



ASSOCIAÇÃO DE POLITÉCNICOS DO NORTE (APNOR)
INSTITUTO POLITÉCNICO DE BRAGANÇA

**Corporate Social Responsibility and Strategic Management. The
Polytechnic Institute of Bragança Case Study.**

Kseniya Sorokina

Final Dissertation submitted to *Instituto Politécnico de Bragança*
To obtain the Master Degree in Management, Specialization in Business
Management

Supervisors:

Paula Odete Fernandes (PhD)

Jeyhun Mammadov (PhD)

Bragança, June, 2019.



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Abstract

Corporate social responsibility (CSR) as a concept has been a subject for debates in the management area for a long time and it has become one of the standard business practices of our time. CSR can be described as a field of management that takes into consideration ethical issues in all aspects of the business.

In the modern organizations managers need to know how they could contribute to strategic development and changes. These are the issues addressed by a study of strategic management (Thompson, 2002). Current research work will analyze both concepts of Corporate Social Responsibility and Strategic Management as well as separately and at the same time connect these topics.

The term University Social Responsibility (USR) is explained as the capacity of Higher Education Institutions (HEI) to distribute and implement a set of principles, general and specific values aimed at enrich the educational and social challenges of the society through four key processes: management, teaching, research and extension (Dominguez, 2009).

The following study aims to examine Case Study of Polytechnic Institute of *Bragança* (IPB). The main objective is to define a perception of Corporate Social Responsibility by the students, how they react to the questions on the given topic, do they find the concept vital or not. It is important to enhance the gap points of the research results. The case study consists of the questionnaire based survey which was held among 200 Erasmus and International students from different countries.

According to the empirical work done, it could be defined that nevertheless almost all students already have some pre-existing knowledge on the topic of Social responsibility and even have some interest, more effort from the side of the Education Institutions should be made in order scholars to be more involved in events, programs and even areas of study which are connected to the topic.

Keywords: Corporate social responsibility, University Social Responsibility, Strategic Management, Higher Education Institutions, Polytechnic Institute of *Bragança*.

Resumo

A responsabilidade social corporativa (RSC) como conceito tem sido objeto de estudo na área de gestão há muito tempo e tornou-se uma das práticas comerciais padrão do nosso tempo. A RSC pode ser descrita como um campo de gestão que leva em consideração questões éticas em todos os aspetos do negócio.

Nas organizações modernas, os gerentes precisam saber como poderiam contribuir para o desenvolvimento e mudanças estratégicas. Estas são as questões abordadas por um estudo de gestão estratégica (Thompson, 2002). O presente trabalho de investigação pretende analisar os conceitos de Responsabilidade Social Corporativa e Gestão Estratégica, bem como a sua relação conjunta e individual.

O termo Responsabilidade Social Universitária (USR) é explicado como a capacidade das Instituições de Ensino Superior (IES) de distribuir e implementar um conjunto de princípios, valores gerais e específicos que visam enriquecer os desafios educacionais e sociais da sociedade através de quatro processos-chave: gestão, ensino, pesquisa e extensão (Dominguez, 2009).

O presente estudo visa analisar o Estudo de Caso do Instituto Politécnico de Bragança (IPB). O objetivo principal assenta em analisar a perceção da Responsabilidade Social Corporativa sob o ponto de vista dos estudantes, como eles reagem às questões sobre o tópico dado, se eles entendem que o assunto é importante. É importante melhorar os pontos de hiato dos resultados da investigação. O estudo de caso consiste na recolha da informação tendo por base a aplicação de um inquérito por questionários aos estudantes ao abrigo do programa Erasmus e Internacionais, de diferentes países, tendo-se recolhido um total de 200 questionários.

De acordo com o trabalho empírico realizado, pode definir-se que quase todos os estudantes já possuem algum conhecimento preexistente sobre o tema Responsabilidade Social Corporativa e até têm algum interesse. Mais esforço do lado das Instituições Educacionais deve ser feito para que os académicos estejam mais envolvidos em eventos, programas e até áreas de estudo ligadas ao tema.

Palavras-chave: Responsabilidade social das empresas, Responsabilidade Social Universitária, Gestão Estratégica, Instituições de Ensino Superior, Instituto Politécnico de *Bragança*.

Xülasə

Korporativ sosial məsuliyyət (KSM) bir konsepsiya kimi uzun müddət idarə sahəsindəki müzakirələrə mövzu olmuş və zamanın standart iş təcrübələrindən birinə çevrilmişdir. KSM biznesin bütün aspektlərində etik məsələləri nəzərə alan bir idarəetmə sahəsi kimi təsvir edilə bilər.

Müasir təşkilatlarda menecerlər strateji inkişafa və dəyişikliklərə necə kömək edə biləcəklərini bilməlidirlər. Bunlar, strateji idarəetmənin öyrənilməsi ilə bağlı məsələlərdir (Thompson, 2002). Mövcud tədqiqat işləri Korporativ Sosial Məsuliyyət və Strateji İdarəetmə konsepsiyaları ilə yanaşı həm də bu mövzularla bir araya gələcəkdir.

