

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Liverpool Business School

September 2026

Table of Contents

1. About PRME	3
2. About SDGs	5
3. Getting Started	6
4. Values	10
5. Research	12
6. Partner	19
7. Practice	21
8. Share	24

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 Liverpool Business School, including key details and basic institutional data.

Mission

We seek to be an engaged and inclusive business school at the heart of the Liverpool City Region with social, environmental, and economic impact beyond borders.

We are driven by our commitment to innovation and creativity, which permeates all aspects of our teaching and learning, research and enterprise.

Liverpool Business School distinguishes itself in the educational sector through a distinctive approach that is integrally linked to its core values, mission, and educational offerings. This approach positions Liverpool Business School at the forefront of business education. Here are the key factors that set Liverpool Business School apart:

1. **Local Roots, Global Impact:** As Liverpool's Business School, LBS is not just an educational institution but a cornerstone of the Liverpool City Region. With strong ties to the local community, businesses, and academia, LBS catalyses regional growth while also making a significant impact on a global scale. Its qualifications, students, and academics are globally recognised and valued, reflecting its deep-rooted regional reputation and its aspiration to contribute to the broader global community.
2. **Engaged and Well-Connected:** LBS prides itself on being an engaged business school, deeply connected to the needs and aspirations of the region's businesses. Through strong relationships and close collaboration with industry partners, LBS ensures that its educational programmes remain relevant and responsive to the ever-changing demands of the business world. Its proximity to business allows LBS to provide leadership through innovative ideas that challenge conventional thinking, fostering a culture of continuous learning and adaptation.
3. **Responsible Leadership and Management Education:** At the heart of LBS's mission is the commitment to responsible management and leadership education. Balancing economic growth with social and environmental imperatives, LBS prepares the next generation of leaders and managers to shape businesses for the betterment of society. This ethos of responsible leadership permeates through all aspects of LBS's educational offerings, ensuring that graduates are not only proficient in business acumen but also ethical and socially conscious leaders.
4. **Experiential Learning:** LBS's signature pedagogy revolves around experiential learning, where theory meets practice in real-world business settings. Through innovative programmes such as the BA Applied Entrepreneurship and embedded experience such as the Liverpool Business Clinic and Accounting and Finance Clinic, students have the opportunity to make early contributions to organisations while studying, gaining invaluable hands-on experience that prepares them for the challenges of the business world.
5. **Driven by Engaged Scholarship and Research:** LBS is driven by engaged scholarship and research that seeks to shape a better future. Through high-impact academic excellence and knowledge exchange initiatives, LBS collaborates closely with industry partners to address real-

world challenges and opportunities. This symbiotic relationship between research, teaching, and business practice ensures that LBS remains at the forefront of innovation and thought leadership in the business domain.

6. Relational and Mission-Driven: Believing in the power of relationships and a strong sense of belonging, LBS fosters a community of learning where businesses, students, and staff come together to shape the future collaboratively. Its mission-driven approach goes beyond financial metrics, focusing on high impact and social value as key measures of success. By promoting businesses as a force for good, LBS supports and enables the growth aspirations of small businesses, fosters purpose-driven community organisations, and reinforces the role of leaders in local government and health sectors.

Graduates & Enrollment

2025 Statistics	Number
Graduates	1231
Faculty & Staff at the University	2788
Faculty & Staff at the Institution	170
Student Enrollment at the University	25702
Student Enrollment at the Institution	3485
Undergraduate Attendance	3020
Masters-Level Postgraduate Attendance	242
Doctoral Student Attendance	80
Certificate, Professional Development, or Continuing Education Attendance	143

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.)



