

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

iaelyon School of Management

October 2026

Table of Contents

1. About PRME	3
2. About SDGs	5
3. Getting Started	6
4. Purpose	21
5. Values	23
6. Teach	28
7. Research	38
8. Partner	59
9. Practice	62
10. Share	64

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 iaelyon School of Management, including key details and basic institutional data.

Mission

To generate and share actionable knowledge, while educating thought managers who are key drivers of transitions.

Vision

To be the leading public University School of Management in France, nationally recognized for the excellence of our programs, distinguished by our focus on employability, strong local roots, global outlook and academic impact.

Strategy

iaelyon Strategy - 2024-2028 Web-1

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

Strategy Alignment

Strategy Alignment with advancing Sustainable Development, Quality Education, and the Common Good

The School's commitment to increasing its societal impact has been strongly reaffirmed in its new strategy (2024-2028). This strategy emphasizes the School's overarching aim - **"Preparing bold minds to transform the world"** - and its mission: **"To generate and share actionable knowledge, while educating thought managers who are key drivers of transitions"**.

Among iaelyon's five core values, four demonstrate a strong orientation toward a humanistic mindset, and collective well-being:

- **Openness:** embracing diversity and a global perspective.
- **Engagement:** encouraging initiatives that drive meaningful, long-term impact.
- **Authenticity:** promoting transparency, ethical practices, and trust.
- **Mutual Support:** recognizing that collective success is built on collaboration and shared growth.
- **High standards:** committed to maintaining elevated standards, striving for excellence, and creating opportunities for all.

Two of the four strategic priorities for 2024-2028 are directly linked to sustainable development, and the common good:

- **Strategic goal #1: NURTURE the Human Values of our Members.**

- **Strategic goal #4: COMMIT to Challenges that Transform the World**, with key strategic objectives including:
- **Reaffirming social responsibility** as a core element of the School's identity notably through the establishment of a Sustainable Advisory Board, targeted for implementation in 2026-27.
- **Measuring the societal impacts of activities**, in particular through the Business School Impact System (BSIS) renewed in 2026. The BSIS experts highlighted "the strong institutional commitment to societal engagement and the School's ability to translate this commitment into concrete initiatives involving students, staff, and faculty, as well as public and private organisations across the region".
- **Strengthening participatory initiatives and embedding inclusion across its activities**, notably through initiatives supporting diversity and through an inclusive and immersive international policy. These efforts are complemented by actions aimed at informing, educating and engaging students and stakeholders in the social, environmental and economic transitions facing society.
- **Contributing to dialogue on major societal and environmental challenges** through the organization of two to three flagship *Grandes Conférences* each year. These events bring together academia, students, business and wider society, creating opportunities for interdisciplinary dialogue on issues at the intersection of management and sustainable development. Recent editions have addressed topics such as *Capitalism and Democracy* (2025) and *Individual Performance, Inclusion, and Societal Engagement* (2026), with each conference attracting 200–300 participants.

Through these initiatives, the School seeks to connect management education and research with societal challenges, foster dialogue among diverse stakeholders, and contribute to the development of responsible and sustainable practices within its regional ecosystem.

Further initiatives under other strategic goals include:

- **Goal 2-Aim 2 on "LEVERAGE Expertise and Achievements"** includes a commitment to strengthening synergies between research and practice within the Lyon and Auvergne-Rhône-Alpes region. In 2024, the School launched its first internal call for research projects, which will be renewed in 2026-27, to support researcher-led initiatives and foster interdisciplinary, impact-driven research. *The results of this initiative are presented in the Research section of this report.*
- **Goal 3-Aim 3 on "Promote entrepreneurship/intrapreneurship as drivers of societal transformation"** supports initiatives that contribute to the common good and addresses social challenges. This includes the development of the [@iaelyon Graduate School International Entrepreneurship & Innovation](#) (IEIS) as well as the introduction, in 2024, of grants supporting projects with positive societal impact, as described under Goal 2-Aim 2. In 2025-26, four honor grants have been attributed.

In line with its mission, vision, and values, the School and its stakeholders have identified **two main areas of societal impact**:

1. **Building inclusive societies**
2. **Promoting transformative entrepreneurship**

These two areas are intrinsic to the four pillars of the School's strategy. First, *building inclusive societies* directly supports the development of human values within our community and represents both a new challenge and an emerging area of recognition, demonstrating a strong commitment to positive social change. Second, *promoting transformative entrepreneurship* aligns with our innovation strategy ("Dare to Innovate"), contributes to enhancing the visibility of iaelyon School of Management, and presents a new collective endeavor.

One of iaelyon's defining characteristics remains its strong local anchoring, an identity the School actively promotes. It is embedded in a broader ecosystem of stakeholders, including private companies, public institutions, non-profit organizations, and academic partners. The School is also a member of several local organizations that contribute to societal influence, such as SEPL-the *Société d'Économie Politique* and Only Lyon.

Curriculum Development:

iaelyon integrates [sustainability and CSR into its programs](#), with six specialized degree programs and the integration of these themes across all programs, reinforcing the importance of social responsibility, inclusiveness, and gender equality in organizations.

Degrees with a specific focus on CSR include:

- the Bachelor's degrees 2 and 3 in Team Management and Sustainable Development.
- the Master's degree 2 in Socio-Economic and Environmental Responsibility of Organizations.
- the Master's degree 1 and 2 in Team Management, Quality, and Sustainable Development.
- the Master's degrees 1 and 2 in QSE Manager – Quality, Safety, Environment, in partnership with ESQESE and ISARA Lyon.
- the Master's degree 2 in Sustainable Management for International Business.
- and the Master's degrees 1 and 2 in Sustainable Expertise Consulting.

CSR content is embedded within programs.

- At the Bachelor's level, examples include: courses such as Ethics and CSR ensuring that awareness of ethical, social and environmental issues is introduced early in students' academic journey. The Global Talks engage the 550 students third-year Bachelor's students in collaborative projects to design and pitch an inclusive product or service addressing challenges related to the UN Sustainable Development Goals (SDGs). In addition, the compulsory Volunteering and Management in Associations module, enables students to contribute 26, 000 hours of volunteering each year, to organizations across the region. Other dedicated courses contribute to raising students' awareness of these issues.
- At the Master's level, initiatives include the Week Up induction seminar for the 850 first-year Master's students, combining a Business Game, workshops, and collaborative frescoes addressing CSR-related issues. Students also participate in dedicated international seminars as part of iaelyon's International Week, as well as the CforCSR training and certification program. ERS dimensions are further integrated into case studies and subject-specific courses, including Responsible Selling, CSR Consulting and Auditing, and Societal and Ethical Marketing.

To facilitate students' transition into the workforce, 1,200 students are enrolled in cooperative programs, and more than 2,000 internships are completed each year. Employment outcomes have consistently remained strong over the years, with over 87% of graduates typically in employment six months after graduation. The transition into the workforce is also particularly rapid, with 56% of graduates securing a job before even completing their studies. *(2026 employment outcomes for the 2025 graduating cohort)*

Extra-Curricular activities

Community commitments and individual cultural, sport and social projects are financially supported, promoted and count towards the award of the degree. Student association presidents are made aware of the impacts of their activities by the School. A few examples of activities are listed below:

- *Objectif GSE*: Throughout the 2025-26 academic year, OGSE continued to engage students in the "*Demain, tous responsables!*" initiative, promoting responsible consumption, environmental awareness, and solidarity through a series of concrete actions. These included a zero-waste household-products workshop (December 2025); a food drive supporting the *Banque Alimentaire du Rhône* which collected 450kg of food (17 February-2 March 2026); participation in the *Établissement Français du Sang's* Student's Blood Challenge (2 March-4 April 2026); and a Solidarity Cooking Challenge at *Les Petites Cantines* in support of the *Croix-Rouge*, resulting in 300 meals being redistributed (21 March 2026).

Through these initiatives, OGSE provided students with opportunities to translate responsible and solidarity-based principles into concrete action, while generating measurable social and environmental impact within the local community.

- **iaelyon Junior Conseil:** In 2025–2026, iaelyon Junior Conseil (ILJC), the School's junior enterprise, combined strong professional growth with a continued commitment to its RSO mission and the well-being of its members. The association contributes to five SDGs: SDGs 5, 10, 12, 13 and 17, through initiatives promoting gender equality, inclusion, responsible consumption, climate action and partnerships. These commitments include eco-responsible events and positive-impact projects, such as a CSR Advent Calendar supporting reforestation, cancer prevention and ocean conservation. ILJC also promotes member well-being and intergenerational engagement through team-building activities, welcoming initiatives and its first Alumni Day (11 April 2026), dedicated to knowledge sharing, mentoring and networking. With 100+ active members, ILJC combines these RSO commitments with strong professional development, including nearly 270% year-on-year turnover growth and entry into the L30 ranking of French junior enterprises.
- **That's iaelyon:** In 2025–2026, That's iaelyon contributed to the School's RSO mission by promoting solidarity, inclusion, intercultural exchange and student engagement. Through its Humanitarian Division, That's Human Care, the association partnered with TissAge to organize a solidarity greeting-card collection addressing the isolation of older people (9–18 December 2025). The association also fostered intercultural dialogue through the 24th Lyon International Fair, where students presented the culture and cuisine of eight countries (2 March 2026), and developed leadership, teamwork and decision-making skills through The GAME (14 March 2026). Finally, the 50-student Lyon delegation at the Coupe de France des IAE 2026 won first place overall (10–12 April 2026), contributing to the School's visibility and student engagement at national level.

Research:

Sustainability and CSR are increasingly integrated across the research activities of the Magellan@iaelyon Laboratory, both as explicit research topics and as dimensions embedded in broader research questions. This commitment is reflected across disciplinary Research Centers, cross-disciplinary Research Institutes, Doctoral research, Chairs and collaborative projects.

In 2025, four projects were selected through the first internal research call for innovative, societal-focused @iaelyon projects.

The selected projects focus on:

- **Relocation and Reindustrialization:** identifies and shares best practices to support responsible and sustainable reindustrialization.
- **POST PERF - Post-growth organizational performance:** explores how organizational performance can be measured and managed beyond traditional growth-based approaches.
- **Benjamin Delessert:** conducts long-term research on the impact of ESG criteria in corporate finance, contributing to the understanding of responsible investment and financial decision-making.
- **Artificial Intelligence:** investigates the societal, organizational, and behavioral impacts of AI with a focus on the implications of technological transformation for organizations and society.