Universitet Sosial Məsuliyyət (USR) termini ali təhsil müəssisələrinin (HEI) dörd əsas proses vasitəsilə cəmiyyətin təhsil və sosial problemlərini zənginləşdirmək məqsədi ilə bir sıra prinsiplər, ümumi və xüsusi dəyərlər paylaşmaq və həyata keçirmək qabiliyyəti kimi izah olunur: idarəetmə, tədris, araşdırma və məsləhətləşmələr (Dominguez, 2009).

Aşağıdakı tədqiqat *Bragança* Politexnik İnstitutunun (IPB) vəziyyətinin öyrənilməsini nəzərdə tutur. Əsas məqsəd, tələbələrin Korporativ Sosial Məsuliyyətini qəbul etməsini, mövzuya bağlı suallara necə cavab verdiyini, konsepsiyanın həyati və ya əhəmiyyətini tapmaqdır. Tədqiqatın nəticələrinin boşluqlarını artırmaq vacibdir. Tədqiqatın nəticələri müxtəlif ölkələrdən olan 200 Erasmus və Beynəlxalq tələbələr arasında keçirilən sorğunun əsaslı tədqiqatından ibarətdir.

Empirik işin nəticələrinə görə, demək olar ki, bütün tələbələr Sosial Məsuliyyət mövzusunda əvvəlcədən mövcud olan bəzi biliklərə malikdirlər və hətta bəzi maraqlara malik olduqları üçün Təhsil Qurumları tərəfləri daha çox səy göstərməlidirlər ki mövzuyla əlaqəli hadisələr, proqramlar və hətta öyrənmə sahələrində daha çox iştirak etsinlər.

Açar sözlər: Korporativ sosial məsuliyyət, Universitetin Sosial Məsuliyyəti, Strateji İdarəetmə, Ali Təhsil Qurumları, *Bragança* Politexnik İnstitutu.

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Acronyms

A4S – Accounting for Sustainability project

BE – Business Ethics

CC – Corporate Citizenship

CEO – Chief Executive Officer

CRM – Cause- Related Marketing

CSR – Corporate Social Responsibility

DF – Degree of Freedom

GRI – Global Reporting Initiative

H – Hypothesis

HEI – Higher Education Institution

IIRC – International Integrated Reporting Committee

IPB – Polytechnic Institute of *Bragança*

OECD – Economic Co-operation and Development

PPMCC – Pearson Product- Moment Correlation Coefficient

PRI – Principles for Responsible Investment

Q – Question

RBT – Recourse Based Theory

SBU – Strategic Business Unit

SD – Standard Deviation

SE – Standard Error

SM – Strategic Management

SPSS – Statistical Package for the Social Sciences

SR – Social Responsibility

SUS – Sustainability

UK – United Kingdom

UN – United Nations

USR – University Social Responsibility

VIF – Variance Inflation Factor

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Introduction

The topic of Social Responsibility has been debated since the 1950s. According to Secchi (2007) and Lee (2008) the definition of CSR has been changing in meaning and practice. In the early twentieth century, social performance was close connected with market performance. The developer of this view, Oliver Sheldon (1923, cited in Bichta, 2003), however, encouraged management to take the initiative and raise both ethical standards and honesty in society through the ethic of economizing, what means to economize the use of resources, namely, efficiently resource organization and usage. By doing such kind of actions, business creates wealth in society and provides better standards of living.

As it is reviewed in Ismail's article, nowadays, CSR (also called corporate responsibility, corporate citizenship, responsible business and corporate social opportunity) is a concept according to which, business entities reveal the interest of society by taking responsibility for the impact of their activities on customers, suppliers, employees, shareholders, communities and other stakeholders as well as their own environment. This responsibility supports organizations to act according to the legislation and take initiatives to improve the well-being of their employees and their families as well as for the local community and society. CSR can include different kind of activities, for example, creating and working in partnership with local communities, developing relationships with employees, customers and involving in activities for environmental management and sustainability (Ismail, 2009).

There are two main theories in the topic of CSR, monetary theory and ethical. The former argues that the corporation has to put more efforts on being responsible towards its shareholders by focusing more on the financial side of the responsibility issue. However, according to Kotler (2000) with time other group's play superior role in the responsibility of the firm such as consumers, investors, suppliers, workers of the company and managers within the corporation (Kotler, 2000). From this point of view, the main concern of the monetary approach for the corporation is to make profit, but should be done in row with agreed norms such as legal constraints so that the corporate should not only maximize profit but also take into consideration main point, how not to make company worse tomorrow. Under ethical assessment the corporation's short term objectives should not conflict the long-term of being part of the society and getting wealth for future generation (Flavianus, Michael, Edvin & Indiael, 2015).

Now let's talk about the second and supporting the main topic part of the research – Strategic Management. The concept and meaning of the term of management was under debate for every specialist in this field. Accordingly, this concept is determined in a distinctive way. There is no general and consistent definition for this term, and every researcher has considered it from his\her own viewpoint.

