

PRiME

*an initiative of the
United Nations Global Compact*

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

Keele Business School

September 2025

Table of Contents

1. About PRME	3
2. About SDGs	5
3. Getting Started	6
4. Purpose	12
5. Values	17
6. Teach	20
7. Research	27
8. Partner	35
9. Practice	37
10. Share	41

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

Mission

Keele Business School's mission: We will inspire future leaders through our diverse and entrepreneurial community environment to meet the demands of an ever-changing society, economy and world.

To achieve our mission, we will:

- Deliver excellent quality and innovative teaching
- Expand our world-class research
- Create impactful regional, national and international collaborations and partnerships

Vision

Keele Business School's Vision: To be recognised regionally, nationally and internationally as a business school that transforms individual lives, enhances social bonds, and contributes to the creation of sustainable value.

Our Values are based on the six pillars that underpin all activities within Keele Business School:

- Creative
- Sustainable
- Innovative
- Ethical and inclusive
- Enterprising
- Digitally aware

Strategy

kbs-vision-mission-strategy-brochure

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Strategy Alignment

Strategy Alignment

Keele Business School's strategy is underpinned by:

- The School's mission to inspire future leaders through our diverse and entrepreneurial community environment to meet the demands of an ever-changing society, economy and world

- The School's vision to be recognised regionally, nationally and internationally as a business school that transforms individual lives, enhances social bonds, and contributes to the creation of sustainable value
 - The School's values are based on the six pillars that underpin all activities within Keele Business School: Creative, Innovative, Enterprising, Sustainable, Ethical and inclusive, and Digitally aware

Keele Business School has six key strategic objectives:

- Education and Curriculum Delivery
- Research
- Business Engagement
- Internationalisation
- People Plan and Resourcing
- Global Recognition – Accreditations and Rankings

As our School's strategy is underpinned by key pillars such as 'Sustainable' and 'Ethical and inclusive', we seek to embed alignment with sustainable development, the common good, and quality education in all activities.

Institutional History

Institutional History

Keele Business School's parent institution has a long history of holding sustainability at its heart. For example, the University has been recognised as the Global Sustainability Institution of the Year at the International Green Gown Awards and has placed among the top 40 universities for sustainability globally in the UI Green Metric World Rankings.

Keele Business School's journey towards RME is multifaceted and is viewed by the School as on-going. KBS is distinguished by its strong emphasis on interdisciplinary learning, enterprise, and sustainability. The School is committed to responsible management, aligning its mission with global initiatives such as the United Nations Sustainable Development Goals (SDGs). Through its Research Clusters and collaborative projects, KBS contributes to solving complex societal and economic issues, influencing policy and practice locally, nationally, and globally.

A key strength of KBS lies in its deep engagement with industry, facilitated by its unique co-location with businesses and dedicated Business Gateway. These partnerships offer valuable opportunities for student placements, consultancy projects, and employer engagement, enhancing the student experience while supporting regional innovation and economic development.

KBS's reputation is reinforced by a range of institutional accreditations, awards, and memberships, including:



- - PRME Champion 2024 & 2025
 - Corporate Knights Top 40 MBA for Sustainability 2024
 - Small Business Charter Accreditation
 - Athena Swan Bronze Award
 - Chartered Association of Business Schools (CABS) Membership
 - EFMD Membership
 - BGA Membership

Graduates & Enrollment

2024 Statistics	Number
Graduates	522
Faculty & Staff at the University	2169
Faculty & Staff at the Institution	55
Student Enrollment at the University	14890
Student Enrollment at the Institution	1448
Undergraduate Attendance	776
Masters-Level Postgraduate Attendance	640
Doctoral Student Attendance	32
Certificate, Professional Development, or Continuing Education Attendance	0

Degrees Offered


Bachelor Programs

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

















Masters Programs

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

Doctoral Programs

-  Doctor of Philosophy (Ph.D.)