Among the disciplinary Research Centers, research addresses issues such as the trade-offs between financial performance, technological innovation and societal impact (Finance & Accounting); the circular economy, transformation of the plastics industry, energy efficiency and AI in energy management ([Strategy](#)); and CSR and responsible management practices in the [Socio-economic management of organizations](#).

Several cross-disciplinary Research Institutes further strengthen this focus. [CREATE - Entrepreneurial ecosystem](#) explores inclusion, responsible finance, social entrepreneurship and sustainable innovation. [Sustainable Performance](#) focuses on non-financial information, governance and ESG, and organizational practices and sustainability. [MOCOO - Management of Cooperative and Mutual Organizations](#) studies cooperative and mutualist models and their contribution to alternative forms of economic organization.

The [Graduate School@iaelyon: International Entrepreneurship and Innovation for Society](#) (IEIS) places entrepreneurship and its transformative potential for society at the heart of an excellence pathway from Master's to doctoral studies, strengthening links between students, research teams and the broader academic community.

This research commitment is also supported by dedicated chairs and collaborative projects, including the [Promoting cooperative and mutualist models](#) Chair, the [Values of care](#) Chair, the [FORESEE Project](#) on the social consequences of climate change, and [Smart Lean Green](#), a joint research initiative with ECAM LaSalle focused on climate transformation. In addition, the Dean of iaelyon serves on the Board of ECAM LaSalle's [Climate Transformation Institute](#), created in 2023, strengthening the School's involvement in cross-disciplinary initiatives addressing climate change and sustainable transformation.

Together, these initiatives demonstrate the integration of sustainability, societal impact and responsible management into iaelyon's research ecosystem, while fostering collaboration between academic, institutional and corporate partners.

Partnerships and Engagement:

Developing strong, long-term relationships with companies, public institutions, professional organizations and NGOs is a key pillar of the School's strategy for connecting academic learning and research with the needs of society, and for advancing responsible management and creating positive societal impact. These partnerships take the form of joint projects, public and professional conferences, challenges, internships, cooperative programs, executive education and volunteering opportunities.

For instance, the School works closely with local and professional stakeholders, including Lyon Métropole, MEDEF, and Les Entrepreneurs, on issues such as talent diversity, inclusion and sustainable business transformation. Likewise, companies contribute to the School's societal mission by engaging in student challenges and conferences, hosting students and faculty, recruiting through internships and cooperative programs, and collaborating on projects addressing societal and environmental challenges. Alumni also play an important role as bridges between the School and organizations, facilitating long-term partnerships and new opportunities for societal engagement.

Examples of actions include:

- iaelyon hosted the third edition of MÉTA.MORPH.OSE, a collaborative experience dedicated to supporting SME transformation and advancing responsible performance. Held at the Manufacture des Tabacs campus in November 2025, the participative event brought together 200 business leaders, over 50 students from a range of Master's programs and doctoral studies involved in the workshops, and a dozen faculty members. Through collaborative workshops, participants explored the challenges of innovative, and responsible transformation, with the discussions and insights generated during the event subsequently contributing to the development of a White Paper. The initiative fostered dialogue and knowledge co-creation between local businesses, students and faculty.
- *"Regards croisés entre deux femmes d'exception"*: iaelyon hosted a conference featuring Marie-Amélie Le Fur, paralympic athlete and multiple paralympic champion, and Isabelle Autissier, sailor, author, environmental advocate and Honorary President of WWF-France. In front of 300 participants, the two speakers shared their perspectives on high-performance achievement, failure and resilience, and the power of determination, offering insights into personal and collective approaches to overcoming challenges and pursuing ambitious goals.
- The School collaborates with local, national and international NGOs and social-impact organizations, including Fondation de France, SOS Méditerranée, Foyer Notre-Dame des Sans-Abri, Alliance pour la Mixité en Entreprise and Les Petites Cantines. Activities range from public conferences such as to awareness-raising activities on migration, climate change and diversity, as well as Fresco workshops, challenges and volunteering initiatives.

These partnerships provide students with opportunities to engage directly with societal issues, through the compulsory Volunteering and Management in Associations module, fostering student engagement in volunteer activities from first year and second-year Bachelor's degree -16,000 hours of volunteering carried out each year for the benefit of the local community.

Communication and Stakeholders:

The School widely communicates its policy and outcomes related to sustainable development, and the common good through:

1. **A dedicated section on the School's website:** [iaelyon responsible commitments](#).
2. **The [Think Large Blog](#):** Through its editorial content, the blog contributes to iaelyon's mission of producing, sharing and disseminating knowledge, while fostering reflection and dialogue on contemporary economic, managerial and societal challenges.
3. Specific issues of the [School's Connect magazine](#), widely disseminated to external stakeholders. For example, issue #5: "Companies at the heart of change"; issue #6: "Responsibility of companies: grow locally". The latest editorial by the Dean emphasized the School's role: *"iaelyon works hand in hand with the region in which it is embedded to make progress on major societal and environmental issues. The very creation of the IAEs (University based schools of Management), stems from the opening up of universities to the local socio-economic world. This regional anchoring is all the more important as we educate responsible managers, 67% of whom join companies and organizations in Auvergne-Rhône-Alpes. In particular, in June 2024, we signed an agreement with the CPME Auvergne-Rhône-Alpes to develop synergies that will create a balance between education and employment, and joint initiatives for the benefit of our regions, for both companies and students"*.
4. **The [iaelyon Newsletter](#),** which informs the wider community and stakeholders of the School's activities, with 11 issues per year sent out to 10,000 external contacts.
5. **CSR activity reports** such as PRME and Global Compact reports.
6. **The dissemination of the results of the Business School Impact System,** a comprehensive assessment of the impact of Management schools on their impact zone (2012, 2017, 2026) covering seven dimensions in the field of financial, economic, educational, intellectual, societal and image impact.
7. **70th anniversary and societal engagement:** The celebration of iaelyon's 70th anniversary in March 2026 provided an opportunity to highlight the School's commitment to inclusion, diversity and societal impact through student initiatives, conferences and the awarding of an Honorary Doctorate to Hartmut Rosa, in recognition of his work on the concept of resonance.

8. The anniversary also marked [the launch of the @iaelyon book series](#), designed to showcase the School's engagement with socio-economic stakeholders and its commitment to impact, knowledge dissemination and innovation. The first volume was published and disseminated as part of the 70th anniversary celebrations.

Institutional History

A socially responsible school since 1956

With a historical culture of socially open and responsible organization, aware of its impacts on its ecosystem, the CSR is a permanent and sustainable commitment for iaelyon, 1st public actor in management education and research in the Auvergne-Rhône Alpes region.

iaelyon integrates the extent of corporate social responsibilities in all of its teaching and research activities, and in its links with stakeholders: students and alumni, teaching and administrative staff, businesses and organizations, links to the territory, to the environment and to the civil society.

Timeline of key milestones:

Year	Milestone
1955	Creation of the IAEs by Gaston Berger, a humanist philosopher, entrepreneur, and founding father of strategic foresight.
1990	Launch of the first off-shore executive program in Eastern Europe for professionals from emerging countries.
1996	Launch of the first cooperative programs, supporting organizations and widening access to management education.
2003	Launch of the 1st CSR-oriented degree.
2008	Creation of the cross-disciplinary research team on Sustainable Performance within the Magellan Research Lab.

2012	First assessment of the school's positive impact on its local community through BSIS, with follow-up assessments in 2016 and 2026.
	Creation of the Chair for Valuing Cooperative and Mutual Models.
2013	Commitment to the UN Global Compact and the Principles for Responsible Management Education (PRME).
2014	Launch of the Volunteering and Management in Associations module, fostering student engagement in volunteer activities from the first year of the Bachelor's degree -16,000 hours of volunteering carried out each year for the benefit of the local community.
2015	Implementation of the Charter of Societal Responsibility and Commitments across the School.
2016	Publication of the 1st PRME and UN Global Compact report, highlighting the School's progress in corporate social responsibility.
	Creation of the International CSR Network, bringing together iaelyon's international partners each year to share CSR practices. n'existe plus, à mentionner ?
	Creation of the Chair for Values of Care.
2018	Publication of the 2nd PRME and UN Global Compact report.
2019	Launch of the CSR Steering Group, responsible for defining strategic directions and monitoring the implementation of actions.i
	Appointment of an Equality Officer at iaelyon.
	Launch of the iaelyon Alumni CSR and Quality, Safety and Environment (QSE) Club.

2020	Appointment of a Disability Officer.
	Publication of the 3rd PRME, and UN Global Compact report.
2021	Quality of life at school: iaelyon ranked first in the University category of HappyIndex®AtSchool.
	Quality of life at work: appointment of a Quality of Work Life (QWL) officer, and iaelyon's commitment to the Great Place to Work® initiative.
	Extension of the Volunteering and Management in Associations module to the university pathway program for exiled students, supported by Université Jean Moulin Lyon 3.
2022	Publication of the 4th PRME, UN and Global Compact report.
	Launch of the first Week'UP iaelyon, an induction week welcoming 800 first-year Master's students, featuring a business case and "Fresque" workshops on environmental and societal transition.
	Creation of three new CSR-oriented Master's degrees: Sustainable Management and International Business; Sustainability Consulting and Expertise; Organizational Social, Economic and Environmental Responsibility
2023	Creation of the iaelyon Graduate+ IEIS - International Entrepreneurship and Innovation for Society, promoting transformative entrepreneurship, and offering excellence scholarships to international students newly joining iaelyon School of Management.
	Appointment of an Assistant Dean for Environnemental Transition, along with an officer for Environmental Transition

2024	Launch of the 2024–2028 Strategic Plan, “Preparing Bold Minds to Transform the World,” with a renewed mission focused on actionable knowledge, thought managers as drivers of transitions, societal impact, and a “Commit to Challenges” strategic pillar.
	Université Jean Moulin Lyon 3 awarded the DD&RS (Sustainable Development and Social Responsibility) label in December 2024, and ranked first among French universities in the 2025 UI GreenMetric ranking.
	Creation of the joint Smart Lean Green research team with ECAM La Salle, iaelyon’s partner engineering school, and appointment of the School’s Dean to the Scientific Committee of the Climate Transformation Institute.
2025	Launch of the Global Talks, a series of international seminars on Inclusion & Sustainability for third-year Bachelor’s students.
	Four projects selected in the first call for innovative, societal-focused @iaelyon research projects focusing on: Relocalization and Reindustrialization; Organizational Performance in a Post-Growth Economy; ESG Impact in Finance; Societal and Behavioral Impacts of AI.
	Publication of the 5th PRME Report, and UN Global Compact report.
	FORESEE Project: Active involvement of iaelyon faculty in research into business adaptation and transformation in response to the impacts of climate change.
2026	Publication of the 6th PRME report.

