide a complete ladder of learning from post-secondary school right up to doctoral level. In the course of the last financial year, the school spent close to 10% of its income on training, exceeding the target of 6%.

Operations and compliance

Henley Africa's commitment to advancing sustainability and accountability is most tangibly expressed through the school's deep engagement with Broad-Based Black Economic Empowerment (B-BBEE) legislation in South Africa. Viewing transformation as a core responsibility, Henley has achieved a Level 1 B-BBEE status, the highest achievable, for two consecutive years. This is not merely a box-ticking exercise but a reflection of a concerted effort to address historical economic imbalances.

This commitment is evidenced by concrete numbers from its last audit. In addition to its skills development initiatives detailed above, Henley Africa has also made concrete gains in management development and preferential procurement. Of 114 employees, 78% are Black, and of 95 managers,

75% are Black. Through the government's Youth Employment Service (Y.E.S.) initiative, Henley created 10 work opportunities for Black youth in both 2024 and 2025. Furthermore, the school exceeds its targets for empowering small Black-owned businesses through supplier and enterprise development. For the 2024-2025 financial year, 33% was spent on Black-owned businesses.

Collaborations and partnerships

Henley actively participates in collaborative projects and programmes with various businesses to address challenges and capitalise on opportunities. In 2024 and 2025, its annual youth leadership Summit, held in partnership with the Lincoln Mali Foundation, brought together 200 youth professionals and 16 esteemed African leaders to empower young leaders across the African continent. Additionally, Henley's MBAid programme works with Non-Governmental Organisations to channel the energies generated by the business school to create positive social output. Over the past 15 years, Henley MBA students and staff have worked with more than 300 organisations and provided close to 75,000 hours of free business support to SMEs and NGOs. This equates to 8 to 20 years of free consulting time – an investment worth more than R40 million. In 2024, the school established a specific alumni community (the Henley Alumni Non-Profit Connection) for those who are working in the NPO sector or are passionate about purpose-driven business.

By integrating robust dialogue and thought leadership with practical, community-focused projects and a demonstrated commitment to national transformation, Henley Business School Africa creates a dynamic ecosystem. This allows for meaningful engagement across all sectors of society, driving progress on accountability and fostering a more sustainable and responsible future for the continent.

Partner Voice - Discovery Ltd South Africa

Henley Business School partners with Discovery Limited to deliver a transformative **Management and Leadership Programme**, culminating in a **Postgraduate Diploma in Management Practice at NQF Level 8**. This programme is a cornerstone of our organisational development strategy, particularly in advancing **responsibility, sustainability, and accountability** across all levels of leadership.

The programme helps delegates build:

- - **Leadership Capability**
 - **Strategic Thinking**
 - **Business Acumen**
 - **Management Effectiveness**

Henley's global expertise and academic excellence supports us in embedding ethical leadership, long-term sustainability thinking, and a culture of accountability. The programme encourages reflective practice, systems thinking, and real-world application—empowering leaders to make responsible decisions that positively impact both the organisation and society. This collaboration exemplifies our commitment to developing leaders who are not only effective in their roles but also deeply aligned with Discovery's purpose: to make people healthier and enhance and protect their lives.

Khaya Linyana, Discovery Ltd South Africa

Partner Voice - Henley Nordic

At Henley Business School Nordic, we actively engage a diverse range of stakeholders, including clients from the business sector, to promote responsible leadership, sustainability, and accountability.

Client Engagement

We collaborate with corporate clients to co-create programmes that foster human-centric, purpose-driven leadership. A prime example is our partnership with UPM on the *People-Centric Leadership* programme, which equips leaders with the mindset and tools to lead responsibly in a rapidly changing world.

Alumni and Community Engagement

Our Alumni Board has placed a strong emphasis on sustainability, ensuring that our alumni network remains a vibrant community for advancing sustainable practices and thought leadership. In 2024 the overarching theme for our alumni activities was sustainability, in 2025, they have selected DEI as an overarching theme.

Thought Leadership Events

We host high-impact events that bring together voices from across sectors:

- **October 2024 Masterclass on Purpose-Driven Leadership**
 - This event focused on aligning leadership with the triple bottom line: People, Planet, and Profit. Keynotes were delivered by Dean of Henley Africa, Jon Foster-Pedley, Henley Nordic Managing Director, Paula Kilpinen, and a Henley client Tarja Takko, offering diverse perspectives on sustainable leadership.
 - **March 2025 Events in Copenhagen and Helsinki: Companies as a Force for Good**
 - These events spotlighted sustainability in business and society, and how companies should act as a force for good. In Copenhagen, Henley alumna Tania Ellis and University of Reading Chancellor Paul Lindley shared insights on sustainability, focusing on the people perspective. In Helsinki, Wärtsilä's Vice President, Corporate relations and sustainability, Marko Vainikka, joined Chancellor Lindley to discuss Wärtsilä's role in driving sustainability in the maritime and energy sectors. Each event attracted around 70 local alumni, fostering cross-sector dialogue and collaboration.