Undergraduate Degree Programmes

-  BSc Accounting and Finance
-  BSc Accounting
-  BSc Accounting with Business Analytics
-  BA Business Management
-  BA Business Management and Accounting
-  BA Business Management and Economics
-  BA Business Management and Finance
-  BA Business Management with Human Resources
-  BA Business Management and Marketing
-  BA Business Management with Business Analytics
-  BA Business Management with Entrepreneurship
-  BSc Economics
-  BSc Economics and Finance
-  BA Marketing
-  BA Sports Business Management
-  BA Media with Business Management
-  BA Music Production with Business Management

Masters Degree Programmes

-  MSc Management with Data Analytics
-  MSc Management with Marketing
-  MSc Management with Sustainability
-  MSc Digital Marketing
-  MSc Management
-  MSc Marketing
-  MSc International Business
-  MSc Economics
-  MSc Sports Management
-  MSc Business Analytics
-  MSc Accounting and Financial Management
-  MSc Banking and Finance
-  MSc Project Management
-  MA Human Resource Management
-  MBA Master of Business Administration
-  MBA (Senior Leader)
-  MSc Investment Management
-  MBA (Finance)
-  MBA (Entrepreneurship)
-  MSc Management with Project Management
-  MSc Management with Healthcare
-  MSc Management with Healthcare Management

Postgraduate Degree Programmes

-  PhD/MPhil Management
-  PhD/MPhil Economics



Purpose

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

Letter of Commitment

Dr. Scott Bambrick
Director of Keele Business School



Dear PRME and the PRME Community,

I am delighted to reaffirm Keele Business School's continued commitment in support of the Principles for Responsible Management Education (PRME).

As a School, we continue to strive to ensure that we contribute to the challenge of creating a sustainable society and a better world. We strive to further embed PRME into everyday operations and strategic decisions made by the School. The purpose of which is prominent in our School's vision and mission.

We were delighted to become a PRME Champion School for the 2024/25 cycle. As a part of our commitment as a PRME Champion School, Keele Business School colleagues lead an international PRME Champions sub-group project on Education for Sustainable Development, exploring how the UNESCO core competencies are represented within business school curricular across the project's partner institutions. Equally, the project is concerned with the understanding of students, and how the competencies link to employability.

Colleagues have attended the PRME Global Forum and in-person and online PRME Champions meetings, with our School's PRME lead being invited to join the PRME Champions Manifesto for SDG 4 Taskforce. Keele Business School is also an active member of the Midlands local PRME Chapter, having previously hosted the Chapter for an event on Sustainability and smart energy.

Our vision sees us focusing on being recognized regionally, nationally, and internationally as a business school that not only transforms individual lives but enhances social bonds and contributes to the creation of sustainable value. In doing so, we have set ourselves the mission, that, 'we will inspire future leaders in our diverse and entrepreneurial community environment to meet the demands of an ever-changing society, economy, and world'. Our efforts in this area have seen green student representatives join our School's sustainability group, and a Help to Grow management course for SMEs, in partnership with the Small Business Charter.

Keele Business School is dedicated in ensuring that we deliver excellent quality and innovative research led teaching. Our curriculum champions student engagement with industry, so that our students are better placed to face and take on the challenges of an ever-changing world. As a School, we continue to enhance dialogue between our stakeholders and build partnerships as we seek to create impactful regional, national, and international collaborations and partnerships with businesses, along with public and third-sector institutions and stakeholders. Within such efforts, we run several activities designed to connect stakeholders, such as student consulting projects, student placements, knowledge transfer partnerships, and growth and innovation support.