Follett (as cited in Barrett, 2003) defines management as the art of getting things done through

people. According to this point of view, everyone who can manage things to be done by the others' energy is considered as a successful manager. So, that, a successful could be that who is the coordinator and performer of the group activities for realizing the desired objectives of the organization with maximum efficiency and effectiveness (Barrett, 2003).

Another point of view, Safi (1995) believes that management is matching up human and financial resources in order to achieve organizational goals. Consequently, it can be easily strong-minded that management is a process for solving the problems which are related to achieving objectives through effective application of scarce resources in a changing environment. Management is also could be explained as the science and art of establishing, coordinating, leading, and controlling group activities to accomplish group members' common objectives. Furthermore, good management means searching for and employing qualified personnel, who combines both physical and intellectual features (Safi, 1995).

Taking into consideration the modern wing of management which is called strategic management, it can be stated that strategic management guarantees the profit of organizations using proper and efficient organizational strategies. Daft (2010) indicates that strategic managers should be able to plan and control the activities because controlling activities is not possible without using efficient plans. He also supports the idea that right strategies could monitor implementation procedure of plans. In other words, managers who follow strategic management are able to recognize and analyze the strategic topics of the organization and know the objectives of the organization to choose the most suitable one (Daft, 2010).

The Practical part of the research consists of the Case study made on the basis of Polytechnic Institute of *Bragança* (IPB). The survey was conducted among Erasmus and International students, to define vitality of the topic of Social Responsibility of University and if actually they aware of this term. To define missing point of the Universities, should they spend more time and energy to enhance this area or not. For additional information and for comparison reasons questions concerning home institutions were implemented. Strategic Management as a supporting tool was introduced to actually outline how this strategy could help to deal with some Social responsibility issues.

To achieve the objective there will be conduct a survey of carrying out questionnaires in the places where the target is most likely to appear online and offline.

This research work is structured in five sections, after the introduction. In the first section, it was made literature review where it was write information about corporate social responsibility, university social responsibility, strategic management, university strategic management and how these two areas are connected to each other. In the second section, it was made research methodology where it was writing about objective of the study, description of data collection, description of data analysis. Third part present and analyze of the results. It includes customer profile, descriptive analysis and research hypotheses. The fourth part of the work includes some recommendations and finally is fifth section which includes conclusions, limitations and future research.

1. Literature Review

1.1. Corporate Social Responsibility

1.1.1. History of Corporate Social Responsibility (CSR)

The topic of corporate social responsibility has been a subject for debates in businesses for centuries. However, this concept was taken more in consideration during the last decades. The modern era of CSR began in the 1950s (Figure 1). According to Garriga and Melé, at that time, the literature tended to refer to the SR (social responsibilities) rather than CSR (Garriga & Melé, 2004).

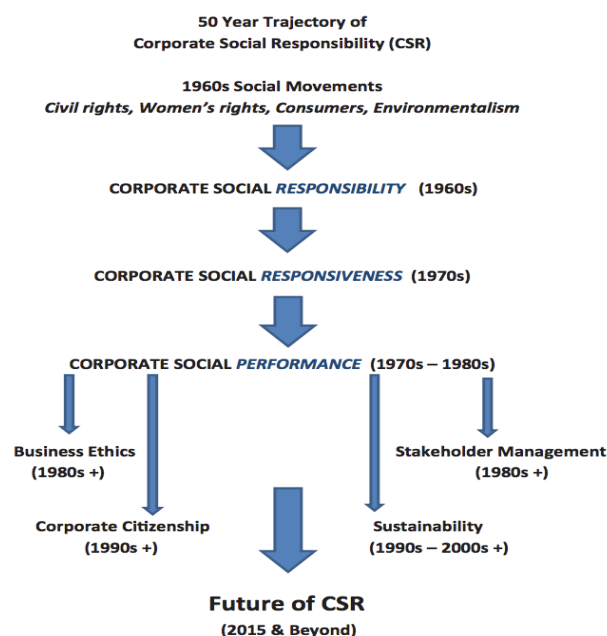


Figure 1. 50 Years of Corporate Social Responsibility.

Source: Carrol (2015, p. 91).

A. The 1950s

It was said that large businesses are the center of power and decision making. At that period Bowen (1953) in Carroll (1999) refers to social responsibility as “the obligations of businessmen to pursue those policies, to make those decisions, or to follow those lines of action which are desirable in terms of the objectives and values of our society” (Carroll, 1999, p. 270).

B. The 1960s

In the 1960s the concept of CSR was identified more specifically in details and Davis (1960) in Carroll (1999) indicated that CSR as “businessmen’s decisions and actions taken for reasons at least partially beyond the firm’s economic or technical interest” (Carroll, 1999, p. 271). Afterthought, Frederick (1960) in Carroll (1999) stated that “businessmen should oversee the operation of an economic system that fulfils the expectations of the public” and “that production and distribution should enhance total socio-economic welfare” (Carroll, 1999, p. 271).

