

## London Business School (LBS) – Gender Equality Plan

### Mandatory Process-Related Requirements

Requirement	Descriptor
Public Document	<p>LBS's <a href="#">Diversity, Inclusion and Belonging Report</a> is available on the LBS website. Each year the report is approved by Management Board.</p> <p>The Diversity, Inclusion and Belonging report is co-created across all departments and is used to highlight key activity across DIB within the whole community (staff, faculty, students and participants) and is updated on a yearly basis. This report ensures LBS complies with the Public Sector Duty of the Equality Act 2010.</p>
Dedicated Resource	<p>Across LBS there is a range of dedicated resource and expertise to support the development and implementation of the gender equality plan. This includes:</p> <ul style="list-style-type: none"> <li>• Diversity, Inclusion and Belonging Team, People Team: made up of two roles; an Associate Director and Advisor. They are responsible for delivering the School's DIB agenda.</li> <li>• Diversity, Inclusion and Belonging Committee: represent staff departments and networks, student clubs and faculty. Their role is to represent their respective areas in matters of DIB, to update and promote initiatives within their areas, and to suggest and input into policies, initiatives plans and activities to drive the agenda forward.</li> <li>• Diversity, Inclusion and Belonging Advisory Board: the leadership team responsible for the development of the DIB agenda. Their mission is to drive long term, measurable, sustainable and tangible change. This advisory board is a subcommittee of Management Board.</li> </ul>
Data Collection and Monitoring	<p>Sex and/or gender disaggregated data is collected on faculty, staff and students across LBS and published as part of the Diversity, Inclusion and Belonging Report. This allows for differences between men and women in different roles, divisions and different levels of the organization to be scrutinized. Key metrics are reviewed annually as part of the DIB report.</p>
Training	<p>The School supports its staff by offering training and professional development that tackles issues of inequality and reduces the risk of gender, race or other discrimination when making decisions. These include:</p> <ul style="list-style-type: none"> <li>• Building and Nurturing Inclusive Teams</li> <li>• Focusing on Aspiring Women Leaders</li> <li>• How to be an Active Bystander</li> <li>• Bullying and Harassment Awareness</li> </ul>

Thematic Areas	Policy / Practice	Actions	Specific measurable Goals
Work-life balance and organisational culture	<p><u>Bullying and Harassment Policy (including sexual harassment)</u>: The purpose of this statement is to outline our commitment to create an equal and fair workplace where individuals belong and thrive in line with School policies and behaviours.</p> <p>In supporting the LBS Belong and Thrive Statement are a range of policies, including:</p> <p><u>Staff Family Leave Policy</u>: At LBS staff are offered enhanced benefits above statutory in many case to endorse our commitment to supporting employees in balancing parental and caring commitments with work. Amongst the leave that is supported are maternity, paternity, adoption, parental, shared parental and time off for dependents.</p> <p><u>Smart Working Policy</u>: Smart Working at LBS represents a move away from a traditional focus on where we work to a more fluid approach to how we work. It means working at the most appropriate times and locations, in the most impactful way, for both professional and personal needs... resulting in greater optimisation of our work and home lives.</p> <p><u>Trans Equality Policy</u>: The purpose of this policy is to provide a framework which outlines how trans individuals, regardless of whether they have decided to go through the process of gender reassignment or gender confirmation and regardless of their formal legal standing, will be supported by the School and treated with dignity and respect. This policy aims to encourage a positive experience for trans individuals within our community, and everyone has a responsibility to support an environment that centres on respect and inclusion and to help foster a safe and accepting space every day.</p> <p><u>Menopause Policy</u>: The purpose of this policy is to provide a framework which outlines how individuals who are going through menopause and experiencing menopausal symptoms will be supported by the School and treated with dignity and respect. The School is committed to having open and honest conversations about menopause and the impact it can have on individuals.</p>	<p>These policies were introduced in 2021/22 and are the subject of review by a variety of means:</p> <p>-annual staff surveys jointly run by the Faculty HR team, People Team, and Diversity &amp; Inclusion Committee.</p>	<p>The aim of the policies is to ensure that employees are able to conduct their best work.</p> <p>Reduce absenteeism from</p>