Collaboration with UNICEF and the British Embassy

A landmark event held at the British Embassy in Helsinki highlighted our commitment to advancing UN Sustainable Development Goals in general and the SDG 4: Quality Education in particular. With opening remarks from Her Majesty's Ambassador Laura Davies, the event featured contributions from Paula Kilpinen (Henley Nordic), Anniina Tanhuapää (UNICEF Finland), and Paul Lindley (University of Reading). Presentations by Frank van Cappelle (UNICEF Global Learning Innovation Hub) and Hans Ahlström (Ahlström Group) underlined the transformative power of education in empowering individuals and organisations, and in promoting global citizenship and social cohesion. Over 50 participants attended, including more than 30 representatives from leading Finnish companies.

Dr Paula Kilpinen, Managing Director, Henley Business School Nordic



Practice

We adopt responsible and accountable management principles in our own governance and operations.

Institutional Policies and Practices

- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Employee equity, diversity, inclusion
- ❖ Environmental stewardship policies
- ❖ Ethical data sourcing guides
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Open-access guides
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water
- ❖ Zero-waste guides

Policy Documents Related to RME and/or Sustainability

Henley EDI Strategy Vision

[View document](#) [Download document](#)

UoR Anti Bribery and Corruption Policy 2024

[View document](#) [Download document](#)

UoR Business Conduct Policy

[View document](#) [Download document](#)

UoR Code of Good Practice - Valuing Ourselves and Others

[View document](#) [Download document](#)

UoR Code of Good Practice in Research

[View document](#) [Download document](#)

UoR Conflict and Declaration of Interests Guidance
2025

[View document](#)  [Download document](#) 

UoR Curriculum Framework summary

[View document](#)  [Download document](#) 

UoR Emissions and Discharges Strategy

[View document](#)  [Download document](#) 

UoR Environment and Energy Policy 2025-27

[View document](#)  [Download document](#) 

UoR Equal Opportunities Policy

[View document](#)  [Download document](#) 

UoR Estate Strategy summary

[View document](#)  [Download document](#) 

UoR Fairtrade SMART Action Plan 2024-2025

[View document](#)  [Download document](#) 

UoR Fairtrade Statement 2024-25

[View document](#)  [Download document](#) 

UoR Harassment and Bullying Procedure

[View document](#)  [Download document](#) 

UoR Investment Policy

[View document](#)  [Download document](#) 

UoR IT Equipment Disposal Policy

[View document](#)  [Download document](#) 

UoR Net Zero Carbon Plan

[View document](#)  [Download document](#) 

UoR Personal Titles Guidance 2024-25

[View document](#)  [Download document](#) 

UoR Research Ethics Committee Policies and Guidance

[View document](#)  [Download document](#) 

UoR Responsible Metrics in Research

[View document](#)  [Download document](#) 

UoR Responsible Procurement

[View document](#)  [Download document](#) 

UoR Re-use Policy

[View document](#)  [Download document](#) 

UoR Staff Recruitment and Selection Procedure 2025

[View document](#)  [Download document](#) 

UoR Statement on Open Research

[View document](#)  [Download document](#) 

UoR Sustainability Annual Report 2023-24 summary

[View document](#)  [Download document](#) 

UoR Sustainable Food Policy and Framework

[View document](#)  [Download document](#) 

UoR Sustainable Travel Policy Principles

[View document](#)  [Download document](#) 

UoR Travel Policy

[View document](#)  [Download document](#) 

UoR Travel-Plan 2024

[View document](#)  [Download document](#) 

UoR Waste and Resource Use Strategy 2021-30

[View document](#)  [Download document](#) 

UoR Water Management Plan 2022-26

[View document](#)  [Download document](#) 

UoR Whistleblowing Policy

View document  Download document 

Practice Awards

In 2024, Henley Business School, The University of Reading received 5 awards for responsible and/or sustainable practices.