C. The 1970s

In that period of time, there was a development of the theory what is today known as a corporate philanthropy and stakeholder theory. Johnson (1971) in Carroll (1999) recommends that a social responsible firm should take into consideration employees, consumers, suppliers and communities instead of only creating profit. Carroll (1979) proposed the three-dimensional conceptual model of corporate performance, including definition of social responsibility, social issues involved and philosophy of responsiveness (Carroll, 1999).

D. The 1980s

There were less definitions of CSR in 1980 rather than in 1970. However, the concept was divided into more alternative theories such as corporate social responsiveness, corporate social performance, public policy, business ethics and stakeholder theory (Carroll, 1999).

E. The 1990s

It can be indicated that there were almost no contributions were done concerning development of CSR topic during that time. However, many researchers further developed the concept of stakeholder theory, business ethics, and corporate citizenship as a part of CSR. One of the major contributors throughout the decade was Wood (Carroll, 1999). Further Wood (1991) outlined the CSR principles; social legitimacy, public responsibility, and managerial direction. The principles are relevant in the today’s society (Carroll, 1999).

F. The 2000s

Attention to Corporate Social Responsibility (CSR) intensified from 2000 onwards, with a growing recognition of global voluntary regulations, codes, guidelines and initiatives, such as the Global Reporting Initiative (GRI), the UN Global Compact, the Principles for Responsible Investment (PRI), the redrafted Organization of Economic Co-operation and Development (OECD) guidelines for multinational enterprises, the Dow Jones sustainability index and, in August 2010 – with direct implications for accountants and finance professionals – the International Integrated Reporting

Committee (IIRC), a collaboration of GRI and the Prince of Wales developed Accounting for Sustainability project (A4S) with ideas from the main accounting bodies and other key stakeholders (World congress of Accountant, 2010).

- Business Ethics (BE)

By the words of Daft 2001, “in the business setting, being ethical means applying principles of honesty and fairness to relationships with coworkers and customers “(Daft, 2001, p. 18). Another definition is given by Sexty (2011), that business ethics could be defined as the rules, standards, and codes or principles that provide direction for morally appropriate behavior in important managerial decisions relating to the operations of the corporation and important business decisions (Sexty, 2011).

- Stakeholder Management (SM)

The stakeholder management became popular in the middle 1980s and till today it is very popular concept. The stakeholder management framework is expressed with both CSR and business ethics. Stakeholder concept has given firms and managers the language and concepts for implementation of the missions with respect to people and groups with which they interact and hold responsibilities. Stakeholder theory has continued to have a steady and upward presence in academic spheres. The language and performances of managing stakeholders has become very useful in both profit and non-profit organizations (Carroll, 2015).

- Sustainability (SUS)

In modern world sustainability is implemented in order to integrate environmental, economic and social standards depending on the user’s focus when expressing the concept. The theory of sustainability began to be popular in the 1990s, when John Elkington introduced the idea of the “triple bottom line” and linked it to the concept of sustainability. The idea of the triple bottom line is based on the immediate interest of economic wealth, environmental quality, and social equity. Today, about 95 percent of the Global Fortune 250 and many other companies voluntarily publish reports that release the information about their performance in social, economic and environmental spheres (Carroll, 2015).

- Corporate Citizenship (CC)

Along with sustainability, corporate citizenship (CC) is one of the most recent and most popular terms adopted by businesses to characterize their CSR. It became widespread in the ‘90s and popular till today (Carroll, 2015). At the beginning, when the term was adopted in the business community, there was no strong definition which could clearly differentiated it from CSR. According to the article of Whitehouse, there are a number of authors who distinguish between the terms of Corporate Citizenship and Corporate Social Responsibility. For instance, Wood and Logsdon (2001) as, many other commentators, including Carroll (2000), Maignan and Ferrell (2001), as these terms substituting each other. Historically, it was argued that despite deriving corporate social responsibility and corporate citizenship it must be viewed as separate concepts, distinguished by the view of the

corporation and the methods by which they regulate large companies (Whitehouse, 2003).

1.1.2. Definition of Corporate Social Responsibility

In the early writings, it was referred to more often as social responsibility (SR) than as CSR. This trend was because the age of the modern corporation's importance and governance in the business sector had not yet arisen or been noted. The publication of Bowen (1953) of his landmark book *Social Responsibilities of the Businessman* is argued to mark the beginnings of the modern period of literature on this subject. According to the title of Bowen's book, there were no businesswomen during that period of time, or at least they were not acknowledged in formal writings. Bowen (1953) set initial definition of the social responsibilities of businessmen: "It refers to the obligations of businessmen to pursue those policies, to make those decisions, or to follow those lines of action which are desirable in terms of the objectives and values of our society" (p. 6). Bowen quoted *Fortune* magazine's survey wherein the magazine's editors thought that CSR, or the "social consciousness," of managers meant that businessmen were responsible for the consequences of their actions in a sphere somewhat wider than that covered by their profit-and-loss statements (*Fortune*, 1946, cited in Bowen, 1953, p. 44). It is fascinating to note that 93.5% of the businessmen responding agreed with the statement. Bowen explored that social responsibility covers important truth that must inspect business in the future (Carroll, 1999).