	Celebration of iaelyon's 70th anniversary, highlighting inclusion, diversity and social impact through student initiatives, conferences and an Honorary Doctorate awarded to Hartmut Rosa for his work on resonance.
	Launch of the @iaelyon book series, showcasing the School's engagement with socio-economic stakeholders and its commitment to impact and innovation.

Graduates & Enrollment

2025 Statistics	Number
Graduates	2605
Faculty & Staff at the University	1505
Faculty & Staff at the Institution	257
Student Enrollment at the University	28433
Student Enrollment at the Institution	6744
Undergraduate Attendance	4138
Masters-Level Postgraduate Attendance	2424
Doctoral Student Attendance	187
Certificate, Professional Development, or Continuing Education Attendance	73

Degrees Offered

Bachelor Programs

-  Bachelor of Business Administration (B.B.A.)

Masters Programs

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

Undergraduate Degree Programmes

-  Bachelor Team Management, Quality & Sustainable Development (Cooperative Education)

Masters Degree Programmes

-  Year 1 Team Management Quality & Sustainability
-  Year 1 QSE Management – Quality, Safety, and Environment
-  Year 2 Team management, Quality, and sustainability
-  Year 2 QSE Management - Quality, Safety, and Environment
-  Year 2 Socio-Economic & Environmental Responsibility of Organisations
-  Year 2 Sustainable Management for International Business
-  Year 1 Consulting, Sustainability & Chartered Accounting
-  Year 2 Consulting, Sustainability & Chartered Accounting

Postgraduate Degree Programmes

-  Ph.D in Business Administration (Doctorat en Sciences de Gestion)



Purpose

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

Letter of Commitment



Letter of renewed engagement in the Principles of Responsible Management Education (PRME)

Lyon - France, September 7, 2026

I am pleased to reaffirm that iaelyon School of Management remains fully committed to the seven Principles of Responsible Management Education - Purpose, Values, Teach, Research, Partner, Practice and Share - to which the School has committed for the past twelve years.

Founded in 1956, iaelyon is the only public School of Management in the Lyon area, drawing on 70 years of projects, achievements and contribution to education, research, and society. Building on its long-standing tradition of social openness and responsibility, and mindful of its impact on its ecosystem, iaelyon -the leading University-based School for Management Education and research in Auvergne-Rhône-Alpes- places social responsibility at the heart of its mission and activities.

The ambition to strengthen the school's contribution to society is firmly embedded in its 2024-2028 strategic plan. This strategy highlights our purpose, **"Preparing bold minds to transform the world"**, and our mission, **"To generate and share actionable knowledge, while educating thought managers who are key drivers of transitions"**. In pursuing these ambitions, we rely on the active engagement of our students, faculty and staff, as well as on the strong relationships we have developed with our partner companies, alumni and international network.

This new Sharing Information on Progress report is an opportunity to reflect on the progress made by the School in advancing the seven PRME principles, while also looking ahead to the actions and commitments that will further strengthen our contribution to the UN Sustainable Development Goals, and to a more responsible and sustainable future, for the benefit of all stakeholders.

As Dean of iaelyon School of Management, I am proud to reaffirm our commitment to responsible management education and research, and to pursue, collectively, our ambition to make a meaningful and lasting societal impact.

Best regards,

Marie-Christine Chalus
Dean
iaelyon School of Management



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

- ❖ Centralized sustainability office
- ❖ Disciplinary efforts within business school
- ❖ 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 Voices

The following narratives demonstrate how iaelyon School of Management has influenced students' academic journey and personal growth.

From IEIS Scholar to PhD Researcher: A Journey Into Impact Entrepreneurship

"My journey at iaelyon has played an important role in shaping my academic interests and strengthening my interest in impact entrepreneurship and its potential to address societal challenges. In 2023–2024, I joined the Master 2 in Management Studies and Research as a scholarship recipient of the Graduate School International Entrepreneurship and Innovation for Society (IEIS) program. This experience then led me to pursue a PhD, with the continued support of the Graduate School.

Today, my research focuses on social entrepreneurship, and more specifically on the support and financing of social impact entrepreneurs, as well as on the role of the entrepreneurial ecosystem and the interactions among its different actors in helping social enterprises overcome financial constraints. This academic path has gradually led me to view businesses not only as economic actors, but also as actors capable of developing concrete responses to important social challenges.

Beyond academic courses, iaelyon and the Graduate School program provide me with many opportunities for learning, exchange, and personal development. I have the opportunity to participate in academic conferences where I can present my research and engage with other researchers. The events and networking opportunities organized within iaelyon also allow me to interact directly with entrepreneurs, support organizations, and various actors within the entrepreneurial ecosystem.

These experiences directly enrich my research, as well as my personal and professional development. They have helped me become more open to different perspectives, strengthen my ability to engage with and critically consider diverse viewpoints, and deepen my awareness of the social and ethical issues associated with entrepreneurship.

Today, these experiences reinforce my ambition to pursue a career in teaching and research, while contributing to a better understanding of forms of entrepreneurship that can combine economic viability, responsibility, and a positive impact on society."

Aroua ZNAZEN

PHD Student in Entrepreneurship-Magellan @ iaelyon Research Lab

Corentin Pinos, MA Management, Consulting, and Change

"After a gap year spent travelling, marked by inspiring encounters and striking observations about our world, I returned to my Master's at iaelyon wanting to give meaning to my future career. One of the highlights of my studies was organising the 'Journée Efficacité+', an event held as part of the school's 70th anniversary. We set up three round tables bringing together twelve speakers to explore the question of meaning at work. This hands-on project was a wonderful learning experience that helped me develop what I hope to see in the society of tomorrow.

To go further and better understand the complex ecosystem we live in, I have been following, since September, the inter-institutional diploma 'Major Transitions: Measuring and Understanding in Order to Act' ('Grandes Transitions : Mesurer et Comprendre pour Agir'). This programme is offered by the CHELS (Collège des Hautes Études Lyon Sciences), a consortium of eight higher education institutions in the Lyon area, including Université Jean Moulin Lyon 3. This whole journey has had a decisive impact on how I see the professional world: today, I would like to move into public service or get involved in ethical transformation projects designed for our planet.

For me, iaelyon is an excellent school. One of its strengths is the opportunity it gives us, as students, to take part in concrete initiatives that have a real impact on university life. I experienced this first-hand with 'La Bulle Sensorielle', a project dedicated to well-being and inclusion, which received the Inclusion & Mutual Aid Award (Prix Inclusion & Entraide). (...) "

Values Voices

Valérie Burdin, Coordinator of Quality of Work Life and Well-being; Student Life Facilitator

"I love interacting with students. My role is to support them and guide them through the steps they need to take, to identify the right person to turn to depending on their situation, and to find solutions within our institution, so that they can fully enjoy their academic year and focus on what really matters: their studies above all, but also their well-being and the projects that matter to them.

Many of our students, both domestic and international, are here without their families. So I try to be there for them and support them, whether by helping them find accommodation, resolving a scholarship issue, finding cultural activities, or simply giving them someone to talk to about their day-to-day difficulties. I am also committed to listening to students in any situation involving discrimination, harassment, or sexist or sexual remarks, and to helping them resolve conflicts when they arise. I also enjoy organising solidarity initiatives within the school. Every year, I put together teams of walkers and runners for 5 or 10 km with the association "Courir pour Elles", a race against cancer that brings together faculty, staff and students. Likewise, at Christmas, we collect solidarity boxes in partnership with the French Red Cross, which are distributed to families in need during end-of-year street outreach. Last year, we also set up a box where staff and students could drop off greeting cards with a message for the residents of a care home for older people (EHPAD). It only takes a minute, but it means so much to them.

What I try to do, every day, is to support, not only academically but also personally. Helping someone resolve a difficult situation, helping with projects, or simply being there to listen: that is what gives meaning to this job."



Celebrating Values

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

Testimonial – Dr. Joachim De Paoli, Disability Liaison Officer, iaelyon School of Management

"The first action concerns the monitoring of the note-taking program. This involves student volunteers who share the notes they take during classes with students with disabilities identified by Jean Moulin Lyon 3 university Disability Services Office. My role is to assess the quality of the notes produced, in both content and form, to make sure they are a truly useful study resource for the students who receive them. This assessment can lead to a bonus being added to the note-takers' overall grade average, recognizing their commitment.

A second action involves a significant amount of listening, mediation and individual support for the students concerned. This includes discussions aimed at directing students with disabilities to the Disability Services Office and existing support schemes, as well as answering their various questions. For example, I recently supported a student on an extended study plan to clarify her rights regarding grade compensation, particularly in cases where some course units, validated later because of her adjusted schedule, had not been obtained in the first year.

My colleague, the administrative disability liaison officer, and I also promote initiatives that support professional integration, such as DuoDay, which allows students with disabilities to spend a one-day internship in a partner company. Our work includes selecting and sharing the offers that match the profiles of iaelyon students (the event's website lists everything from administrative assistant positions to head chef roles). Finally, this also involves communication work: with the support of iaelyon's communication department, last year we produced a video for social media to present DuoDay and increase its visibility among students."



Teach

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



Courses that support RME

iaelyon School of Management reports 12 courses in 2025 that support responsible management education and sustainable development goals.

Sustainable Supply Chain Management | 06250283

This course aims to present the challenges related to the sustainability of supply chains, discover the principles of the circular economy, and enable students to identify the company's stakeholders and the levers for implementing a circular approach.

Knowledge to be acquired:

- Understand the issues related to integrating sustainable development into supply chains
- Understand the principles and levers for implementing the circular economy
- Understand the fundamentals of reverse logistics

Target skills:

- Analyze the environments and contexts of sustainable supply chains
- Design and deploy supply chains in contexts that integrate sustainability issues
- Manage supply chain activities in a sustainable development context

- Manage the sustainable performance of supply chains

Teaching methods:

- Didactic approach with theoretical input.
- Practical approach to the various topics through a business game: "The Blue Connection" (By Inchainge)



Corporate Social Responsibility (CforCSR© Certification) | 06290819

With a long-standing culture of social openness and responsibility, conscious of its impact on its ecosystem, iaelyon has made CSR a permanent and lasting commitment. Regardless of the sector or profession, managers trained at iaelyon must be able to have a positive impact on society by proposing actions that contribute to the transformation of organizations, reconciling ecological, social, and economic performance with the fulfillment of stakeholders.

SOCIAL RESPONSIBILITY DIMENSION

The CforCSR® platform complements existing measures aimed at opening students' minds to responsible approaches: associative and entrepreneurial commitments, PRME and Global Compact commitments, specific and cross-disciplinary courses related to CSR.

