

Institution:

Royal Holloway, University of London

Unit of Assessment:

C19 - Business and Management Studies

a. Context

The School of Management was founded in 1990 with the support of Nat West Bank. Since our early days we have also been supported by Sir Alec Reed, founder of the REED employment group. These roots in business, along with regular input from the business and public sector leaders on our external advisory board, have embedded engagement and the achievement of non-academic impact as important elements of our research strategy. Our ethos of evidence-based critical engagement is reinforced by the field-based nature of much of our research activity, which requires engagement with a wide range of organisations in many different contexts in the collection of data. Impact is also integrated into our targeted applications for external funding.

The School wishes to demonstrate a range of different types of non-academic impact through our five impact case studies. In addition we believe we have delivered impact in further areas as elaborated below.

The School's high quality research has reached the following non-academic beneficiaries, users and audiences:

- 1) Policymakers at the national level (including: The House of Commons – Parliamentary Committees, OFCOM; UK National Audit Office) and the international level (including: Victoria Auditor General's Office, Australia; the European Commission).
- 2) Private sector large companies such as Sainsbury's, Tesco, and one of the world's 10 largest food multinationals.
- 3) Private sector Small and Medium Sized Enterprises (SMEs).
- 4) The accounting profession and standard setters.
- 5) The general public in the UK.

The impact strategy of the School is nested within and supported by the University's central structures to foster impact from research

b. Approach to impact

The School has identified and operationalised the following routes to facilitate and channel impact to non-academic communities:

- 1) **Advisory and consultancy** work was used as a way of leveraging impact. For example, **Exworthy** advised the House of Commons, Department of Health, Monitor (the Foundation Trust regulator), the World Health Organization (European office), and the National Institute for Health and Clinical Excellence (NICE); **Grey** provided advice as a member of Global Futures Forum (a CIA/US State Department/UK Cabinet Office forum on security/intelligence issues); **Hackley** advised Westminster policy meetings; **Moore, F** provided consultancy work for Oxford Analytica and Tesco; **Nobes** was a consultant to PricewaterhouseCoopers; **Robson** advised BIS on the net economic benefits of the UK Government's Enterprise Finance Guarantee

(EFG) Scheme; **Unerman** provided advice to one of the world's ten largest food groups.

- 2) Our two main **research centres**, the Centre for Research into Sustainability (CRIS) and the Centre for Public Services and Policy (CPSP) have built up relationships with non-academic groups to develop non-academic impact. For example, **Spence, Agyemang** and **Rinaldi** in 2011 and 2012 undertook practice orientated research on the role that SME accounting practitioners may have as sustainability advisors for their SME clients, published as a professional report for ACCA; and **Exworthy** has a wide network within the NHS and his research on organisational autonomy has impacted upon Government and NHS policy makers.
- 3) CRIS and CPSP have run **knowledge transfer** events with external speakers from business and government to create impact opportunities, and also to engage with the public. This is exemplified in the CRIS Annual Sustainability Lecture. For example L. Preston Bryant, Jr., Chairman, National Capital Planning Commission Washington, DC, gave the 2012 lecture, and Shaun McCarthy who was Chair of the Commission for a Sustainable London 2012 from 2006 to 2013 will give the 2013 lecture. CRIS seminars included Celia Moore, Corporate Citizenship Executive, Europe Middle East Africa, IBM in 2011. CPSP also holds an Annual Lecture to create impact opportunities. For example, the 2009 Annual Lecture was by David Walker, Managing Director of Communications and Public Reporting at the Audit Commission.
- 4) The School's Director of Research, Impact Officer and the Professoriate take a hands-on approach to helping colleagues develop research applications incorporating non-academic impact. This **strategy to impact** includes providing advice on how non-academic impact is built into and strengthened in research applications. All applications are assessed in a rigorous internal process whereby the research application is reviewed by professorial specialist experts, the Impact Officer and the Director of Research. Internal workshops have been organised to disseminate good practice on impact to colleagues at all levels: probationary lecturers through professors; and PhD students are encouraged to attend.
- 5) Our mentoring processes provide support for junior academics to understand the varied nature of impact, identify the potential impacts on policy and practice within research projects, and build delivery of impact into their research designs from an early stage. Mentoring is also offered to senior academics needing to develop in this area.
- 6) The School provides a generous **sabbatical leave system**, and encourages applications for **prestigious fellowships**, to facilitate more intensive research and disseminate non-academic impact. Sabbatical leave accumulates at one term of leave for every six teaching terms. As an example of impact built into research fellowships, in 2009 Jashapara was engaged in an ESRC Research Fellowship to evaluate critical care paramedics in the South East Coast Ambulance NHS Trust.
- 7) The School receives **institutional support** from the University to develop and disseminate impact. From this, in 2012 the School funded 13 pump priming applications totalling £38,000 to advance our developing research funding application culture. Approximately £90,000 was also invested in 2012/13 in our six research themes to stimulate cross-disciplinary partnerships across the School in a way that enhances impact.
- 8) We have strengthened our international network to broaden the reach of our impact internationally, and to even more effectively mentor less experienced colleagues in building

impact, by recruiting many outstanding researchers to the UK from the US (**Sarker** and **Eckhardt**) and Europe (**Hagedoorn**, and **Kärreman**). This builds upon our policy of linking with leading researchers in great universities, exemplified prior to that in **O'Dwyer**. The recruitment from UK universities of **Tourish**, **Robson**, **Spence**, **Grey**, **Symon**, **Conway**, **van der Heijden** and **Sengupta**, and the return of **Broadbent** and **Unerman** to Royal Holloway, each of whom are experienced in disseminating research to have impact in academic and non-academic communities, has strengthened leadership in both research and developing impact.