According to one of the first and most prominent writers in that period, who defined CSR was Keith Davis, who later wrote extensively about the topic in his business and society textbook, after that he wrote number of revisions, and articles. Davis argued that it refers to "business- men's decisions and actions taken for reasons at least partially beyond the firm's direct economic or technical interest" (Davis, 1960, p. 70).

Carroll, 1999 discussed ideas of Davis (1960) concerning CSR, and argued that social responsibility is unclear indication but should be seen in a managerial framework. Furthermore, he asserted that: "some socially responsible business decisions can be justified by a long, complicated process of reasoning as having a good chance of bringing long-run economic gain to the firm, thus paying it back for its socially responsible outlook" (p. 70). Davis became well known for his views on the relation between social responsibility and business power, moreover for his now-famous "Iron Law of Responsibility," which assumed that "social responsibilities of businessmen need to be commensurate with their social power" (p. 71). He further took the position that if social responsibility and power were to be relatively equal, "then the avoidance of social responsibility leads to gradual erosion of social power" on the part of businesses (Carroll, 1999, pp. 71-73).

Another contributor to the definition of social responsibility during the 1960s was Joseph W. McGuire. In his book *Business and Society* (1963), he stated, "The idea of social responsibilities supposes that the corporation has not only economic and legal obligations but also certain responsibilities to society which extend beyond these obligations" (Carroll, 1999, p. 144).

According to Vaaland and Heide (2008) CSR is essential and relevant for a corporation in order to

gain importance all over the world rapidly. In order to define CSR most of the scholars have made an emphasis on the three dimensions which are: relationship between corporations and society, an ethical consideration of the corporation's operation and its affect to the environment and interference with social and human rights (Vaaland & Heide, 2008).

Votaw (1972) stated: "The term (CSR) is a brilliant one; it means something, but not always the same thing, to everybody. To some it conveys the idea of legal responsibility or liability; to others, it means socially responsible behavior in an ethical sense; to still others, the meaning transmitted is that of 'responsible for,' in a causal mode; many simply equate it with a charitable contribution; some take it to mean socially conscious; many of those who embrace it most fervently see it as a mere synonym for 'legitimacy,' in the context of 'belonging' or being proper or valid; a few see it as a sort of fiduciary duty imposing higher standards of behavior on businessmen than on citizens at large" (p. 25).

In 1991 Carroll redeveloped his framework of Corporate Social Responsibility and created a four-part a form of pyramid which are economic, legal, ethical, and philanthropic responsibility (Tripathi & Bains, 2013).

In the table below there is a definition list till 2016 year.

Table 1. Definitions of Corporate Social Responsibility.

Entrepreneurs' obligations to promote policies; make decisions or follow lines of action desirable in terms of the society's objectives and values.	Bowen (1953)
The term is presented as a vague idea defined in several ways. When used in a management context, at least partially, extending beyond the technical or economic interests of a company.	Davis (1960)
A socially responsible company is one in which management personnel must balance several interests. Instead of fighting only for large profits for its shareholders, it also takes into account its employees, suppliers, distributors, local communities and nation.	Johnson (1971)
It is the company's acceptance of its social obligations beyond the requirements of the law.	Davis (1973)
The social responsibility of companies covers the economic, legal, ethical, and discretionary expectations that society has placed on organizations at a given time.	Carroll (1979)
This definition focuses on the broad voluntary obligations companies have to constituent groups of society other than shareholders, and this extends beyond what is established through law or contracts.	Jones (1980)

Table 1. Definitions of Corporate Social Responsibility (cont.).

Corporate social responsibility involves making sufficient profits to cover future costs. When this is not achieved, no other responsibilities can be fulfilled.	Drucker (1984)
For CSR to be accepted by an aware businessperson, it shall be structured in such a way as to cover the full range of corporate responsibilities. Four forms of social responsibility constitute CSR: economic, legal, ethical, and philanthropic responsibility.	Carroll (1991)
CSR concerns the ethical and transparent relationship between a company and its public audience, the establishment of goals in line with the sustainable development of society, the conservation of natural and environmental resources for future generations, respect for diversity and support for reduction of social inequality.	Ethos (2016)
CSR involves a commitment to improving community well-being through discretionary business practices and corporate resources contributions.	Kotler and Lee (2005)
CSR involves the management of stakeholders' concerns about responsible and irresponsible actions related to environmental, ethical and social phenomena to create corporate benefits.	Vaaland et al. (2008)
CSR involves a new way of doing business whereby companies manage their operations in a sustainable manner economically, socially and environmentally while recognizing the interest of different public audiences they relate to (i.e., shareholders, employees, the community, suppliers, and customers) in consideration of the environment and sustainable development.	Forum Empresa (2016)
CSR involves a company's voluntary integration of social and environmental concerns regarding its business operations and relationships with representatives (2001). It refers to the responsibility that companies have in structuring their impacts on society (2011).	UE Green Paper (2001, 2011)

Source: Carrol (1999), Ethos (2016), Forum Empresa (2016), Kotler & Lee (2005), UE Green Paper (2001, 2011).