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Through our teaching, research and other activities, we are consciously aligning our work to the SDGs, mapping to identify where we can reposition to enhance our positive societal impact. For example, our efforts in this area can be seen with the School being ranked 32nd in the Corporate Knights Better World MBA rankings, which scores MBA providers across the world on their efforts to provide a course that enables graduates to have a positive impact on the world. This was the School's first entry in the Corporate Knights, demonstrating our commitment and efforts to embed sustainability and RME within our curriculum. A further example can be seen with Keele Business School's digital SDG Passport, which encourages our students to reflect on their connections to the SDGs throughout their learning journey and beyond, with a view to evidencing this engagement with potential future employers. Furthermore, our colleagues continue to participate in events and initiatives such as the annual Global Goals Teach-In, and in undertaking carbon literacy training, which is also offered to our students.

Our accreditation ambitions, with world-leading accreditation bodies, are supporting our commitment and progress to enhance our alignment to the SDGs. We believe this is key to ensuring that as a School we are achieving our mission and our contribution to global social responsibility and sustainability developments in management education. In demonstrating our commitment to PRME and sustainability, we are supported by the attainment of several institutional accreditations, awards, and memberships, including our status as PRME Champions 2024/25, top 40 MBA for sustainability in Corporate Knights 2024, the Small Business Charter Accreditation, the Athena Swan Award (Bronze), AACSB membership, Chartered Association of Business Schools membership, EFMD membership, and BGA membership. We are also in-process for institutional accreditation with some of the world-leading accreditation bodies.

We look forward to continuing our commitment to PRME in the next academic year and beyond.

A handwritten signature in blue ink, appearing to read "Scott Bambrick".

Dr. Scott Bambrick – Director of Keele Business School



Definition of Purpose

Our School promotes RME to develop our graduates as the leaders of tomorrow with the holistic understanding to positively contribute to society and organizations.

Institutional Engagement

26% - 50%

of faculty at Keele Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

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



How We Define Values

Organizational responsibility and accountability to all of the School's stakeholders, including students, organizations, local communities, and wider society, are a key facet in decision-making and operations.

Who Champions Responsible Management Education at Our Institution

- ❖ Centralized sustainability office
- ❖ Individual leader
- ❖ 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 narrative demonstrates how Keele Business School has influenced students' academic journey and personal growth.

Student Voice Statement 1 (2025)

Responsible management education at Keele has profoundly shaped both my academic journey and personal growth. It has strengthened my commitment to addressing pressing global issues such as modern slavery, labour rights, and climate change. This commitment has led me to actively engage beyond the classroom: I participated in the UN Business and Human Rights Conference in Geneva, published media articles on climate change and labour rights, and contributed a journal paper focusing on labour rights in the Indian context. In addition, I serve as the PhD representative on the School's Equality, Diversity and Inclusion (EDI) Committee, which has given me the opportunity to support inclusive academic practices. Together, these experiences have deepened my understanding of how sustainability, ethics, and human rights must be embedded into business practice, inspiring me to pursue a career at the intersection of academia, sustainability, and social justice.

Mrs Nadeesha Muthuthantrige BSc, MSc, AFHEA, Doctoral researcher and Sessional Teacher in Keele Business School

Student Awareness

76% - 100% of students at Keele Business School are aware that we are a PRME Signatory Member.

Student Engagement

76% - 100% of students at Keele Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Celebrating Values

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

Celebrating Values

Keele Business School's values are based on the six pillars that underpin all activities within Keele Business School:

- Creative
- Innovative
- Enterprising
- Sustainable
- Ethical and inclusive
- Digitally aware

Keele Business School celebrates its values via visual, physical, and digital communications/events in showcasing how values are embedded within our commitments and knowledge systems.

Furthermore, the University has a strong EDI strategy and dedicated governance structures, residing alongside the School's own EDI group, with the School holding the Athena Swan Bronze Award.



Teach

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



How We Define Teach

We design our curriculum to be inclusive of sustainability and RME concepts and practices. Aside from discipline specific links to sustainability within the curriculum, we make efforts to foster a learning environment in which students can go beyond the SDG content traditionally related to their programmes of study.