			menopause symptoms.
Gender balance in leadership and decision-making	<p>We prepare women for leadership roles. First-class education and support - from an inspiring global community - equip our women with the tools to accelerate careers and achieve goals.</p> <p>The <u>Women in Business (WiB) Club</u>, one of our largest and most active clubs, is inspiring and supporting the next generation of business leaders to build an equal future in business and beyond.</p> <p>The School also has targeted women's leadership programmes, such as, <u>Women in Leadership</u> and <u>Women in Business</u>.</p>	Evidence of effectiveness will be compiled from Promotion Boards, Faculty mentors, and SACs.	
Gender equality in recruitment and career progression	<p>In trying to enhance the diversity of our faculty, the main focus is on core faculty recruitment. Subject Area Chairs agreed two objectives in 2022 and in 2024, increased the female percentage shortlisted from 33% to 50% therefore the current objectives are:</p> <p>(a) The percentage of female faculty shortlisted for interview (untenured positions) should be at least 50%; and</p> <p>(b) Applications from ethnic minority candidates should be encouraged, especially in those areas that are currently under-represented in the School.</p> <p>Linked to these objectives, we have also sought to widen the talent pool. We have therefore continued to advertise faculty positions on the PhD Project which is an organization founded in the U.S. to mentor and enhance diversity (specifically black and Hispanic candidates) in both PhD and faculty applicant pools.</p>		The percentage of female faculty shortlisted for interview (untenured positions) should be at least 50%; and
Integration of the gender dimension into research and teaching content	<p>The gender dimension is a key aspect of research activity across the School. Over the past years research in this area has included the below. Further detail is included in the <u>Diversity, Inclusion and Belonging</u> report:</p> <ul style="list-style-type: none"> <li>• <u>The Motherhood Wage Penalty and Female Entrepreneurship</u> Yang, Tiantian; Kacperczyk, A; Naldi, Lucia</li> <li>• <u>Ethnic Minority Analysts' Participation in Public Earnings Conference Calls</u> Flam, R; Green, J; Lee, J; Sharp, N</li> <li>• <u>Diverse Hedge Funds</u> Lu, Yan; Naik, Narayan Y; Teo, Melvyn</li> <li>• <u>Reducing gender bias in the evaluation and selection of future leaders: the role of decision makers' mindsets about the universality of leadership potential</u> Rattan, A; Savani, K; Liu, Z</li> </ul>		

	<ul style="list-style-type: none"> <li>• <a href="#"><u>Reject and resubmit: A formal analysis of gender differences in reapplication and their contribution to women's presence in talent pipelines</u></a> Fernandez-Mateo, I</li> <li>• <a href="#"><u>Sexism, culture, and firm value: evidence from the Harvey Weinstein scandal and the #MeToo movement</u></a>. <i>Journal of Accounting Research</i>. Lins, K V, Roth, L, Servaes, H and Tamayo, A</li> <li>• <a href="#"><u>ESG Disclosures in the Private Equity Industry</u></a>. <i>Journal of Accounting Research</i>. Abraham, J K, Olbert, M and Vasvari, F</li> <li>• <a href="#"><u>Gender Differences in Preferences for Meaning at Work</u></a>. <i>American Economic Journal: Economic Policy</i>, 16 (3). pp. 61-94. Burbano, V, Padilla, N and Meier, S</li> <li>• <a href="#"><u>Apparent algorithmic discrimination and real-time algorithmic learning in digital search advertising</u></a>. <i>Quantitative Marketing and Economics</i>. Lambrecht, A and Tucker, C</li> </ul>		
Measures against gender-based violence including sexual harassment	<p>LBS has a number of policies and initiatives around prevention of bullying, harassment and sexual misconduct. Key achievements include:</p> <p><a href="#"><u>Bullying &amp; Harassment Policy (including sexual harassment)</u></a>: The purpose of this policy is to stop unwanted, unreasonable or offensive behavior, to protect our community, and to enable them if necessary, to make a complaint or assist in an investigation without fear of reprisal. We will provide guidance to resolve any problems should they occur and prevent reoccurrences of unacceptable behaviour. Where appropriate, efforts will be made to resolve issues informally. This policy also aims to support an environment where no one is treated less favourably than any other person or group of persons on the ground of the protected characteristics outlined in the Equality Act 2010.</p> <p>Details of Safe Reporting are included within the Bullying and Harassment policy. This provides a framework so that individuals within our community understand how they can report issues, what types of issues they should report, how the School will use this information, the support the individual can expect from the School and information about other related policies and procedures. This policy also introduces our Safe Reporting Hub which is external to the School and allows for anonymous reporting.</p>		

**Document Control**

**Approved by Management Board in June 2025**