To monitor the effects of our research and its non-academic impacts the School does the following:

- 1) We monitor research coverage in the media – newspapers, magazines, television and radio, and ensure that these activities are flagged up on the School's webpage. As examples of media coverage of our research: **Johal's** work undertaken with researchers at CRESC (whilst Johal was a member of the School, 1996-2013) has been widely discussed in the media. His research on the "unsustainable UK business model" received mainstream print media coverage in *The Observer*, *Sunday Times* and *The Guardian* plus *Public Finance*, *Management Today* among others. **Bradshaw's** research undertaken with Professor Holbrook of Columbia University on background music in stores and its effects upon consumer spending behaviour was widely discussed in the media, including *The Telegraph* and *The Mail On Sunday*. **Napier** appeared on BBC radio to discuss the history of double-entry book keeping.
- 2) We monitor research funding applications and outcomes to ensure that best practice on impact and other aspects of successful funding applications is disseminated internally in the School.
- 3) The Directors of CRIS and CPSP and the leaders of our six research themes garner feedback from internal colleagues as well as guest speakers to feed into improved impact transfer opportunity events. The research theme leaders are all members of the School's Research Committee which acts as a mechanism for dissemination of best practice between the research themes.

The School's website and the pages of individual colleagues represent our **research information system** and are our **shop window** onto the world. All colleagues keep their publications up to date on PURE, which is a system to allow external users to readily see research outputs. Research events and activities are likewise kept up to date and publicised well in advance on the School's website.

c. Strategy and plans

The establishment of our six cross-disciplinary research theme groups: ((a) Critical and historical perspectives on management, (b) Entrepreneurship, innovation and leadership, (c) Intercultural and international perspectives on management, (d) Knowledge management and organisational learning, (e) Public services and third sector management, and (f) Sustainability, responsibility and ethics) which cooperate in a matrix structure with the five functional-oriented research subject groups that existed prior to the establishment of the research themes, represent the main vehicle that will be used to develop research, including non-academic engagement and impact, over the next six years.

Further development of the six research themes will allow:

1. Existing non-academic impact to continue, and **lessons of good practice to be**

communicated within and across the research theme groups.

2. Workshops on applying for research funding to be given by experienced colleagues who have secured funding applications, and by members of the University's Research and Enterprise Office.
3. **Strategic targeting** of researchers who have successfully undertaken research which has impact potential such as: **Agyemang, Rinaldi and Spence** (Sustainability management suitable for small and medium sized enterprises); **Coronado** (Supply-chain management in advanced manufacturing); **Jashapara** (Knowledge utilisation in the NHS); **O'Dwyer and Unerman** (The legitimacy of, and motivations underlying, corporate social and environmental reporting/ disclosure practices); **Hackley** (Alcohol policy and young people; and product placement on television); **Robson** (growth and development of entrepreneurship in Saudi Arabia and Kuwait); **Rui** (outward investment by Chinese multinationals); **Tourish** (leadership effectiveness, leadership development and organisational communication); **Wang** (strategy and innovation in SMEs).

We are committed to maximizing the potential for impact from our current, future and past research. We provide a supportive environment where high quality researchers can flourish, and resources are made available for the interaction and network creation needed to develop research outputs to their full potential. We are also committed to regular liaison between our own Impact Officer and the University's Press Office and the Research & Enterprise Office to help facilitate the greatest impact of our research as described in section A. Additionally, grant funding applications are assessed for impact potential.

d. Relationship to case studies

The School's five submitted case studies illustrate both the role of our approach to impact and also the important role of the University's institutional structure. They all derive from long-standing research in our two research centres. The impact case studies also benefited from our commitment to a supportive environment where academic freedom is emphasized, mentoring encompasses engagement with practice and impact, and strong encouragement is given for research papers to be presented at domestic and international conferences, supported with School funding.

The five case studies also link closely to our recently developed research themes. One intention in establishing these theme groupings has been to draw on the impact experience of the research centres and disseminate this across a broader portfolio of research activities within the School. The two case studies by **Hackley** along with **Broadbent's** case study link closely to research in the Critical and historical perspectives on management theme; the **Unerman, Spence, O'Dwyer and Rinaldi** case study links closely to work of the Sustainability, responsibility and ethics research theme, while the **Exworthy** and **Broadbent** case studies link closely to the Public services and third sector management research theme (Broadbent's impact case study linking to two themes further demonstrates the interdisciplinary nature of the research). Research within each of the other new research theme groups of Entrepreneurship, innovation and leadership; Intercultural and international perspectives on management; and Knowledge management and organisational learning has clear potential for impact on policy and practice. Our Impact Officer will support all the theme groups in developing impact plans to ensure the School's research continues to further develop strong impact.