1.1.3. Essential components of CSR. Pyramid of CSR

Very important issue, concerning Corporate Social Responsibility is Carroll's proposition the of Pyramid of Corporate Social Responsibility, which states that the organizations have four business responsibilities – Economic, Legal, Ethical, and Discretionary (Philanthropic). These four components are complementary to each other (not mutually exclusive). Figure 2 present all the information concerning the issue, further there will be given full explanation of all the components.



Figure 2. Carroll's Model of CSR.

Source: Carrol (1991, p.42).

- Economic Responsibilities

Historically, all the businesses were established as economic points, which provide goods and services to society. The main goal of enterprises was profit. It was different from the modern situation, as business organization was the basic economic unit in society. Initial aim was to produce goods and services for consumers need and to make a profit. After some period of time, the idea of the profit motive transformed into idea of maximum profits, and this has been a long-term value ever since (Carroll, 1991).

- Legal Responsibilities

At the same time, all businesses should comply with the laws and regulations promulgated by federal, state, and local governments as the ground rules under which business must operate. In order to partially realize "social contract" between business and society firms should be engaged in their economic missions within the framework of the law. Legal responsibilities are shown as the next step in the pyramid to represent their historical development, but they are properly seen as parallel with economic responsibilities as fundamental principles of the free enterprise system (Carroll, 1991).

- Ethical Responsibilities

Ethical responsibilities represent those standards, norms, or expectations that reflect a concern for what consumers, employees, shareholders, and the community concern as fair, just, or in keeping with the respect or protection of stakeholders' moral rights (Carroll, 1991). Ethical responsibility, must be recognized that it is has a persistent relationship with the legal responsibility. It is pushing the legal responsibility category to develop or expand while at the same time placing ever higher expectations on business persons to operate at levels above that required by law (Carroll, 1991).

- Philanthropic Responsibilities

Examples of philanthropy include business contributions to financial resources or executive time, such as contributions to the arts, education, or the community, contribution to the different kind of human welfare and goodwill programs as well. A loaned-executive program that provides leadership for a community's United Way campaign is one illustration of philanthropy. The difference between philanthropy and ethical responsibilities is that the prior is not expected in an ethical or moral sense (Carroll, 1991).

All in all, the total corporate social responsibility of business requires the simultaneous fulfillment of the firm's economic, legal, ethical, and philanthropic responsibilities. Stated in more pragmatic and managerial terms, the CSR firm should try to make a good profit, obey the law, and be ethical.

1.1.4. Corporate Social Responsibility and Competitive Advantage

Porter and Kramer (2006) link competitive advantage to corporate social responsibility. They indicated that the association between CSR and competitive advantage is often viewed as promising if social needs, environmental limits and corporate interests are well coordinated within it. It provides value both for the company and the society (Porter & Kramer, 2011).

If CSR activities do not support its strategies, due to the reason of dynamic market environment, businesses are not able to achieve long-term competitive advantage. Companies that want to achieve a balanced competitive advantage need to categorize CSR as a business strategy, moreover there is a need to protect the business opportunities and power, internal operational process should be effectively managed in order to serve the demands of the external stakeholders and groups that put pressure on the corporation (Porter & Kramer, 2006).

According to Resource Based Theory (RBT), the primary source of a company's competitive advantage is its capabilities, so that, if there are enough resources to perform the task. Moreover, RBT indicates that competitive performance of a company is first of all recognized by its internal resources. According to the words of Barney (2002), in order to achieve a sustainable competitive advantage, a company should develop capabilities which are valuable, rare, and difficult to imitate and fit to the organization (Barney, 2002).

There are two fundamental outcomes of CSR activities; corporate reputation and organizational commitment, which can become sources of competitive advantage for a company using CSR as a differentiation tool. Positive corporate reputation is a performance indicator, a competition factor and a competition advantage in itself. The biggest contribution of corporate reputation to businesses is an advantage in sustainable growth and competition. Corporate reputation is very important, because it gives an advantage to sell its products for more high prices with less prices in procurement of raw material and intermediate products (Yalçıntaş, 2017) .

1.1.5. CSR as a Marketing tool

The relationship between marketing and corporate social responsibility has been studied for decades. As Patterson (1966), Holloway (1969), Kotler and Levy (1969) say, the link between marketing and CSR emerges since late 1960s, when there was a call for marketers to balance their economic motives with socially responsible issues and ethical standards. Nevertheless, these early conceptualizations focused more on valuations of managerial social duties and not on how marketing can be involved and contribute to the corporate social development of the firm (Maignan, & Ferrell, 2004). It was not until the 1980s, that renewed theoretical contributions acknowledging the role of marketing within CSR emerged, with the works of Robin and Reidenbach's (1987) on the integration of social responsibility into strategic marketing planning and Varadarajan and Menon's (1988) on cause-related marketing (CRM) (Eteokleous, Leonidou & Katsikeas, 2014).