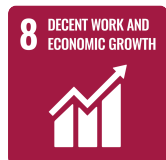
Courses that support RME

Keele Business School reports 7 courses in 2024 that support responsible management education and sustainable development goals.

Comparative Business Cultures

| MAN-30056

Much of the literature on business culture presents and promotes standardised approaches to doing business in the globalised world. This module opens up this unhelpful and homogenised view of business culture by focusing on the difference and diversity of business cultures across the world. The module offers a sophisticated introduction to theoretical perspectives on management in the context of globalisation and considers international business cultures with reference to theories and typologies of organisational and national culture.



Corporate Governance and Social Responsibility

| MAN-20082

The aim of this module is to provide understanding about the changing relationships between business corporations, society, natural environment and stakeholders in the context of a corporate governance agenda. The module provides a broad introduction to, and an opportunity to deliberate upon, some of the challenges posed by the corporate social responsibility and accounting codes and conventions which corporations use as a management tool for corporate governance to ensure social and environmental sustainable development. The module examines the theoretical frameworks available, discuss the challenges faced by companies, and explores the insight these models provide for understanding this element of business behaviour.



Social Enterprise and Alternative Organising

| MAN-20093

Alternative forms of organising surround us in our daily lives, yet we rarely recognise or acknowledge their existence, strengths and importance. Whether you are examining co-operative ventures, charities or advocacy groups, some kind of organisation and management is still required for them to function. The fact that these organisational forms are non-profit or outside the mainstream does not mean that they are irrelevant for students of management: to ignore the diversity and richness of organisational life is to impoverish our understanding of the world of work - both paid and unpaid. In this module you will study these organisations and in groups develop your own solutions to social and environmental challenges.



Sustainability and the Global Economy

| ECO-10039

In this module you will learn about the links between social, economic, and environmental challenges with a problem-solving approach. From access to clean and affordable energy to climate change migration, from sustainable food systems to poverty and income inequalities, you will apply economic thinking to analyse a range of 'wicked problems' and identify potential policy solutions. You will develop self-awareness about how living in globalized interconnected economies adds a layer of complexity to achieving a transition to sustainability.



Teams, People, and Performance

| MAN-10081

The "Teams, People, and Performance" module focuses on enhancing practical skills for effective teamwork. It covers key concepts such as team dynamics, communication strategies, conflict resolution, and leadership roles. Students engage in hands-on activities, group projects, and case studies to apply theoretical knowledge in real-world scenarios. By the end of the module, participants will have gained essential experience in collaboration, problem-solving, and performance optimisation within diverse team environments.



Public Sector Accounting (UK)

| MAN-20127

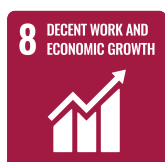
The public sector and the not-for profit sector are significant employers in the UK (for example: local government, central government, the health service, police force, education sector, the armed forces). Accountants working in the public sector and in the not-for profit sector (charity) will need to be aware of their specific reporting requirements. This module will explore the similarities and differences in reporting requirements and reporting priorities between a Ltd or Plc company and an organisation in the public or charity sector.



Marketing and Globalization

| MAN-30060

Given the rapid globalisation of business activities, an understanding of the issues affecting marketing decisions at a global level is a key requirement for a marketing or management career. This module aims to facilitate such development through engaging students with the theory, nature and practice of decisions faced in the global business arena. The objective is for students to gain an understanding of the factors that are shaping marketing activities on a global scale. This is achieved by encouraging students to ask searching questions about the power of multinational companies, the relationship between global production and consumption and local cultures, the impact of political and ideological change on consumption patterns, consumer resistance to Western brands, the anti-globalisation movement and the possibilities of fair trade.



Educator Recognition

At Keele Business School, we recognize educators for quality of teaching in the following ways:

- ❖ Annual teaching excellence awards

- ❖ Faculty promotion and tenure consideration
- ❖ Financial incentives
- ❖ Institutional recognition events
- ❖ Pedagogical innovation grants
- ❖ Publication or research support
- ❖ Student-nominated teaching awards

Teaching Voices

The following statement demonstrates ways in which educators at Keele Business School support sustainability and responsible management in their classrooms.