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
- ❖ Individual leader



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

59 Peer-reviewed articles were published by Liverpool Business School from this past calendar year.

vs

10 Peer-reviewed articles were published by Liverpool Business School from this past calendar year in support of RME.

Research Funding

In 2025, Liverpool Business School was awarded funding for research that is:



**Institution
Specific**



Local



Regional



National



International

Socializing Research

In 2025, Liverpool Business School contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ International media
- ❖ Local media
- ❖ National media
- ❖ Open-access platforms

Publications Related to RME and/or Sustainability

Gender and corporate governance academic publishing over the last three decades: systemic mapping

| [DOI](#)

Authors: Anna Dos, Krakow University of Economics | Fragkoulis Papagiannis, Liverpool John Moores University | Iwona Gorzen-Mitka, University of Economics in Katowice

Date of publication: February, 2026

Department: Management | Finance

Purpose

This exploratory study aims to assess the dynamic development of gender and corporate governance themes in academic publishing over the last three decades. It identifies and depicts key stages and trends of this research evolution, by including publication and citation structure, leading research priorities and trends, major themes, transformations, and/or discontinuities.

Design/methodology/approach

This study scientifically reviews 984 academic papers extracted from the Scopus database, published from 1995 to 2023, based on PRISMA. The methodology of the analysis performed employs the SciMAT software.

Findings

The findings reveal several promising sub-fields that warrant further systematic literature reviews. In particular, they highlight a rich and expanding body of research examining how the inclusion of women in corporate governance influences both financial and non-financial corporate performance, as well as monitoring and control functions, and, ultimately, overall corporate governance effectiveness.

However, the results also indicate a clear thematic separation between corporate governance and business ethics, with the latter historically tending to undervalue gender inclusiveness. Moreover, the complex interplay between internal, resource-based factors and external, institutional factors shaping gender dynamics in corporate governance emerges as an important area for systematic investigation.

Originality/value

This study utilizes SciMAT software for longitudinal scientific mapping analysis, presenting an innovative update to research on gender-related and corporate governance topics. Accordingly, it overcomes the limitations of previous systematic literature reviews in the field.



Cross-National Evidence on Influencer-Driven Green Choice: A Moderated -Mediation model of Authenticity, Parasocial Ties, and Greenwashing Exposure

| [DOI](#)

Authors: Stefanos Balaskas, University of Paltras | Ioanna Yfantidou, Liverpool John Moores University

Date of publication: February, 2026

Department: Marketing

Introduction: Social media influencers are essential to sustainability communication, but the mechanisms through which their messages convert into environmentally conscious consumer behavior remain under-specified. This research examines two antecedents—perceived influencer

authenticity (AUTH) and parasocial relationship (PSR)—within a conditional-process framework that identifies green trust (TRUST) as the proximal mechanism. The design additionally involves two skepticism constructs: perceived greenwashing risk (PGR) at the post level and prior greenwashing exposure (PGE) at the individual level. Methods: Utilizing recall-anchored, cross-national survey data from Greece (n = 376) and the United Kingdom (n = 331), analyzed through variance-based structural equation modeling (SEM), we examine direct, mediated, and moderated mediation relationships. Results: AUTH and PSR exhibit positive associations with sustainable purchase intention across the country and pooled samples, while TRUST offers additional explication power. The conversion of TRUST into intention is weakened by PGE, which functions as a late-stage boundary condition. Conditional-indirect analyses indicate that PGR affects intention via TRUST in all samples, with effects diminishing as PGE rises; PSR only shows a moderate negative mediated component via TRUST in addition to its positive direct association with intention in the UK. Cross-national comparability is supported by measurement and structural invariance. Discussion: To maintain the conversion efficiency of trust in green decision making, the findings suggest prioritizing verifiable, value-congruent authenticity, actively managing both PGR and PGE, and matching influencer content with transparent substantiation practices.



Sustainability Practices by the Banking Sector to Support Small Organizations Towards SDG 9

| [DOI](#)

Authors: Walter Leal Filho, Manchester Metropolitan University, WSB Merito University , Hamburg University of Applied Sciences | Tony Wall, Liverpool John Moores University | Kay Emblen-Perry, University of Worcester | Tiago F.A.C.Sigahi, University of Sao Paulo | Izabela Simon Rampasso, University of Campinas

Date of publication: February, 2026

Department: Business Administration | Accounting | Entrepreneurship | Finance

The banking sector plays a critical role in fostering sustainability by directing capital toward environmentally and socially responsible projects. Yet, there is a perceived need for studies that shed some light on their activities in this field. This Communication sheds some light on the contribution of the banking sector to support the development of small organizations toward SDG 9.