Developments in the sphere of marketing have inspired international marketing scholars to add CSR issues in their research plans. One of the examples could be Collins (1993), who was almost the first who focused on how international marketing practices should adjust the long-term interests of foreign societies and on how corporate philanthropy could be part of the program of societal marketing. According to Campbell cited in Eteokleous, Leonidou and Katsikeas (2014) "socially responsible behavior may mean different things in different places to different people and at different times" (Campbell, 2007, p. 950), which in result could create difficulties in applying the CSR concept when exceeding national boundaries (Eteokleous, Leonidou & Katsikeas, 2014).

From a marketing point of view, businesses which are committed to corporate social responsibility (CSR), should implement organizational processes that create positive practices for all their major stakeholders. Most of the stakeholders may have distinctive needs and a detailed approach may be needed in order to establish differences within stakeholder groups, such as customers, employees, suppliers and investors. However, according to observations of Maignan and Ferrell (2004), a number of stakeholders share similar expectations about desirable corporate practices and impacts. Freeman (1984) has stated that stakeholders provide resources that are more or less critical to the firm's long-term success.

According to Kotler and Armstrong (2008), a company's marketing strategy is influential in providing a method or plan for focusing on organization's resources on a course of action in a given target market. Vargo and Lusch (2004) observe that a new emerging logic of marketing that focuses on social and economic processes, including a network of relationships, to provide skills and knowledge to all stakeholders has become new service dominant logic of marketing. This logic is somewhat rebounded in a definition of marketing provided by the American Marketing Association (2004) which states that:

"Marketing is an organizational function and a set of processes for creating, communicating, and delivering value to customers and for managing customer relationships in ways that benefit the organization and its stakeholders."

Maignan (2005), observed that this American Marketing Association (2004) definition is the first

which includes concern for stakeholders, hence, the need to emphasize the importance of delivering value and the responsibility of marketers to create meaningful relationships that provide benefits to all relevant stakeholders (Kodua, 2012).

1.1.6. How and why do a company's CSR actions affect its stakeholders?

Beginning of this topic will be with quotation of Robert W. Lane, the Chairman and CEO of Deere & Company, "If you don't have honesty and integrity, you won't be able to develop effective relationships with any of your stakeholders" (Hellriegel & Samson, 2009).

Freeman encouraged the stakeholder theory, which suggest that a corporation has an obligation to its stakeholders. A stakeholder is defined narrowly as the "suppliers, customers, employees, stockholders, and the local community" (Jennings, 2012, p. 96).

Moreover, Freeman (1984) defines the concept of stakeholders, as "a stakeholder is any group or individual who can affect, or is affected by, the achievement of a corporation's purpose" (Freeman, 1984, p. 25).

Mitchell, Agle, and Wood (1997) suggest that, in order to get a deeper understanding of the word stake, distinguish stakeholders between those individual or groups that have legal, moral or presumed claim on the firm (narrow view) and those who have the ability to affect or influence the firm's behavior and outcome (broad view). Another important aspect is whether the stakeholders have actual or potential relationship with the firm (Mitchell, Agle & Wood 1997).

By the words of Sen and Bhattacharya (2001), according to the much research which were made, both academic and others, has contributed, over the last few decades, to the growing consensus that a company's stakeholders react to its CSR actions in a positive, contingent, ways. For example, consumers are willing to buy mostly or pay a higher price for products from a socially responsible company (Trudel & Cotte, 2008).

According to Hildebrand, Sen and Bhattacharya (2011): "We have argued that under a specific but identifiable set of circumstances, a company's CSR programs are able to fulfil stakeholders' higher-order self-definitional needs, and hence enable the stakeholder to identify with the company" (p. 11). More specifically, organizational identification (Ashforth & Mael, 1989), which states that individuals often identify with organizations they belong to (e.g., employees with employer organizations), including positive aspects of the organizational identity into their own identity in order to satisfy certain basic, higher-order self-related needs (Ashforth & Mael, 1989). These include the needs to know oneself (i.e., self-definition), to feel good about oneself (i.e., self-enhancement) and to feel special (i.e., self-distinctiveness) (Hildebrand, Sen & Bhattacharya, 2011).

There is a general point of view that the organizations have to categorize their activities with values established in society. Corporate social responsibility managerial system is distinguished by stakeholder participation in order to balance the conflict of interests and to create a relationship of trust between the company and stakeholders (Žukauskas, Vveinhardt & Andriukaitienė, 2017).

1.1.7. University Social Responsibility (USR)

Universities, as education institutions, play an essential role in the development and improvement of the society by contribution to the well-being of citizens. It is important to examine, considering the social responsibility of universities with a large number of stakeholders (students, institutions, government, employees, companies, local community) how these institutions establish the mission, objectives and strategic actions which are oriented at meeting these expectations.