2025 Teaching Voices

Ms. Rachel Lee: KBS' Undergraduate Marketing Programme:

"Integrating sustainability into our Marketing Programmes is essential to ensure students engage with the critical debates, challenges, and solutions shaping a sustainable future. Our approach embeds sustainability across individual sessions and modules, enabling students to understand the potential negative impacts of marketing and explore how it can be a force for positive change."

Dr. Matthew Hutchinson: SDG Teach In

Dr. Hutchinson ran a session for the SDG Teach In focused on Sponsorship and the SDG's, Greenwashing and Sportswashing and CSR in Sport. Students learnt about all SDG's, choosing one SDG or a group of SDGs, and looking at how sponsorship is aligned with this. Students also explored where brands have sponsored or partnered with sport and used sustainability, defined by the SDGs, to leverage the partnership.

Dr. Helen Millward: SDG Passport

"Via collaboration with colleagues from the Keele Institute for Innovation and Teaching Excellence, KBS has initiated a digital sustainable development goals passport, available to all the School's students. The SDG Passport seeks provide insights for students as to their levels of understanding and confidence with the SDGs, along with providing an indication for the School as to where SDG representation is either strong, or requires further focus, within the curriculum. The SDG Passport acts as a reflective space in which students can upload evidence to support their engagement with the SDGs, with the intention being that students can use this resource following graduate to help to inform their conversations with potential future employers."

Fostering Innovation

**A lot**

Our institution supports innovation significantly through teaching and learning.

**Experiential Learning****To a great extent**

Teaching and learning at our institution strongly encourage experiential learning.

**Learning Mindset****A lot**

Our institution supports a lifelong learning mindset significantly through teaching and learning.

**Method of Teaching and Learning****Hybrid**

Combination of in-person and virtual learning methods.

Barriers to Innovative Curriculum

In 2024, Keele Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Budgetary limitations
- ❖ Overloaded faculty
- ❖ Resource allocation challenges
- ❖ Time constraints

Barriers to Innovative Pedagogy

In 2024, Keele Business School identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Budget constraints
- ❖ Overloaded faculty

- ❖ Scalability issues
- ❖ Resource constraints
- ❖ Technology gaps
- ❖ Time constraints



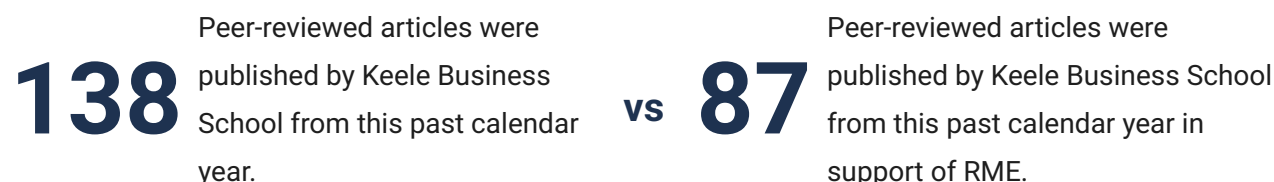
Research

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

How We Define Research

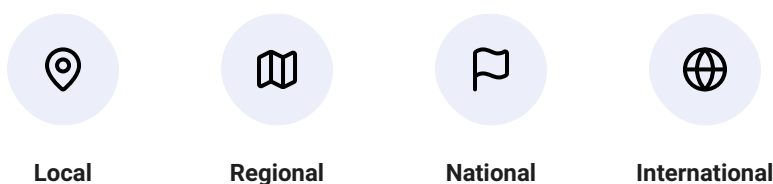
Research should not be static. It should reflect the changing nature of society and the world around us. Our School emphasises research in practice, with research being used to inform our RME practice.