TARGET KNOWLEDGE AND SKILLS

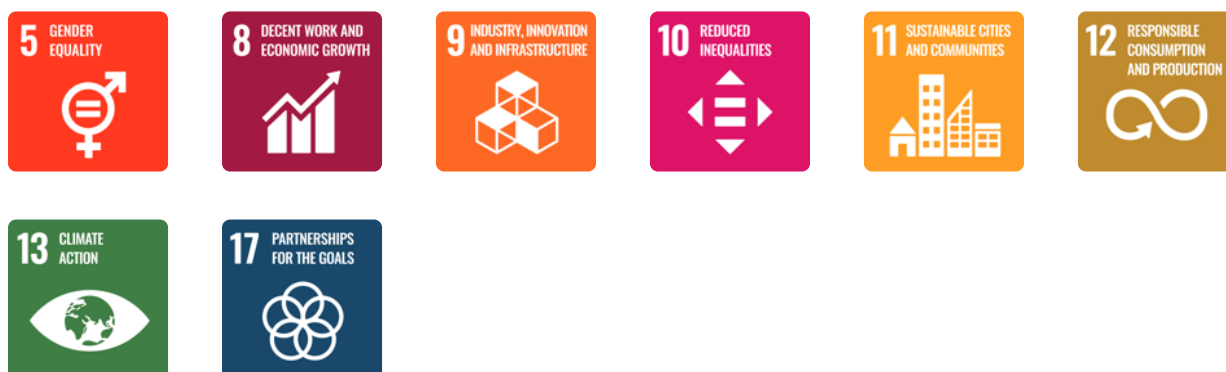
- Encourage reflection and the development of skills in organizational social responsibility and business ethics as a manager.
- Develop the ability to critically analyze CSR issues at different levels and to implement appropriate action plans.

COURSE PLAN

At least two resources from each of the following three pillars must be selected and studied in detail:

- Economy
- Environment
- Social

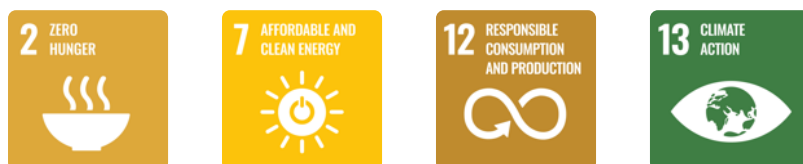
The CforCSR certification is cross-disciplinary.



Développement durable et Transition écologique | 05260106

This 24-hour course, organized by the IAE (Graduate School of Management), is intended for second-year students in LEA (Applied Foreign Languages). It offers an introduction to sustainable development, with particular emphasis on its environmental dimension. It covers key elements, tools, and concepts such as life cycle assessment, Agenda 21, weak and strong sustainability, planetary boundaries, and Doughnut Economics. It explores issues including the ecological footprint, climate change (mitigation and adaptation), fair trade, the EU Emissions Trading System, complementary local currencies, the traceability of savings, and climate finance. The lectures, punctuated by interactive activities, are complemented by 10 tutorial sessions of 1.5 hours each, which include oral questions based on case files and student presentations on current social and environmental topics.

By emphasizing active participation (flipped classroom, ecological and carbon footprint calculations, Wooclap activities, an experimental public goods game, the Climate Fresk, the Biodiversity Collage, and the 2tonnes workshop), the course helps students understand the challenges that climate change and biodiversity loss pose in the 21st century and become familiar with the range of possible solutions, from individual actions to public policies.



Environnement, développement durable et droit | 06340164

This course provides an in-depth technical and legal look at the environment and sustainable development. It is taught by professionals and academic researchers, who share their experience and demonstrate the tools they use in their daily work, combining theoretical input with a practical perspective.

The Corporate Social Responsibility (CSR) section covers the pillars of CSR, the UN Global Compact, and the stakeholder engagement approach, as well as CSR and audit tools and responsible marketing and communication.

The "Sustainable Development" section analyzes savings products designed to finance activities in the social, solidarity-based, and environmental economy, and examines the particular role cooperative companies play in the Social and Solidarity Economy (SSE).

1. Understand the challenges of decarbonization: Compare the current emissions trajectory with the 2050 carbon neutrality target, and examine the impact of carbon on the other planetary boundaries.
2. Identify barriers to climate action: Psychological, legislative, and financial barriers.
3. Study the legislation and a tool for conducting a carbon assessment: Study of the 2023 BEGES standards (the French regulatory framework for greenhouse gas emissions reporting) and of carbon accounting software.
4. Conduct a carbon assessment: In groups, carry out a carbon assessment and identify ways to improve the software.



Responsible Leadership | 06260278

This course concerns the concept of responsible leadership and similar leadership styles. Students will get familiar with different paradigms and models in this field.

According to the World Economic Forum's Future of Jobs Report 2020, 50% of all employees will need reskilling by 2025, as adoption of technology increases and changes in the environment. Critical thinking and problem-solving top the list of skills employers believe will grow in prominence in the next five years. Newly emerging are skills in self-management such as active learning, resilience, stress tolerance and flexibility. As a first step, and to be a “good” and responsible manager and leader in this new world, students need to get familiar with these realities.

The aim of this course is to provide participants with some of the most recent concepts and models of new leadership styles and with the concept of responsible leadership which encompasses 4 dimensions:

The ethical / responsible person;
The ethical / responsible manager and leader;
Responsible stakeholder relationships
Sustainable growth focus

One of the course aims is to give participants the opportunity to reflect critically about themselves, the others, their future roles as a manager etc. The aim is also to co-construct a “toolbox” when analyzing, interpreting, and managing these new realities.

Students are invited to work on different dimensions of responsible leadership. We use among other pedagogical methods like case studies, group discussions, videos, self-assessments etc. the World Café method to do the final presentations. This new form of interactive presentation which involves all the students at the same time, either as member of the audience, or at presenter, had a very positive impact on the learning outcome and their appreciation of the course as a whole.

The following article that was published describes more in detail the course and the World Café Method that was used:

<https://iae.univ-lyon3.fr/pedagogie-le-format-world-cafe-seduit-les-etudiants-du-master-commerce-exterieur>

A research article was also published about this pedagogical innovation: <https://shs.cairn.info/journal-management-et-sciences-sociales-2026-3-page-146?lang=en>



This 20-hour course (12 hours of lectures and 8 hours of tutorials) offers an introduction to sustainable development, with particular emphasis on its environmental dimension. It covers key elements and concepts such as life cycle assessment, the Human Development Index, Agenda 21, weak and strong sustainability, planetary boundaries, Doughnut Economics, decoupling, and the rebound effect, with a special focus on the ecological footprint and climate change.

By emphasizing active participation (flipped classroom, calculating their own ecological and carbon footprints, presentations, the Climate Fresk and/or the 2tonnes workshop), the course helps students understand the challenges that climate change and biodiversity loss pose today and become familiar with the range of possible solutions.



Innovation RSO et Prospective RH | 06211175

Students act as newly hired CSR officers in a large company. Working in groups of two or three, each group analyses a recent management science article on CSR and HR, shares its findings, and helps design internal training tools for managers and employees.



Audits environnementaux, développement durable et écolonomie | 06211084

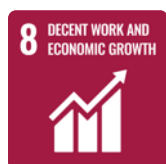
This course introduces the major challenges of the Anthropocene and global change, and explores innovative, sustainable business models such as the circular economy, industrial ecology, the functional economy, and the Social and Solidarity Economy. It is built around a practical case: the CSR and sustainable development policy of Lyon Airports (Aéroports de Lyon), covering stakeholder mapping, environmental certifications, and the airport's CO2 strategy. Students visit the airport, interview staff, and take part in its "decarbonathon." A second case study on Romans-sur-Isère addresses territorial anchoring and economic redevelopment.



RSE (Responsabilité sociétale des entreprises) et ESS (Economie sociale et solidaire)

| 06220627

The course begins with a reflective drawing exercise on sustainability and its paradoxes, then covers the foundations of sustainable development and corporate sustainability. Part 1 focuses on CSR: its definition, the key steps in building a CSR approach, and the regulatory landscape (CSRD, B Corp, société à mission, ISSB), illustrated by two real cases: a shea butter company in Sola, Togo, and an impact consulting firm in Paris. Part 2 covers the Social and Solidarity Economy, through the case of a work-integration company that repairs bicycles; students apply course concepts to respond to a specification set by the company.



Tutorat collectif 1 | 99020342

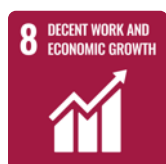
At the start of the year, students choose one of three specialties: Quality Management, Management in Health and Social Care Facilities, or CSR and Sustainable Development. Students in the CSR and Sustainable Development track are supported in carrying out a carbon assessment of an organization or company. Students in the Health and Social Care track learn from professionals across the sector (clinics, nursing homes, medico-social facilities). Students in the Quality track work from situations encountered during their work-study placements, apply concepts in the field, and begin framing their master's thesis.



Éthique, transformation du travail et connexion territoriale (Spécialité RSE)

| 06220752

This course introduces business ethics, CSR, and the notion of territory. Using concrete cases on professional ethics, CSR, and management, as well as students' work-study experience, it progressively builds the foundations of an ethical managerial stance. Topics include social science research, definitions of ethics, professional codes and morality, organizational sociology, changes in work, and the historical link between CSR, companies, society, and territory.



Tutorat collectif 2 | 99020343

At the start of the year, students choose one of three specialties: Quality Management, Management in Health and Social Care Facilities, or CSR and Sustainable Development. In the second semester, Quality students are tutored on the Power BI tool, Health and Social Care students learn from social security professionals, and CSR and Sustainable Development students discover CSR consulting and hear from Social and Solidarity Economy (SSE) practitioners. Each session covers the speaker's career path, their sector's context and challenges, and their organization, followed by students' questions.



Teaching Voices

The following statement demonstrates ways in which educators at iaelyon School of Management support sustainability and responsible management in their classrooms.

Global Talks - Internationalisation at Home

iaelyon Global Talks: Educating Students for Transformative Entrepreneurship

In early September 2026, 550 third-year undergraduate students of the Licence Gestion et Management at iaelyon School of Management (Université Jean Moulin Lyon 3) took part in the second edition of the Global Talks, a two-day international seminar on "Inclusion & Sustainability." Launched in 2025 and run in partnership with the Lyon-based NGO Entrepreneurs du Monde, this year's edition focused on transformative entrepreneurship: how entrepreneurial action can address social and environmental challenges and drive systemic change.