Do Corporate Strategies in Fintech and Green Finance Enhance ESG Performance? The Moderating Role of Government Policies

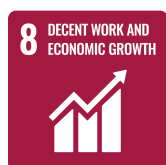
| [DOI](#)

Authors: Mandella Osei-Assibey Bonsu, Liverpool John Moores University | Samuel Clotney Attuquaye, Jiangsu University, | Katie Hyslop, Liverpool John Moores University | Ying Wang, Anglia Ruskin University | Li Kadodui, Jiangsu University, College of Economics and Management, Nanjing University of Aeronautics and Astronautics.

Date of publication: January, 2027

Department: Economics | Finance

Despite the growing interest in ESG performance, limited research explores the mediating role of government policy in the relationship between Fintech, green finance and ESG outcomes. We address this gap by examining how Fintech and green finance influence ESG performance through government policies. We analysed panel data of banks in China and the United Kingdom from 2014 to 2024 using robust advanced regression estimates, such as Dynamic Common Correlated Effects, Common Correlated Effects Generalized Test and Bootstrap Quantile Regressions. Results show that both Fintech and green finance play a significant role in enhancing banks' ESG performance in the long run. Findings further reveal that Fintech significantly supports banks' green finance developments, with the effect being more significant at higher quantiles. Additionally, government policies positively moderate the Fintech and green finance impact on banks' ESG performance across all quantiles. Interestingly, our results also highlight country differences: The United Kingdom experiences a greater impact of Fintech on ESG performance, while green finance has a stronger impact on ESG performance in China. Additionally, the role of Fintech in supporting green finance has a higher influence on Chinese banks than in the United Kingdom. The study emphasizes the critical role of policy interventions and innovation-driven frameworks in coordinating Fintech and green finance initiatives with long-term ESG targets.



Making hybrid-work work: task-environment fit, managerial trust and work-life balance in higher education

| [DOI](#)

Authors: Sam Beadsworth, Liverpool John Moores University | Moustafa Haj Youssef, Adnan Kassar School of Business, Lebanese American University | Victoria Jackson, Liverpool John Moores University

Date of publication: May, 2026

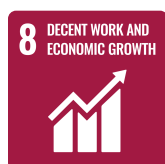
Department: Human Resource Management | Management

Purpose – Remote and hybrid work have become enduring features of academic labour, yet evidence on their consequences for work–life balance (WLB) remains mixed.

Design/methodology/approach – This qualitative study examines how remote arrangements, organisational support, professional isolation and boundary preferences intersect to shape academics' WLB. In total, 19 semistructured interviews with UK-based academics were thematically analysed.

Findings – Three themes emerged. First, flexibility, productivity and work practices: teaching and collaboration were more effective in person, while writing, analysis and marking flourished at home; reclaimed commuting time and environmental control enhanced focus and well-being but risked “always-on” spillover. Second, organisational, managerial and technical support: trust-based, output-focused supervision, clear policies, useable information technology (IT) and appropriate estates enabled balance, whereas ambiguity, hot-desking and poor systems depleted resources. Third, WLB, boundaries and well-being: micro-boundaries and availability norms mitigated erosion, while isolation was unevenly experienced, particularly by newcomers.