Research vs Research for RME/Sustainable Development



Research Funding

In 2024, Keele Business School was awarded funding for research that is:



Socializing Research

In 2024, Keele 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

Research Projects

In 2024, Keele Business School reported 2 research projects that implemented responsible or sustainable activities.

Sustainable Development Goals Passport

Period Covering: January, 2023 - September, 2025

Department: Accounting | Business Analytics | Economics | Entrepreneurship | Finance | Human Resource Management | International Business | Management | Marketing

The Sustainable Development Goals (SDG) Passport involved the creation, trial, and full scale roll out (to all students within the School) of a digital resource for students. The SDG Passport indicates SDG representation within the curriculum (and where further advances might be made), along with student levels of awareness and confidence in understanding what the SDGs are and how they connect to programmes of study and beyond. The SDG Passport further explores student perceptions of SDG value in the world of work. Students are invited to upload evidence of their engagement against each SDG (whether via course work, volunteering, work roles, or more), resulting in a downloadable resource which reflects a record of engagement with the SDGs across their years of study. Students may then use their copy of the Passport in supporting discussions with potential future employers (and beyond) in relation to their knowledge of, and experience with sustainability and the SDGs.

The project has been featured in:

- Millward, H., Dani, S., Bambrick, S. (2025) 'Developing a Passport for Sustainability-Led Business Education', *Global Focus*, 19(3). Available at: <https://globalfocusmagazine.com/developing-a-passport-for-sustainability-led-business-education/#:~:text=Firstly%2C%20the%20SDG%20Passport%20provides,further%20their%20learning%20and%20knowledge.>
- Millward, H. A. and Snelgrove, B. (2025) 'Developing a Digital Sustainable Development Goals Passport for Postgraduate Management Students in a UK Business School', in *Digital Transformation and Business Sustainability: From Theory to Practice* (ed. Jain, G. and Ghoreishi, M.), Routledge. (<https://www.routledge.com/Digital-Transformation-and-Business-Sustainability-From-Theory-to-Practice/Jain-Ghoreishi/p/book/9781032560748>)

The project has been presented at:

- Millward, H. A. AND Snelgrove, B. (2024) 'Developing a Digital Sustainable Development Goals (SDGs) Passport', CABS Learning Teaching Student Experience Conference, hosted by Aston University, Birmingham.



Linking Education for Sustainable Development Competencies with Employability

Period Covering: March, 2024 - September, 2025

Department: Economics | Accounting | Finance | Human Resource Management | International Business | Management

This is a PRME Champions sub-group project, led by Keele Business School. The project has the following partners: Nottingham Business School, Nottingham Trent University, UK, ESIC University, Spain, and Saint Mary's University, Canada.

The project's objective was to map ESD-based competencies in various universities, with a specific focus on examining how the UNESCO Competency Framework's core competencies are embedded within business school modules via module design, delivery, assessment, and their links to employability. Through focusing on exploration of student experience at the penultimate and final years of study, the project seeks insights into student opinions as to their level of preparedness for the world of work (and for curriculum development, if necessary).



Publications Related to RME and/or Sustainability

2025 Share Publications (1): Achieving Competitive Advantage Through Blockchain and Enterprise Metaverse Integration: The Role of Innovation Capabilities and Technostress

Authors: Dr. Aman Kumar, Indian Institute of Management | Dr. Amit Shankar, Indian Institute of Management | Dr. Abhishek Behl, Keele University | Dr. Samuel Fosso Wamba, Toulouse Business School