Working in teams, students designed and pitched a product or service addressing an inclusion or sustainability challenge, drawing directly on the UN Sustainable Development Goals. The seminar reflects iaelyon's mission to produce and share actionable knowledge and to educate enlightened managers who act as drivers of the transitions. Dean Marie-Christine Chalus stressed that the theme invites students to consider how future graduates can help build more inclusive and sustainable models.

The programme opened with a keynote by Armelle Renaudin, co-founder of Entrepreneurs du Monde, together with Ian Best and Candice Béjuit. Since 1998, the NGO has supported people living in extreme poverty by helping them start businesses, access energy and adapt to climate change. It creates and incubates local social organisations until they become autonomous. Through these field experiences, students saw how entrepreneurship can be a genuine lever for emancipation and social transformation.

Design Thinking was the pedagogical backbone of the seminar. Fifteen faculty members and professional experts guided students from identifying a user need to prototyping and testing a solution. Coordinators encouraged students to resist quick AI-generated answers. Instead, they asked

students to take time to understand users with empathy and to keep people at the centre of their reasoning. The iterative cycle of testing, gathering feedback and adjusting also taught students to treat failure constructively.

The Global Talks are run entirely in English and are a cornerstone of iaelyon's "Internationalisation at Home" strategy. That strategy gives every student meaningful international and intercultural exposure, including those who do not study abroad. It works alongside the International Week held for Master's students each January.

The initiative embodies several PRME Principles. It gives students a sense of Purpose as agents of positive change and fosters the Values of inclusion and responsibility. In line with the School's mission, it shows how iaelyon Teaches responsible management through experiential learning, and how the school Partners with civil society to connect students with real-world impact.

Around one hundred projects were imagined, prototyped and presented. When asked for a single word to describe the experience, students chose terms such as solidarity, diversity, inclusion, creativity and open-mindedness.

The Global Talks are coordinated by Silvia Didier and Noémie Dominguez, co-heads of International Development at iaelyon.

Continue telling your story

Courses RSO

View document  Download document 

Integration of the principles of social responsibility, inclusion, and gender equality across all programmes, from Bachelor's to Master's level

iaelyon systematically integrates sustainability and corporate social responsibility (CSR) issues throughout all of its degree programmes. This approach is based both on six degrees specifically dedicated to these topics and on the cross-cutting integration of the principles of social responsibility, inclusion, and gender equality across all programmes, from Bachelor's to Master's level.

Beyond the specialised degrees, CSR content is incorporated into all programmes. At Bachelor's level, this early awareness-raising is reflected in courses such as Ethics and CSR; in the Global Talks, during which students design and present inclusive projects addressing issues related to disability and social inclusion, in connection with the Sustainable Development Goals; as well as in a compulsory Volunteering and Association Management module, which represents nearly 26,000 hours of volunteering each year for organisations in the local community. At Master's level, this approach is further developed through integration seminars combining business games, collaborative workshops, and interactive sustainability workshops; international seminars organised as part of iaelyon International Week; the CforCSR® training and certification, which enables students to acquire the skills needed to reconcile economic, social, and environmental performance within organisations; as well as case studies and specialised courses incorporating environmental, societal, and ethical

dimensions (responsible selling, CSR consulting and auditing, and societal and ethical marketing). Finally, within continuing education, several courses directly contribute to the development of sustainable management, such as “The Responsible Dimension of Purchasing and Its Levers”. In addition, the School encourages its students to adopt sustainable and responsible entrepreneurial approaches from the very beginning of their academic journey, from Bachelor’s to Doctoral level. This includes Master’s Year 2 final-year projects, as well as compulsory internships from Bachelor’s Year 2 through to Master’s Year 2. These initiatives enable students to develop theoretical and practical skills in entrepreneurship while raising their awareness of the societal and environmental impact of organisations.

Sharing Active Pedagogy with Colleagues: The World Café Method as a tool for Assessment and Co-Construction

In June 2026, iaelyon School of Management faculty presented their teaching innovations at the Pedagogy Festival on the theme “Active pedagogy at university: practices, benefits and challenges.” Silvia Didier (Co-Assistant Dean for International Development) and Noémie Dominguez (Assistant Dean for International Development & Accreditations) led a workshop on the World Café method as a tool for assessment and pedagogical co-construction. Based on their experience with iaelyon Master 2 students, the workshop let participants experience the method firsthand, encouraging fellow teachers to rethink their assessment practices through dialogue and collective intelligence. This initiative supports iaelyon’s commitment to PRME. It promotes participatory pedagogies that build key skills for responsible managers: dialogue, active listening, and collaboration.



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

42 Peer-reviewed articles were published by iaelyon School of Management from this past calendar year.

vs

15 Peer-reviewed articles were published by iaelyon School of Management from this past calendar year in support of RME.

Research Funding

In 2025, iaelyon School of Management was awarded funding for research that is:



**Institution
Specific**



Local



Regional



National



International

Socializing Research

In 2025, iaelyon School of Management 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 2025, iaelyon School of Management reported 1 research project that implemented responsible or sustainable activities.

FORESEE program

Period Covering: March, 2025 - December, 2030

Department: Business Administration | Management | Computer Information Systems

As part of the FORESEE program, researchers from iaelyon's Magellan Research Lab are studying how companies adapt and transform in response to the consequences of climate change. Their research focuses on several complementary dimensions: innovation strategies, particularly among SMEs; post-growth consulting practices; climate-related shareholder governance mechanisms; the digital sobriety of information systems; and individuals' opinions on companies' management of the carbon tax. These researchers took part in the consortium's launch and subsequent scientific days in 2025 and 2026, as well as in interdisciplinary workshops within the Work Packages and more specific research strands. Two examples of activities related to this research:

- Valérie Revest and Aurélien Petit presented their research program on the transformation of SMEs in the Auvergne-Rhône-Alpes (AURA) region in the face of climate disruption: needs, perceptions, and public policies. A conference will be held in November 2026 at iaelyon on this topic, involving various stakeholders.
- Katia Lore-Lebraty and Marco Heimann are developing comparative research between France and Brazil on individuals' opinions regarding companies' strategic management of the carbon tax, based on social justice factors. An intern was recruited in 2026 at iaelyon to conduct interviews in France. Partners from the University of São Paulo will apply the same method to compare these individual perceptions.



Research Awards

In 2025, iaelyon School of Management was awarded 1 research award for responsibility- and/or sustainability-related research.



Best Doctoral Paper Award, Management Consulting (MC) Division, Academy of Management Annual Meeting 2026 (Philadelphia)

Granter: The Management Consulting (MC) Division of the Academy of Management (AOM)

Grantee: Victoire-Manon Canovas, PhD Candidate in Socio-Economic Management, in a CIFRE PhD with Coexya

Award Description:

The Best Doctoral Paper Award is presented by the Management Consulting Division of the Academy of Management (AOM), the world's leading professional association for management scholars. It recognizes an outstanding doctoral paper presented at the AOM Annual Meeting. In 2026, in Philadelphia, Victoire-Manon Canovas received this award for her research on generative AI and corporate social responsibility, conducted through intervention research in partnership with Coexya. The award highlights research that combines scientific rigor with actionable knowledge for organizations, and it reflects the international visibility of iaelyon's doctoral research in socio-economic management.

Research Presentations Related to RME and/or Sustainability

In 2025, iaelyon School of Management gave 5 research presentations related to RME and/or sustainability.

When organizational sustainability redefines practices: Professional identity at the heart of organizational transformation

Authors: Joseph KARAM, Glion Institute Of Higher Education, Associate Dean of Practical Arts, Doctorant en Sciences de Gestion, iaelyon School of Management, Université Jean Moulin Lyon 3, Magellan @ iaelyon Research Lab | Professor Olivier BACHELARD, HDR. EM-Lyon Business School, Directeur des Relations Institutionnelles, Campus de Saint Etienne | Professor Didier VINOT, HDR. iaelyon School of Management, Université Jean Moulin Lyon 3, Magellan @ iaelyon Research Lab, Directeur exécutif de la Chaire Valeur du soin, Responsable du Groupe Recherches en Ressources Humaines

Date of publication: June, 2025

Presented at: The 26th Université de printemps de l'IAS 22 and 23 may 2025 in PARIS

Department: Human Resource Management | Management

School catering, though a discretionary public service, is increasingly constrained by successive French laws (Egalim, AGECE) that impose sustainable sourcing, organic products, waste reduction and a ban on plastic packaging. This shift forces a change of production model – from an "assembly kitchen" (Taylorist, McDonald's-style) to a "creative kitchen" built on seasonal raw products, in a sector suffering from low social prestige (staff are often called "cantiniers," with little peer recognition) and chronic understaffing.

The paper studies how two central kitchens (SYREC and SIRESCO) responded to these constraints by creating internal and external communities of practice (CoP) : operational, organizational and project-based, bringing together field teams confronted with the transformation. Drawing on change-resistance theory (Crozier & Friedberg, Lewin, Zander) and Wenger's community-of-practice framework, the authors argue that top-down change imposed without involving frontline staff typically

triggers resistance, whereas CoPs allow employees to build competence collectively while reconstructing a devalued professional identity (built on three pillars: personal, social and organizational identity, per Dubar).

Using a qualitative multiple case-study design (Yin) with an abductive, hybrid research posture, the authors conducted observations, interviews and document/social-media analysis across three case studies and six phases (2022–2024) at both organizations (roughly 70,000 meals/day, 280 employees).

Findings show two main levers of transformation:

1. Valuing employees and the societal impact of change : staff no longer experience sustainability/ecology as a constraint but as a source of meaning and pride (waste reduction, water recycling, methanization of food waste), which spills over positively into employees' personal lives and reinforces professional pride and public recognition of the "cantine chef" role.
2. Proximity management (management de proximité) : local managers act as facilitators and coaches rather than controllers, adopting participative and horizontal leadership (open-door policy, involving teams in decisions, encouraging staff to challenge suppliers and processes). This "servant leadership" approach, combined with sense-making (Weick, Godé) through communication, learning and socialization, gradually lets the manager step back as CoP members themselves become internal leaders.

The conclusion holds that CoPs foster collective learning and skill development that satisfy employees' need to rebuild professional identity around shared societal values (children's health, ecology, social contribution). The sustainability of these CoPs depends on continuous adaptation, identity valorization and a management style that shifts from top-down control to horizontal, participative facilitation — a model the authors suggest could also apply to competitive (not just monopoly-like public) settings.