Decarbonisation Project of the Year

Granter: The Energy Management Awards

Grantee: University of Reading

Award Description:

The University of Reading won Decarbonisation Project of the Year in December in the Energy Management Awards 2024; the Awards give prominence to those leading the energy management industry and inspire other professionals to follow in the same footsteps. As part of its strategic plan 2020-2026, the University committed to ambitious environmental targets, including achieving Net Zero Carbon emissions by 2030. One of the key components of this plan was to address the carbon emissions resulting from business travel. In 2023 the University launched a new Business Travel Policy, which introduced carbon budgets for each of its academic Schools, including Henley Business School, setting a target to reduce emissions by at least 30% against 2018/2019 baseline levels. To make this achievable, a new system was developed to monitor, analyse, and report emissions on a quarterly basis, providing clear data to staff and departments on their progress. The project has exceeded expectations in its first year, reducing business travel emissions by 64%, saving 5,248 tCO₂ compared to pre-COVID levels. This result is especially impressive considering the increased demand for international travel in the post pandemic world. Staff engagement has been crucial to the project's success. Many staff members have actively sought information about their carbon budgets, leading to increased discussions about alternatives travel options like trains and virtual meetings. This shift in behaviour within staff members have play a crucial part in the University meeting its targets. The project's success has not only led to great success with reducing emission, but it has also created a strong foundation for future sustainability efforts. Moving forward the University plans to incrementally tighten targets to ensure that business travel emissions remain well below pre-COVID levels, ultimately supporting the University's goal of achieving Net Zero by 2030.

Green Flag Award

Granter: The Green Flag Award is managed by Keep Britain Tidy under license from the UK Government Ministry of Housing, Communities & Local Government

Grantee: University of Reading

Award Description:

In 2025, the University of Reading's Whiteknights campus was awarded the Green Flag for the 15th year in a row, maintaining its recognition as one of the UK's best managed green spaces. The Whiteknights campus is one of the two campuses of the Henley Business School in the UK. The Green Flag scheme recognises parks and green spaces that are well-maintained and provide quality outdoor access to the community. The award reflects the consistent efforts of the University's Estates Grounds team, whose day-to-day work keeps our green spaces looking their best in a way that promotes sustainability and ecological diversity.

People and Plant League: First Award Class

Granter: People and Planet

Grantee: University of Reading

Award Description:

The University of Reading is annually assessed by People & Planet, a student network running co-ordinated campaigns against oppression and injustice, for its independent league table of UK universities, ranked according to their environmental and ethical performance. For several years, the University has been awarded a 'First Class' rating in the League Table; in 2023-24 it was also ranked First out of 151 institutions in the UK and in 2024-25 it was ranked Fourth. The League Table ranking takes into account 14 separate areas of activity: - Policy and Strategy - Staff and HR - Environmental Auditing and Management Systems - Ethical Investment and Banking - Ethical Careers and Recruitment - Managing Carbon - Workers' Rights - Sustainable Food - Staff and Student engagement - Education for Sustainable Development - Energy Sources - Waste and Recycling - Carbon Reduction - Water Reduction

Sustainable University of the Year

Granter: The Times and The Sunday Times

Grantee: University of Reading

Award Description:

In 2025, the University of Reading was named Sustainable University of the Year 2025 in The Times and The Sunday Times Good University Guide 2025. The Guide stated that the University had "made an impressive headway towards its ambition of being one of the greenest universities in the world". The Guide also highlighted the University's status as one of the world's leading universities for the study of climate change – as indicated by the award of a Queen's Anniversary Prize - the highest national honour for a UK institution in higher and further education – in 2022 for its work on climate change. Professor Robert Van de Noort, Vice-Chancellor of the University of Reading, said: "We are proud to be a multi-award-winning community playing a sector-leading role in addressing climate change and

environmental sustainability through our world-leading research, teaching and campus operations. “It is excellent to be recognised as Sustainable University of the Year, which reflects the incredible hard work of our students, colleagues and partners who together have a shared commitment to securing a better global future. “This is wonderful news to receive as we start a new academic year, and I look forward to our community continuing their efforts to make a real difference in the years ahead.”

University of the Year for Scholarships and Bursaries 2026

Granter: The Times and the Sunday Times

Grantee: University of Reading

Award Description:

The University of Reading has been named University of the Year for Scholarships and Bursaries 2026 in The Times and The Sunday Times Good University Guide 2026. The accolade follows Reading’s 2025 position as Sustainable University of the Year and comes after the launch of the Global Sustainability Leaders Scholarships, which will offer up to 400 scholarships for high-achieving students, worth £6,000 a year across every year of study for undergraduates starting in 2026. The Times and Sunday Times guide highlighted the growing number of students seeking scholarships and bursaries and praised Reading’s ‘generous’ sustainability scholarships scheme – which it said was an emerging area of funding among UK universities. Professor Robert Van de Noort, Vice-Chancellor at the University of Reading, said: “After being named as the Sustainable University of the Year for 2025, we are proud that our new scholarships scheme for sustainability has led us to the position of the Times and the Sunday Times University of the Year for Scholarships and Bursaries 2026. “Our Global Sustainability Leaders Scholarship programme represents one of the UK’s largest-ever sustainability-focused undergraduate scholarship initiatives. It will create a community of future leaders across all subjects, from arts to sciences. “This ambitious programme provides not just generous financial support but also specialised leadership development, learning experiences that bring together students from different fields, and access to industry networks and sustainability experts. “At the start of a new academic year, when we are welcoming students to Reading for the first time, or welcoming them back to our campuses for a new year of study, this serves as a reminder of the value of our approach, giving students from a wide array of backgrounds the education, skills and experiences they need to change their own worlds while looking after our planet.”

Practice Voices

The following statements from stakeholders at Henley Business School, The University of Reading demonstrate our commitment to sustainable and responsible practices.

Practice Voice - Dereck St Clair

At Henley's Greenlands campus, we do the following to support sustainability:

- Food Recycling – From plate to plate, compost used on our herb and tree circles
- Filter and bottle our own mineral water in glass bottles for all Conference and catering operations
- Hotel Bedrooms guests are able to fill their own glass bottles of mineral water as they require
- Removal of all stationery from meeting rooms (supplied on request only)
- We removed 99% of disposable cups (historically using 4000 hot cups and 2000 cold cups a week)
- All disposables are recycled or biodegradable products eg the bamboo boats at breakouts
- Meadow Grass
- Berry Brook and Bourne House Bream accredited
- ISO 14001 accredited
- Removal of all paper towels form all facilities
- Reduction of plastic through removal of individual bathroom accessories
- Option available to guests to request no cleaning or towel changes
- All bedroom literature removed and placed on IPTV
- New IPTV system installed, Old Tv's upcycled through Clean Conscience
- Storage Building (Finance Building) emptied and upcycled to schools and communities in need in Africa through Clean Conscience
- Natural herbaceous border along the river front creating natural habitats and biodiverse benefits
- Upcycled the Garden Common Room furniture
- Upcycled the Heyworth chairs
- Bee / Bug Hotel
- Greenlands Wild Garden
- Natural ventilation in Hotel bedrooms , no air conditioning

On the back of the Main University policies and projects we also:

- Follow the Menus of Change principle.
- Reduction of meat, increase of plant base
- University Beef
- Organic Milk
- Etc etc
- Utilise local wines on our wine list
- Engage and support local businesses
- Look to recruit locally where possible
- Follow me lighting
- Zonal controlled Heating
- Follow me printing
- Provision of a Cycle shed

- Worked with the local Parish to provide bus shelters to aid that mode of travel.
- Held discussion with the bus service company relating to service levels.

Dereck St Clair, Head of Hotel Services, Henley Business School

Practice Voice - Dan Fernbank, Energy & Sustainability Director, University of Reading

Environmental sustainability is one of 4 key principles in the University's Strategic Plan, with a clear ambition to be recognised as a sustainability leader across its teaching, research and operations. Its Environmental Strategic Action Plan brings these 3 interlinking themes together and provides a practical framework for action. The University embeds environmental sustainability into key decision making, such as by mandating that all initiatives considered by its Executive Board clearly consider the environmental impacts/benefits associated with them. A network of sustainability champions has been developed across the University, including representatives from the Henley Business School and all other academic and operational departments. Its environmental and energy management system is certified to both the ISO14001 and ISO50001 standard.

Dan Fernbank, Energy & Sustainability Director, University of Reading

Practice Voice - Erin Cooper, Assistant Director of Procurement, University of Reading

The Procurement team is involved in a number of University responsible procurement (RP) initiatives. Responsible procurement includes policy, process and projects in areas relating to environmental, social and governance (ESG).

Responsible Procurement Aims:

To carry out procurement activities with a commitment to environmental, social and ethical factors

- Provide responsible procurement operations and leverage our supply chain to benefit the University and our community.
- Achieve the highest standards of environmental performance, prevent pollution and minimise the impact of our operations.
- Contribute to the [University of Reading Strategy](#) which aims to create new knowledge, embrace and celebrate diversity of people and ideas, and care for our environment.

Current Responsible Procurement Initiatives:

The table below provides an update on the initiatives we are involved in or leading and the actions or status.