Date of publication: July, 2025

Department: Management

This study examines how technology-organization-environment (TOE) factors influence innovation capability, which drives blockchain and enterprise metaverse adoption, ultimately impacting competitive advantage. This study uses the data from 258 managers to understand blockchain integration and enterprise metaverse to achieve competitive advantage. The findings of this study reveal that blockchain traceability, blockchain transparency, technology readiness, the threat of data ownership, and competitive pressure are significantly associated with innovation capability. Moreover, the findings suggest that innovation capability is positively associated with blockchain integration and enterprise metaverse adoption. Furthermore, blockchain integration is positively associated with a competitive advantage. Finally, the findings of this study reveal that technostress moderates the relationship between innovation capability and enterprise metaverse adoption. This study enriches the existing literature pertaining to blockchain, enterprise metaverse, and technology adoption. The research also enriches the TOE and innovation capability theory. Furthermore, this study will also be helpful to organizations that intend to adopt blockchain and enterprise metaverse in the future.



2025 Share Publications (2): Transformative transport services: leveraging sustainability, inclusivity, and technology through marketing management

Authors: Dr. Emmanuel Mogaji, Keele University

Date of publication: July, 2025

Department: Marketing | Management

This article introduces the concept of Transformative Transport Services (TTS), addressing the challenges of transportation service provision by integrating sustainability, inclusivity, and technology. Drawing from Transformative Service Research (TSR) and Service-Dominant Logic (SDL), the paper emphasises value co-creation as a central approach to developing transport systems that enhance well-being and life satisfaction. The paper explores the role of marketing management in delivering transformative transport services. The study introduces Transformative Transport Service Research (TTSR) for academics and Transformative Transport Service Design (TTSD) for practitioners, creating a framework for developing impactful marketing strategies that align with evolving consumer demands. Ultimately, the article presents a research agenda that emphasises the crucial role of marketing in advancing sustainable, inclusive, and technologically driven transport solutions.



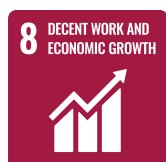
2025 Share Publications (3): Facing up to the foundational economy: regional development, public policy and employment in Wales

Authors: Prof. Paul Sissons, Keele University | Prof. Anne Green, Birmingham Business School

Date of publication: July, 2025

Department: Management

There has been increasing interest in foundational economy (FE) ideas, with academics seeing the FE as a way of thinking radically differently about local development. Amongst policymakers, the Welsh Government has been a leader in exploring ways to support FE growth. Yet there has been relatively little critical reflection on the potential benefits and drawbacks of policy focusing on the FE in practice. Using Wales as a case study to provide insights and learning into the FE and policy design, we develop an analysis of FE employment and job quality and critically assess the Welsh Government's policy approach.



2025 Share Publications (4): The cousin marriage tradition and performance of businesses during the economic crises in Nigeria

Authors: Prof. Saul Estrin, London School of Economics | Prof. Tomasz Mickiewicz, Aston University | Dr. Tolu Olarewaju, Keele University

Date of publication: July, 2025

Department: Entrepreneurship | International Business

Strong kinship structures correspond to important informal institutions that provide some social insurance to businesses in developing economies. More specifically, we posit that, during an economic crisis, businesses located in areas characterised by an in-group supporting marriage tradition (cousin marriage) will experience weaker negative effects on their profitability. We speculate that the cousin marriage tradition is associated with dense structures of kinship-based contacts between individuals, which creates the basis for effective social sanctions that support the

cooperation needed during crises. Such structures may enhance the resilience of the local social systems; and local businesses may draw on local, socially available resources, which will attenuate the impact of crises on their financial performance. We utilise the data from the 2018–2019 Nigeria Living Standard Survey and find support for our hypotheses.