Exploring mental health challenges in higher education institutions: a systematic literature review

| [DOI](#)

Authors: Joachim Pinochet Lobos, iaelyon School of Management, Université Jean Moulin Lyon 3, Magellan @ iaelyon Research Lab | Nathalie Bernard, iaelyon School of Management, Université Jean Moulin Lyon 3, Magellan @ iaelyon Research Lab | Chloé Guillot-Soulez, iaelyon School of Management, Université Jean Moulin Lyon 3, Magellan @ iaelyon Research Lab

Date of publication: April, 2025

Presented at: EIASM 40th SHRM Workshop

Department: Human Resource Management | Management

This systematic literature review examines the mental health of teaching and research academic staff (TRAS) and service and administration staff (SAS) in higher education institutions (HEIs). Current literature presents a concerning portrayal of mental health in HEIs. The authors conducted a systematic analysis of research on mental health in higher education: 97 articles were included after rigorous scrutiny. Findings provide an overview of HEIs, describe primary stressors, and identify key strategies for addressing them. Based on these insights, the authors propose recommendations to improve mental health in academic settings, as well as delineate potential avenues for future research.



Qualité de vie au travail dans les TPE et PME

Authors: Alexis Roche, iaelyon School of Management, Magellan Research Center, ISEOR - Institut de Socio-économie des Entreprises et des ORganisations | Rodolphe Bachaud, ISEOR - Institut de Socio-économie des Entreprises et des ORganisations, Magellan @ iaelyon Research Lab

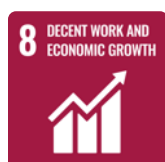
Date of publication: October, 2025

Presented at: National or international academy of management | AOM-ODC-MCD-Iseor-CNAM

Department: Management | Entrepreneurship

This conference paper synthesises several years of team-based intervention research in very small, small and medium-sized enterprises (VSEs and SMEs). Quality of working life lies at the heart of an organisation's social performance and has a strong impact on its economic performance. VSEs and SMEs remain under-explored and difficult for researchers to access, as they are often invisible in the social sphere and have fewer opportunities to call on outside expertise. Under the influence of globalisation, rising living standards and higher levels of education, employees' expectations of work have evolved. Small businesses, which are sometimes less attractive in terms of pay or internal career

progression, must now draw on other levers related to quality of working life. Owner-managers and managers of firms of this size receive little training on these issues and may make critical mistakes regarding absenteeism, staff turnover and work motivation. The quality of working life of VSE owner-managers is also almost entirely absent from public debate, which focuses on employees' quality of life. Yet VSE owner-managers face particular pressures affecting their own quality of working life. In this paper, we set out to synthesise our observations scientifically, illustrating them with a few verbatim quotes drawn from our many case studies, while highlighting factors that could help VSE owner-managers improve their quality of working life.



La recherche-intervention socio-économique, un accompagnement à la transformation des relations de reconnaissance au travail

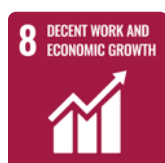
Authors: Alexis Roche, iaelyon School of Management, Magellan @ iaelyon Research Lab, ISEOR - Institut de Socio-économie des Entreprises et des ORganisations

Date of publication: October, 2025

Presented at: National or international academy of management | AGRH, Oct 2025, Deauville, France

Department: Human Resource Management | Management | Economics | Entrepreneurship

Globalization, population growth, and speculative capitalism are sources of reification. Human beings, whose productive dimension is overvalued, tend to be objectified and made invisible. In response, movements to re-personalize work, along with the related demands for recognition, have grown considerably worldwide. At the intersection of well-being at work and economic performance, demand for individual support has soared. Diverse support practices have emerged to offer nuanced responses to these demands. Intervention research sheds light on how support practices can address demands for recognition at work. Our study is based on the case of an architecture micro-enterprise supported through intervention research over two years. This paper aims to shed light on the little-explored links between intervention research, individual support, recognition dynamics, and the roles of the support provider.



Evolution of Interprofessional Cooperation and its impact on User Care. The case of an Association in the Medico-social Sector

Authors: Alexis Roche, iaelyon School of Management, Université Jean Moulin - Lyon 3, Magellan @ iaelyon Research Lab | Renaud Petit, iaelyon School of Management, Université Jean Moulin - Lyon 3, Magellan @ iaelyon Research Lab

Date of publication: October, 2025

Presented at: National or international academy of management | colloque Academy of Management (AOM USA) 2025, Copenhagen - Danemark

Department: Human Resource Management | Management

This research focuses on the levers for developing cross-disciplinary inter-professional cooperation and their impact on the user's care pathway, in particular by minimizing user disruptions. It is based on the implementation of change within an association in the medico-social sector. Observation, then analysis of the structures and professionals, via a longitudinal case study, highlighted the cooperation difficulties between all the professions, in particular specialized educators and workshop instructors. The researchers analyzed decisions to change organizational structure and behavior. The process gradually led professionals to work together more effectively. This conduct to tangible improvements in the collective work organization, to the benefit of both professionals and users.



Publications Related to RME and/or Sustainability

Bore-out ou épuisement professionnel par l'ennui : Démystification et immersion dans un phénomène en gestation" In Mutations du travail et santé au travail : Enjeux de société et de management

| [DOI](#)

Authors: Aziz Chtioui, iaelyon School of Management, Université Jean Moulin Lyon 3, Magellan @ iaelyon Research Lab | Lamia Hechiche Salah, Université de Tunis, ISG Tunis (Institut Supérieur de Gestion de Tunis), UR PRISME | Sandra Ben Othmane, Université de Tunis, ISG Tunis (Institut Supérieur de Gestion de Tunis), UR PRISME

Date of publication: October, 2025

Department: Human Resource Management

Nowadays, work occupies an important role in people's lives. It constitutes a primary means of self-realization and social integration. However, in recent decades, work has undergone significant changes concerning the work environment. Digitalization, automation of work, job insecurity, and periods of restructuring have all disrupted people's relationship to their work. While some employees seem to be overworked to the point of exhaustion, others seem to be dying of boredom at work. Being severely bored at work can lead employees to experience exhaustion, also called "boreout." Boreout can have harmful consequences and be a source of suffering for the affected employees, who encounter insurmountable, destabilizing, and unpleasant psychological experiences at work. Many authors associate the concept of boreout with the concept of "suffering at work" without explicitly stating how these two concepts are associated, hence the importance of understanding the relationship between them. Interviews with twenty-two employees in different roles revealed that the experience of boreout generates many feelings that can cause suffering among employees: the feeling of uselessness, the feeling of shame, the feeling of sadness, the feeling of frustration, and the feeling of mental stagnation.



Des mutations du travail aux mutations des travailleurs : Quand le bien-être au travail est la solution !" In Collection AGRH, Mutations du travail et santé au travail

Authors: Nathalie Bernard, iaelyon School of Management, Université Jean Moulin Lyon 3, Magellan @ iaelyon Research Lab | Thierry Chaume, Professional Trainer and Coach specializing in professional integration and career guidance; guest lecturer at iaelyon's Executive Master in Coaching and Organization program

Date of publication: January, 2025

Department: Human Resource Management

The various transformations of work are accelerating the transformations of workers. Thus, the phenomenon of career change appears both as a distinctive response to the dissatisfactions generated by work — dissatisfactions that drive demotivation or, at times, even abandonment — and as a magnifying lens on the effects of the transformations of work on workers. The aim of our research is to analyze the discourse content of forty individuals who have undertaken a career change process, with regard to the deep-seated motivational factors guiding their choice. Drawing on the ikigai model and on a lexicometric analysis carried out using the Iramuteq software, our research highlights four forms of motivation: competence, meaning at work, work-life balance, and human relationships. Our research thus contributes to a better understanding of the motivational factors of workers undergoing career change in a context of profound transformations of work, and it links these

motivational factors, on the one hand, to self-determination theory, and, on the other hand, to models of well-being at work. Our research also proposes an interview guide based on ikigai, an approach recognized for having a beneficial impact on physical and mental health. This tool can also prove highly useful for managers and human resources departments in motivating workers and fueling spaces for discussion on well-being at work. Well-being at work ultimately appears to be both the problem that drives workers toward a career change and the solution for remotivating them.



Le piège invisible de la manipulation au travail : le renforcement intermittent

Authors: Virginie Roquelaure, iaelyon School of Management, Université Jean Moulin Lyon 3, Magellan
@ iaelyon Research Lab | Ludivine Adla, Grenoble IAE-INP, Université Grenoble Alpes, CERAG
laboratory.

Date of publication: July, 2025

Department: Human Resource Management | Management

In the professional sphere, manipulation doesn't only show up as blunt orders — it operates through more complex, often invisible dynamics. Many management practices today draw on mechanisms rooted in behavioral psychology, and one of the most powerful and destructive is intermittent reinforcement.

Why does work become an emotional lottery?

Developed by psychologist B.F. Skinner in 1957 as part of operant conditioning theory, intermittent reinforcement is often used as a manipulation tool because of the emotional dependency it creates. It pushes individuals to constantly chase a reward that arrives unpredictably. This ongoing anticipation makes it hard to detach from the relationship and clouds judgment — the person becomes so focused on obtaining an unpredictable reward that they fail to notice the abusive nature of the relationship itself.

The text illustrates this with the example of slot machines: every time a player pulls the lever or presses the button, they have a random chance of winning, yet never know how many attempts it will take to win or how much they might receive. This unpredictability creates constant anticipation, triggering dopamine release in the brain. Even after repeated losses, players keep going, believing a win could come at any moment — a belief reinforced by past unpredictable wins.



Méfiez-vous de l'empathie, adoptez plutôt la compassion rationnelle

Authors: Virginie Roquelaure, iaelyon School of Management, Université Jean Moulin Lyon 3, Magellan @ iaelyon Research Lab | Ludivine Adla, Grenoble IAE-INP, Université Grenoble Alpes, CERAG laboratory.

Date of publication: April, 2025

Department: Entrepreneurship

Empathy can cloud your judgment... while relational compassion balances emotional understanding with objective judgment, leading to fairer and more effective decisions.

Empathy — the ability to put oneself in others' shoes, feel their emotions, and understand their struggles — is well known for improving relationships between people. However, excessive empathy poses a major risk for the entrepreneur who experiences it, potentially leading them into three key traps: irrational decision-making, being subjected to manipulation, and emotional dependency.



Santé mentale : la crise invisible des jeunes au travail

Authors: Virginie Roquelaure, iaelyon School of Management, Université Jean Moulin Lyon 3, Magellan @ iaelyon Research Lab | Ludivine Adla, Grenoble IAE-INP, Université Grenoble Alpes, CERAG laboratory.