Area	Description	Actions/Status
Tender		
Evaluation		

	Standardised and updated sustainability tender ESG evaluation criteria by category related to DE&I, environmental, social value, ethical sourcing	Discussed at Procurement Away Day May 15 – take actions forward
Contract Management	Monitor supplier progress related to sustainable products, services and works as part of contracts and supplier reviews	Incorporating RP into supplier reviews looking at full lifecycle cost of goods including waste disposal, recycling/reuse potential.
Procurement Policy	RP included in Procurement Policy appendix 5 updated in August 2024.	Continue to monitor compliance with policy.
Supplier Code of Conduct	Reviewing and benchmarking our code of conduct with other HEIs	Expand scrutiny to environmental areas (such as deforestation, water stress and scarcity, land use, mining, manufacturing) and governance (such as DE&I, H&S, labour/ wages).
Audits	Contribute annually to EMS and Energy ISO14001/50001 Audits, IT Audit, Procurement Policy audit	Provide information and data on procurement controls, tenders, contract management.
Supplier ESG Audit	Completed audit of top 50 suppliers on Scope 1,2,3, Modern Slavery, Net Zero, DE&I commitments	Extend audit to all suppliers with spend over £100k annually. Focus on high risk areas including construction, IT, transport, facilities.

Collaboration within HE / Consortia	Members of HEPA Responsible Procurement Groups (RPG), Circular Economy and Waste forums	Increase sustainable awareness of product/ service choices, frameworks. Reduce duplication of effort.	
Sustainable Travel	Input and management of travel policy, website improvements, FAQs, insurance advice, training	Developing one online International Travel risk assessment form.	
Scope 3	Calculation and analysis of emissions of our suppliers, choice of lower emitting suppliers. Subscription to Net Positive Futures system.	Influence on suppliers to contribute data to Net Positive Futures. More accurate data calculations with Sustainability Team.	
Fairtrade recertification	Collated over 80 pieces of evidence with assistance from Schools and Directorates. Bi-annual Assessment by completed by UoR Students in April 2025.	Award results due June 16 – hope to increase from Two stars to Three stars.	
Electronics Watch	Members of Electronics Watch who provide webinars, supply chain monitoring on working conditions, right to assemble, environmental concerns related to IT, EV, manufacturing	Put pressure on our suppliers where relevant.	
Research Concordat	UOR to become signatory of the Concordat for the Environmental Sustainability of Research and Innovation Practice and provide internal guidance for researcher bid writing to meet funders' requirements.	Member of EAUC concordat group to reduce duplication of effort.	Compiling statement for UoR concordat guidance for researchers when writing bids related to social value, choosing sustainable products via the new marketplace from Aug 2025, reuse/ recycling/sharing of equipment, role of the supplier etc.

Circular Economy	Investigating other products where circular economy is relevant beyond IT e.g. stationery, labs, uniforms, PPE, capital equipment, products with recycled content/packaging, glass v single use plastics, end of life disposal alternatives	Influence suppliers on the demand for more sustainable circular products.
Local Suppliers	In FY23/24, 12% of spend with suppliers in RG1 post code area.	Expand analysis and aim to expand spend with local suppliers.

Next Steps:

Continue to work with colleagues and suppliers on these initiatives and measure and record progress, KPIs, deliverables for reporting and audit purposes.

Erin Cooper, Assistant Director of Procurement, University of Reading



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



Engagement Opportunities

Henley Business School, The University of Reading offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

Henley Business School, The University of Reading communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Faculty and staff
- ❖ Media and public relations channels
- ❖ Non-governmental organizations (NGOs)
- ❖ Prospective and current students
- ❖ Research and academic networks
- ❖ Government and policy makers

Sharing Voices

The following statement from stakeholders at Henley Business School, The University of Reading demonstrates our commitment to sharing and learning from sustainability and responsible management practices.

Sharing Voice - Julia Massey, Director of Marketing and Sales

The Marketing department at Henley is a diverse team, old and young, many nationalities all passionate about doing meaningful and responsible work. Our purpose is to communicate the Business School's vision and values and commitment to shaping a better future through responsible business education.

We recognise that our most important assets are our brand and our people. The Henley brand which underpins our marketing our vision and values drive our marketing and is reflected in our strapline **'Where business comes to life'**. This guides every aspect of our marketing. This encapsulates us working closely with the business community and developing its students' capabilities and character to strive in the real world and make a positive impact.

Our values are integral and underpin all our marketing.



These values are at the heart of all our marketing whether it be with potential students at recruitment fairs, on digital platforms, in personal interactions to instill the sense of Henley community in students from the very first point of contact with the School.

'Where business comes to life' is more than a strap line it is a phrase that not only embodies our deep connection to business but also our dedication to developing students not only in academic capability but in **character**. Our approach brings business and community into the classroom, blending teaching and research 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.

Julia Massey, Director of Marketing and Sales, Henley Business School



SIGNATORY

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