Originality/value – The study reframes autonomy as a conditional resource, positions boundary outcomes as shaped by the interaction of preferences and organisational affordances, and advances task–environment fit as a practical design principle. Implications include codifying boundary norms, developing “trust-capable” managers and aligning estates and IT with academic work



Eco-initiatives and emotional bonds: The impact of environmental sustainability on brand advocacy through brand love and happiness

| [DOI](#)

Authors: Ibrahim Alnawas, Qatar University | Amr Al Khateeb, Liverpool John Moores University | Kamel El Hedhli, Qatar University | Omar Ababneh, Qatar University

Date of publication: April, 2026

Department: Marketing

This study uses the Stimulus–Organism–Response (S-O-R) framework and appraisal theory to examine how environmental sustainability initiatives (ESIs) function as external stimuli that trigger emotional reactions (brand happiness and brand love) as organism states. These emotional responses, in turn, lead to brand evangelism as the response. It also explores how time orientation (future, present, and past) moderates the emotional impact of ESIs. Survey data from 501 hotel customers were analyzed using structural equation modeling. Results show that ESIs significantly enhance both brand happiness and love, with brand love more strongly driving brand evangelism due to its deeper, more enduring passion and commitment compared to the momentary nature of happiness. Further, moderation analysis revealed that future orientation strengthened the effects of ESIs on both happiness and love, suggesting that forward-focused consumers more readily appraise ESIs as personally meaningful. In contrast, present orientation had a significant negative impact on these effects, indicating active resistance of future-oriented brand actions. Past orientation had no significant effect, reflecting appraisal detachment (i.e. neither reject nor embrace ESIs) rather than value conflict. The findings suggest that hotels should adopt a dual-pathway ESI strategy that engages both immediate experiential pleasure and deeper emotional connections and tailor messaging to customers' time orientations to maximize emotional impact and advocacy.





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)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Times Higher Education (THE)

Student Organization Partnerships

- ❖ None



Practice

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

Institutional Policies and Practices

- ❖ Climate action plan
- ❖ Carbon reduction or offset commitments
- ❖ Responsible procurement policies
- ❖ Local staff/student/faculty transportation
- ❖ Diversity & Inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)

Practice Awards

In 2025, Liverpool Business School received 2 awards for responsible and/or sustainable practices.

People and Planet League- 15th Place

Granter: People and Planet League

Grantee: Liverpool John Moores University

Award Description:

LJMU has been officially ranked as a first class university for sustainability.

The university has leapt up to 15th in the rankings in the 2025/26 People and Planet League, the only independent table of UK institutions ranked by ethical and environmental performance.

That is a jump of 28 places from last year and places LJMU as one of only 25 'first class' universities in the rankings.

The league table is compiled by the UK's largest student campaigning network, People and Planet, using publicly available information on universities' websites and data around estate management.

The university also ranked 10th place for carbon reduction, highlighting the hard work of Estate Development in their continuous work to improve energy efficiency and progress actions from our award-winning Carbon Management Plan.

EcoCampus Platinum Status- Liverpool John Moores University

Granter: EcoCampus

Grantee: Liverpool John Moores University

Award Description:

EcoCampus is a scheme for the higher and further education sector that enables institutions to implement an ISO 14001 aligned Environmental Management System. The university has created a joined up Environmental and Energy Management System, meaning it has additionally achieved ISO 50001, demonstrating its leadership within the sector.

The system covers Estate Development and Campus Services, where the majority of environmental and energy impacts occur. It requires the organisation to implement processes, set and monitor progress towards environmental and energy objectives, provide training, and ensure effective governance to minimise negative impacts, enhance positive impacts and ensure continual improvement.

The audit took place over four days and involved a full review of documentation, a site visit to campus to check onsite procedures, and numerous interviews with members of Estate Development and Campus Services.

The university achieved gold EcoCampus status at the start of 2025 and ends the year by achieving full certification.



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

Liverpool Business School 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
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions

Communication Audiences

Liverpool Business School communicates its policies and progress on sustainable development and responsibility with:

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

SIGNATORY

Liverpool Business School



Address

Redmonds Building, Liverpool, Merseyside, L3 5UG
United Kingdom



Website

<https://www.ljmu.ac.uk/about-us/faculties/faculty-of-business-and-law/liverpool-business-school>