2025 Share Publications (5): The regulator's trilemma: On the limits of technocratic governance in digital markets

Authors: Prof. Nick O'Donovan, Keele University

Date of publication: July, 2025

Department: Management | Business Administration

Policymakers increasingly recognise the need for regulatory intervention in the digital economy to promote competition, privacy and innovation, among other policy objectives. Much policy-focused literature presents regulation as a technical puzzle to be 'solved' through identification of the appropriate intervention in a particular context, though there is persistent disagreement among experts about what remedies are preferable in different digital markets. At the same time, many external observers emphasise the sheer multiplicity of public policy objectives that regulatory interventions might fulfil, claiming that conflicts between these objectives are inevitable and thus require political rather than technocratic solutions. This article attempts to bridge the gap between these perspectives through a novel theoretical analysis of digital markets characterised by strong network effects, conceptualising different markets in terms of common underlying structural characteristics. The resulting framework helps policymakers to anticipate which remedies will safeguard competition, privacy and innovation/efficiency under what circumstances, both in well-established digital markets and with respect to emerging technologies such as artificial intelligence. In so doing, it also highlights limits to the technocratic governance of digital markets, identifying circumstances in which conflicts between competing public values cannot be neatly resolved through technocratic regulatory intervention alone.



Research Barriers

In 2024, Keele Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Funding challenges
- ❖ Publishing barriers
- ❖ Time constraints



Partner

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

How We Define Partner

We engage with a broad range of stakeholders both internal and external to our Business School. The purpose of this is to advance RME at our institution, but also to develop our students' understanding and to promote principles of accountability and sustainability with our organizational partners.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Local institutions and associations
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ United Nations Global Compact non-business signatory
- ❖ AMBA (Association of MBAs)

Student Organization Partnerships

- ❖ None



Practice

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

How We Define Practice

Strong governance and operations are required for effective RME. We embed responsible and management principles into all that we do.

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ 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
- ❖ Ministry of education recommendation documents
- ❖ Open-access guides
- ❖ Professional training opportunities
- ❖ 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

Carbon Accounting, Reporting and Management
Code of Practice 2024-2029 (1)

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

Dignity and Respect Policy & Procedure 2025

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

EDI STRATEGY 2023-27

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

Dignity and Respect Policy & Procedure 2025

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

Ethical Investment CoP 2023

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

Keele Estates Strategy Masterplan

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

Responsible Procurement Strategy

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

Sustainability in Food Code of Practice 2024 1

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

Practice Awards

In 2024, Keele Business School received 3 awards for responsible and/or sustainable practices.

PRME Champions

Granter: PRME

Grantee: Keele Business School

Award Description:

Keele Business School was selected as a PRME Champions institution for the 2024-2025 cycle.

Sustainability Benchmark Award: Gold Leaf

Granter: Keele University

Grantee: Keele Business School

Award Description:

Keele Business School has successfully achieved a GOLD Leaf Award in the Sustainability Benchmark Award 2023/24, with a score of 91%. The Sustainability Benchmark was launched by Keele University in 2018-19 to provide a campus-wide scheme that involves all Schools to ensure that high standards in all environmental and sustainability operations. The audit includes criteria assesses the

fundamental and innovative sustainability activities linked to energy, waste, wellbeing, education for sustainability, procurement and transport, but also include communication, engagement and leadership.

Corporate Knights 2024 Better World MBA Ranking

Granter: Corporate Knights

Grantee: Keele Business School

Award Description:

Keele Business School has ranked among the top 40 universities in the world for embedding sustainability in its MBA course in a global ranking of over 170 business schools worldwide. KBS ranked 32nd in the world in the recent Corporate Knights 2024 Better World MBA ranking, which scores MBA providers across the world on their efforts to provide a course that enables graduates to have a positive impact on the world.



Share

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

How We Define Share

We, as members of the PRME community, share significant successes and areas for potential future improvement with one another. The purpose is to advance our practice towards RME, and identify areas of good practice in which we might participate in promoting sustainability, the SDGs, and RME within our institutions.

Engagement Opportunities

Keele 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
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Student and staff volunteer programs

Communication Audiences

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

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ 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
- ❖ Prospective and current students
- ❖ Research and academic networks

Communication Barriers

Keele Business School faces the following barriers in transparent communications:



**Ownership
issues**



**Transparency
hesitation**

SIGNATORY

Keele Business School



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