Date of publication: March, 2025

Department: Human Resource Management

This was one of the major announcements in François Bayrou's general policy speech on January 14, 2025: mental health will indeed be designated "the great national cause of 2025." The Prime Minister is thus following in his predecessor's footsteps. More than ever, this major issue needs to be addressed — mental health today constitutes an absolute emergency.

According to the World Health Organization, mental health is a "state of well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community."

The President of the Republic, for his part, specified that young people's mental health would be a priority. This statement follows numerous warnings from healthcare professionals (doctors, psychologists, psychiatrists, etc.) regarding the deteriorating mental health of young people. One of the most telling signs lies in the rise in psychotropic drug prescriptions among 12- to 25-year-olds.

This psychological distress doesn't stop at the doors of schools or universities — it also makes its way into companies. Indeed, absenteeism among young employees has increased by 11% since 2019 (according to a 2024 barometer by consulting firm WTW). This absenteeism largely stems from chronic stress experienced by young workers, with nearly 50% reporting that they suffer from it at work (according to a 2023 Deloitte survey).



The Evolution of Innovation Policy: Two Promising Directions for Tackling Societal Challenges

| [DOI](#)

Authors: Isabelle Liotard , CEPN (Centre d'Économie de l'Université Paris Nord), Université Sorbonne Paris Nord | Valérie Revest, iaelyon School of Management, Université Jean Moulin Lyon 3, Magellan @ iaelyon Research Lab | Alessandro Sapio, PARTHENOPE, Università degli Studi di Napoli "Parthenope" (University of Naples)

Date of publication: February, 2025

Department: Economics

This article explores how public innovation policies can address today's Grand Challenges – complex societal and environmental problems such as climate change and AI transformation. It presents two approaches: mission-oriented policies and local, procedural “small-wins” strategies. Mission-oriented innovation policies emphasize proactive state involvement in steering large-scale transformations, as seen in ecological and AI-focused initiatives in Europe and France. These policies aim to shape markets and foster long-term technological breakthroughs. In contrast, small-wins strategies prioritize localized, iterative innovations driven by stakeholder engagement, flexibility, and experimentation. While mission-oriented policies set broad national directions, small-wins initiatives offer bottom-up, adaptive responses tailored to specific contexts. The article argues for a complementary use of both

approaches to foster sustainable and inclusive innovation. This dual framework could enable public actors to tackle systemic uncertainty, promote green and digital transitions, and build resilient innovation ecosystems across scales.



When organizational sustainability redefines practices: Professional identity at the heart of organizational transformation

Authors: Joseph KARAM, Glion Institute Of Higher Education, Associate Dean of Practical Arts, Doctorant en Sciences de Gestion, iaelyon School of Management, Université Jean Moulin Lyon 3, Magellan @ iaelyon Research Lab | Professor Olivier BACHELARD, HDR. EM-Lyon Business School, Directeur des Relations Institutionnelles, Campus de Saint Etienne | Professor Didier VINOT, HDR. iaelyon School of Management, Université Jean Moulin Lyon 3, Magellan @ iaelyon Research Lab, Directeur exécutif de la Chaire Valeur du soin, Responsable du Groupe Recherches en Ressources Humaines

Date of publication: June, 2025

Presented at: The 26th Université de printemps de l'IAS 22 and 23 may 2025 in PARIS

Department: Human Resource Management | Management

School catering, though a discretionary public service, is increasingly constrained by successive French laws (Egalim, AGECE) that impose sustainable sourcing, organic products, waste reduction and a ban on plastic packaging. This shift forces a change of production model – from an "assembly kitchen" (Taylorist, McDonald's-style) to a "creative kitchen" built on seasonal raw products, in a sector suffering from low social prestige (staff are often called "cantiniers," with little peer recognition) and chronic understaffing.

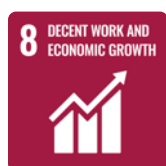
The paper studies how two central kitchens (SYREC and SIRESCO) responded to these constraints by creating internal and external communities of practice (CoP) : operational, organizational and project-based, bringing together field teams confronted with the transformation. Drawing on change-resistance theory (Crozier & Friedberg, Lewin, Zander) and Wenger's community-of-practice framework, the authors argue that top-down change imposed without involving frontline staff typically triggers resistance, whereas CoPs allow employees to build competence collectively while reconstructing a devalued professional identity (built on three pillars: personal, social and organizational identity, per Dubar).

Using a qualitative multiple case-study design (Yin) with an abductive, hybrid research posture, the authors conducted observations, interviews and document/social-media analysis across three case studies and six phases (2022–2024) at both organizations (roughly 70,000 meals/day, 280 employees).

Findings show two main levers of transformation:

1. Valuing employees and the societal impact of change : staff no longer experience sustainability/ecology as a constraint but as a source of meaning and pride (waste reduction, water recycling, methanization of food waste), which spills over positively into employees' personal lives and reinforces professional pride and public recognition of the "cantine chef" role.
2. Proximity management (management de proximité) : local managers act as facilitators and coaches rather than controllers, adopting participative and horizontal leadership (open-door policy, involving teams in decisions, encouraging staff to challenge suppliers and processes). This "servant leadership" approach, combined with sense-making (Weick, Godé) through communication, learning and socialization, gradually lets the manager step back as CoP members themselves become internal leaders.

The conclusion holds that CoPs foster collective learning and skill development that satisfy employees' need to rebuild professional identity around shared societal values (children's health, ecology, social contribution). The sustainability of these CoPs depends on continuous adaptation, identity valorization and a management style that shifts from top-down control to horizontal, participative facilitation – a model the authors suggest could also apply to competitive (not just monopoly-like public) settings.



Do green employer labels matter? A study of the impact of advertising environmental responsibility on recruitment

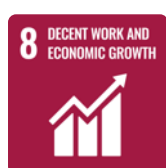
| [DOI](#)

Authors: Jean Pfiffelmann – EM Strasbourg Business School, University of Strasbourg, Strasbourg, France | Patrick De Pelsmacker, Faculty of Business and Economics, University of Antwerp, Antwerp, Belgium | Chloé Guillot-Soulez, Human Resources, iaelyon School of Management, Université Jean Moulin Lyon 3, Magellan @ iaelyon Research Lab | Sébastien Soulez, Marketing Department, University Lumière Lyon 2 – University of Lyon, Lyon, France

Date of publication: June, 2025

Department: Human Resource Management | Marketing

Organizations increasingly advertise their environmental track record using green employer labels—certifications granted by external entities to recognize employers for their pro-environmental policies or practices for employer branding. Through the lens of Signalling Theory and Self-Congruity Theory, an eye-tracking experiment followed by a questionnaire was conducted with 142 young adults. Visual attention was measured for 11 areas of interest on a fictitious LinkedIn page on which different versions of a recruitment advertisement were shown. Individuals pay more visual attention to the LinkedIn search bar and less to the employer logo and right headband when a green employer label is shown. A green employer label has a positive effect on person-organization fit, thereby enhancing employer attractiveness. Especially individuals highly concerned about the environment perceive a fit between themselves and the employer when recruitment ads feature a green employer label. This increased fit leads to greater ad credibility and employer attractiveness.



Technologies et pratiques de travail à vocation durable

Authors: Jean-Fabrice Lebraty, iaelyon School of Management, Université Jean Moulin Lyon 3, Director of Magellan @ iaelyon Research Lab

Date of publication: June, 2025

Department: Management

This article initially aims to answer the following research question: "Which management professions incorporate both technology—particularly artificial intelligence (AI)—and sustainability considerations?" Based on an analysis of several thousand recent job postings, the findings indicate that all professional categories are affected by both technological advancements and sustainability concerns. However, a second key finding has emerged: Among jobs that integrate both technology and sustainability, skills related to coordination are significantly more in demand than those related to expertise. This result may suggest that companies are prioritizing the management of sustainability-related projects over their concrete implementation.



Social representations of quality of life at work among university staff : an exploratory study in a French university

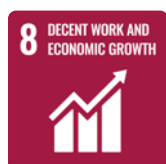
| [DOI](#)

Authors: Joachim Pinochet Lobos – PhD student, iaelyon School of Management, Université Jean Moulin Lyon 3, Magellan Research Center | Nathalie Bernard, iaelyon School of Management, Université Jean Moulin Lyon 3, Magellan @ iaelyon Research Lab | Chloé Guillot-Soulez, Professor, Human Resources, iaelyon School of Management, Université Jean Moulin Lyon 3, Magellan @ iaelyon Research Lab

Date of publication: January, 2025

Department: Management | Human Resource Management

Quality of work life (QWL) is an established concern in private and, more recently, public organisations and is now a key issue in human resource management. While studies on this subject are increasing, research on the QWL of staff – both administrative and academic – at public universities is lacking. As such, this study examines the social representation of QWL in these establishments. Our research mobilises Abric’s structural theory to assess QWL issues in universities. Empirically, this research takes the form of a qualitative study involving semi- structured interviews in an effort to gain a better understanding of these social representations. The findings highlight a common base shared by all profiles: Abric’s core theory (2003) allows us to identify a “central core” (comprising well-being, working together, social climate, and physical work environment) and “peripheral elements” (including communication, stress, workload allocation, and administrative–academic staff relationship) in the social representations of QWL. However, the findings reveal disparities in representations depending on the profiles studied (academics vs. administrative staff). These data enable us to shed more light on the complexity of the concept in the context of a public university. Moreover, this research provides guidance for policymakers and university directors on refining the quality of work-life policies implemented in public universities.



Performance durable et transformation des métiers de gestion | [DOI](#)

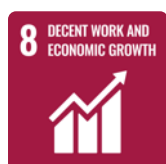
Authors: Katia Lobre , iaelyon School of Management, Université Jean Moulin Lyon 3, Magellan @ iaelyon Research Lab

Date of publication: June, 2025

Department: Management

This thematic issue analyzes sustainable performance and the transformation of management professions, a topic that is rarely explicitly addressed in current academic literature. Companies must now incorporate environmental, social, and governance (ESG) criteria into their strategies and operations. These changes respond to evolving societal expectations and European regulatory

frameworks, such as the CSRD directive. This integration is bringing about significant transformations in management professions, leading to the emergence, obsolescence, or restructuring of various professional roles. The concept of "profession" ("métier") was chosen for its practical and integrative qualities. It covers the technical skills and practical expertise necessary for achieving sustainability. A dynamic approach is used to explore the tensions between new sustainability performance requirements and the internal capabilities of organizations. This issue includes five original contributions. Most articles adopt a qualitative approach. These studies aim to provide an initial understanding of the complex interactions between sustainability, technological integration, and the profound transformation of management professions. Finally, it outlines two paths leading to breakthrough transformations, opening up new horizons.



Sustainable human resources management in small-medium enterprises in developing countries: a systematic literature review | [DOI](#)

Authors: Amira Elnakib, iaelyon School of Management, Université Jean Moulin Lyon 3, Magellan @ iaelyon Research Lab | Virginie Gallego-Roquelaure, iaelyon School of Management, Université Jean Moulin Lyon 3, Magellan @ iaelyon Research Lab

Date of publication: September, 2025

Department: Human Resource Management

Purpose

This study aims to examine the crucial role of implementing sustainability strategies in the workplace. Scholars have devoted scant attention to exploring the positive outcomes of the "social" dimension of sustainability within Human Resources Management (HRM) policies in developing countries.

Design/methodology/approach

This study performs a systematic literature review of articles published from 2014 to 2024, on Web of Science® and Scopus databases, coupled with a bibliometric study that visualised, through VOSviewer software, the link between the "social" dimension and HRM. In total, 35 articles were selected and analysed.

Findings

The results reveal that organisational support could allow employees to reach their highest performance in firms and society simultaneously. The study provides new insights by proposing theoretical approaches to advance the sustainable HRM literature.

Research limitations/implications

The study demonstrates a significant evolution of theories applied to understand sustainable HRM. Organisations have a dual objective: Support employee well-being and optimise their performance. We showed that organisational support is an indispensable lever for organisational success.

Practical implications

The results suggest that businesses can promote sustainability among their staff by adopting sustainable HRM. Firms can thus demonstrate their commitment to sustainability while enhancing their credibility and competitive advantage.

Originality/value

This article focuses on Sustainable Human Resources Management (HRM) in SME in developing countries by mobilising a systematic literature review.



Research Voices

The following statements demonstrate ways in which researchers at iaelyon School of Management bring sustainability and responsible management into their research.

MOCOO Institute, Research on the Management of Cooperative and Mutual Organizations – Testimonial by Chloé Guillot-Soulez, Professor and Head of the Institute

The MOCOO Institute at iaelyon, University Lyon 3, is a pioneering research center dedicated to advancing knowledge on cooperative and mutualist business models. In 2025–2026, the Institute reinforced its commitment to responsible management education through high-impact research initiatives.

Six major projects have explored themes such as the performance of agricultural cooperatives (in collaboration with HCCA and cooperatives like Cristal Union, Agora, and Natup), consumer perception of cooperative banks (the “Diffcoop” cooperative difference barometer with the FNBP), alternative housing models (with the Habicoop Federation and Abricoop cooperative), fair pricing mechanisms in agricultural cooperatives, the impact of cooperative labels on product humanization, and the

legitimization of consumer movements through brand creation (“C’est Qui Le Patron” project). The findings from these projects were presented to partner companies. These initiatives have led to presentations at academic congresses and publications in high-impact journals (such as the *Journal of Business Research*) and have been showcased at prestigious conferences, including the ICA (International Co-operative Alliance) World Cooperative Research Conference in Montreal. Key achievements include the enhancement of the Diffcoop barometer, now incorporating new criteria such as support for businesses and cultural activities, as well as groundbreaking studies on consumer engagement.

These efforts advance academic excellence while creating tangible societal impact by transforming cooperative practices. The MOCOO Institute remains committed to expanding its research network, building new partnerships, and amplifying its contribution to responsible management education in alignment with PRME principles.

Victoire-Manon CANOVAS, PhD student in Socio-Economic Management

How can a digital services company reconcile the integration of genAI into its professional practices with its commitments to corporate social responsibility? This question runs through my daily work as CSR project manager at Coexya, a company that provides digital transformation consulting, systems integration, and software development services. In this sector where emerging technologies are rapidly transforming practices and offerings, it’s hard to imagine a future without genAI. Yet its effects on people, work, skills, data security, and the environment are complex to grasp.

To explore this question, I am conducting a CIFRE thesis (an industry-partnered PhD) with the support of Coexya. The project took shape through my interactions with researchers from the Socio-Economic Management center at the Magellan @ iaelyon Research Lab. During my first year, I conducted 56 interviews with executive committee members, directors, managers, and employees. Their accounts show that genAI amplifies pre-existing organizational tensions more than it creates new ones. Building on this diagnosis, my observations, and external data, I proposed four workstreams: governance of AI use, skills development, economic performance, and alignment with CSR commitments. Approved by the executive committee, these now take the form of four working groups that I lead with colleagues from a wide range of roles and backgrounds.

Intervention-research allows the field to enrich the analysis, and the analysis then returns to the field in the form of co-constructed actions with the people experiencing these transformations. The award I received at the 2026 Academy of Management Annual Meeting in Philadelphia is a valuable recognition of this journey.

The answers that will emerge from my research will likely not resolve all the tensions raised by genAI. Yet I believe that a responsible organization is, first and foremost, one that is willing to face its contradictions and that strives, together with organizational members, to build a trajectory as coherent as possible in an inherently paradoxical world.

Continue telling your story

Grand Prize – ADERSE Student CSR Competition (1st edition, 2026)

Granter: ADERSE (Association for the Development of Teaching and Research on Corporate Social Responsibility) – the leading French academic association dedicated to promoting the theme of corporate social responsibility in management education and research.

Grantee: Juliette Negrel, student in M.A. Year 2 Socio-Economic & Environmental Responsibility of Organisations, Work-study student at GL Events, CSR Project Officer

Award Description:

iaelyon student Juliette Negrel, a work-study CSR officer at GL Events, won the Grand Prize for her project "Waste Management in the Events Industry: Between Environmental Optimization and Business Model Transformation." Her work examines to what extent current practices (sorting, recovery, reuse and eco-design) genuinely reduce the environmental footprint of the events industry, while highlighting the structural limits of a model built on impermanence and a constant race for the spectacular. Her conclusion reflects both sides of her title: while optimizing waste management is a necessary first step, a deeper transformation of the events industry's business model is required.



Remarkable Transition Award – ADERSE Student CSR Competition (1st edition, 2026)

Granter: ADERSE (Association for the Development of Teaching and Research on Corporate Social Responsibility) – the leading French academic association dedicated to promoting the theme of corporate social responsibility in management education and research.

Grantee: Léa Nicodème, student in M.A. Year 2 Socio-Economic & Environmental Responsibility of Organisations, work-study ESG & Sustainability Manager at LumApps

Award Description:

Léa's project, "From CSR as a Cost Center to CSR as a Lever for Value Creation: A Proposed Financial Valuation Methodology Based on Hidden Costs in a SaaS Company," addresses a core obstacle to CSR adoption. While macro-level studies (BCG, Fletcher) show that CSR can boost EBITDA by 4–7%, and that ignoring ESG can lead to a 20–30% valuation discount at LBO resale, CSR is still widely perceived as a cost center, because managers lack tools to objectively assess the profitability of a CSR action before launching it. To help turn CSR into a lever for value creation, Léa proposes a financial valuation

methodology based on the hidden costs approach, developed within a SaaS company. It takes the form of a two-tier calculator: a universal base module that translates human time and internal overtime into real costs in euros, and modular thematic add-ons for Environmental, Social and Governance actions.

Originality Award – ADERSE Student CSR Competition (1st edition, 2026)

Granter: ADERSE (Association for the Development of Teaching and Research on Corporate Social Responsibility) – the leading French academic association dedicated to promoting the theme of corporate social responsibility in management education and research.

Grantee: Eva Msihid, student in M.A. Year 2 Team Management Quality & Sustainability, work-study CSR officer within the TER Division at SNCF Voyageurs

Award Description:

Eva received the Originality Award for her project "Opening to Competition and Corporate Social Responsibility in the Rail Transport Sector"



Partner

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

Institutional Partnerships

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

Student Organization Partnerships

- ❖ None

Partnerships

The following provides more details on 6 key partnerships at iaelyon School of Management.

EDF (Électricité de France)

Students from the M.Sc. Human Resource Management and Organisations conducted a field study on the recruitment of employees with disabilities at EDF, engaging directly with the company's HR practices and producing recommendations to strengthen inclusive hiring.

Rotary Club de Lyon

Students from MA. Team Management, Quality, and Sustainability, conducted a carbon footprint assessment of the Rotary Club de Lyon, producing a full audit and concrete recommendations to reduce the organization's environmental impact.

GL Events

Students from M.Sc. Sustainable Management for International Business, worked with GL Events to address the challenge of strengthening energy performance and sustainability across multiple event venues in South America, contributing analysis and practical recommendations to an international sustainability challenge.

Le 102

As part of their final-year project, students from M.A. Management and Communication worked with Le 102, a student mental health center created in January 2025 by the Université de Lyon, to design communication strategies aimed at increasing the visibility and uptake of the center's mental health promotion and prevention resources among students.

Divided into three teams and supervised by faculty members Agathe Jolicard and Vincent Sarmejeanne, students operated as independent communication agencies, conducting their own analysis and developing strategic and operational recommendations to answer the question of how tailored communication could strengthen student awareness of, and engagement with, the center's support services. Because the students were themselves members of the target audience, they brought a peer-to-peer perspective in identifying barriers and needs around access to mental health information and support.

Final recommendations were presented to Le 102's clinical team, including a nurse and a psychologist, who praised the professionalism and relevance of the students' work and noted that the peer-to-peer dimension added particular depth to the proposals.

Aéroports de Lyon

First-year Bachelor Business and Management students visited Aéroports de Lyon for a briefing led by the Director of Sustainable Development, focused on the airport's CSR and decarbonization objectives.

Formasup Odyssée

iaelyon co-organized the first edition of "Expériences en scène," an event promoting careers in social cohesion, featuring testimonials from a graduate and an apprentice, with participation from 30 students.



Practice

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

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Carbon reduction or offset commitments
- ❖ Curriculum guidelines
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Professional training opportunities
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Responsible procurement policies
- ❖ Ministry of education recommendation documents
- ❖ Ethical leadership or good governance policies
- ❖ Environmental stewardship policies

Policy Documents Related to RME and/or Sustainability

PlanVSS 24-27_Lyon3

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

Plan-Action-Egalite_WEB

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

SD-DDRSE_WEB

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



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

iaelyon School of Management offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Community events and consultation forums
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Sustainability-focused research and collaboration Opportunities
- ❖ We are currently working to offer engagement opportunities

Communication Audiences

iaelyon School of Management 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
- ❖ Media and public relations channels
- ❖ Prospective and current students
- ❖ Research and academic networks

Continue telling your story

Cycle Grandes conférences et SEPL

View document  Download document 

SIGNATORY

iaelyon School of Management



Address

6 cours Albert Thomas, Lyon, 69008
France



Website

<http://iae.univ-lyon3.fr>