As it was defined by Brodeur (2013), the core concept arises from the thought that “Educating the mind without educating the heart is not education at all” – Aristoteles Social responsibility is an ethical ideology that proposes that an individual or an organization has an obligation to act to benefit society at large (Brodeur, 2013).

Reason, Ryder and Kee (2013) noted that, corporate social responsibility is a wide concept and focuses not only on the company’s obligations towards the society. Educational institutions especially universities are socially responsible for bringing up the change till the origins of the society. The importance of developing social and personal responsibility in universities and colleges is not a new concept. Already in the 1940s, there have been studies which emphasize on the importance of raising awareness among the students, faculty, universities and educational institutions administration (Reason, Ryder, & Kee 2013).

The principles of Corporate Social Responsibility are not new to the education sector, and universities worked for a long time to the benefit of society by educating new generations and engaging in community services (Dima, Vasilache, Ghinea & Agostos, 2013).

According to Plantan (2002), “universities can provide the platform for community services as universities build bridges internationally, serve as national gateways for the sharing and dissemination of knowledge, and influence society through the ideas and values shaped by the humanities and liberal arts” (p. 65,). Accordingly, universities have to deal with more directions rather than concentrating only on teaching and research. Human and Social development could be a good example to deal with. That is, universities should be socially responsible to the local society by strengthening relationships between universities and the communities within which they operate (Alshuwaikhat & Abubakar, 2008; Haden, Oyler & Humphreys, 2009; Hoffman & Woody, 2008).

According to the words of McTighe and Musil (2012), as cited in the work of Pierre Al-Khoury (2015), the knowledge which is given to the students in the university is not only about technical skills but also to make students socially responsible so that they might not engage in activities known to improve civic knowledge and skills at acceptable rates, even with increased attention on community engagement (Al-Khoury, 2015). Figure 3 presents the conceptual model to study the impact of USR initiatives on University Performance.

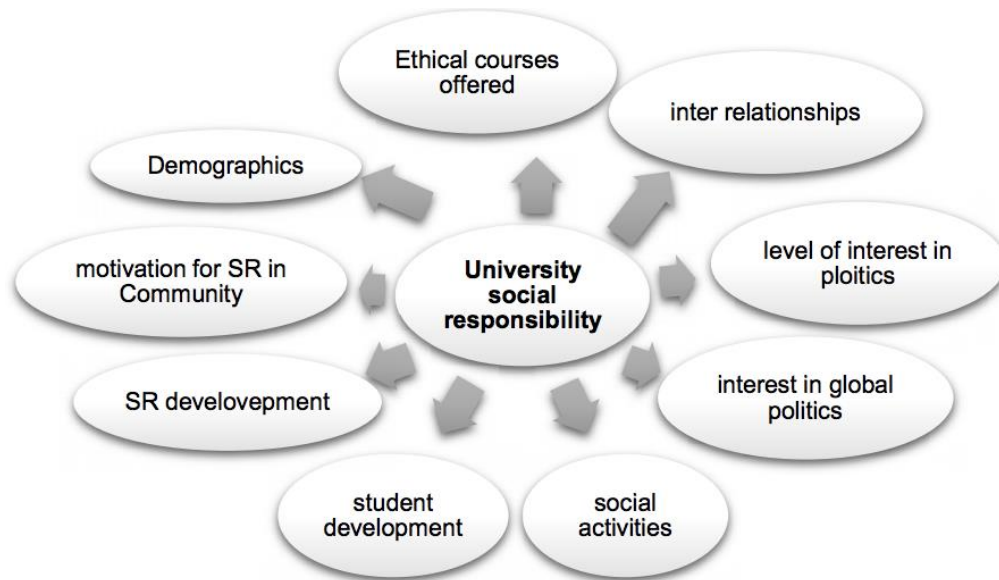


Figure 3. Conceptual Model of University Social Responsibility

Source: Pierre Al-Khoury (2015, p.77).

1.1.8. Models of University Social Responsibility

By building a social awareness and encouraging young people to become active and responsible citizens, universities directly influence the creation of democratic society. Vallaeys (2014) names four fundamental impacts that universities can have:

- **Organizational impact** – Academics, students, administrative staff and community have an impact on university like any other employer. It has a great influence by the way in which it organizes its routine tasks, in the form of waste, energy costs, transport costs, and so on. Organizational impacts affect both people and the environment, and the responsible university is concerned with its social and environmental footprint.
- **Educational impact** – The university provides education to young people and professionals. It has an impact on their ethics, values and the way of interpreting the world and behaving in it. Moreover, education has an impact on codes of ethics, consciously, influences the definition of the professional ethics and social roles of individual disciplines. Responsible reflect on the proper organization of education that ensures socially responsible students.
- **Cognitive impact** – Universities guide the production of knowledge and have a bearing on the definition of what society calls truth, science, rationality, legitimacy, utility, education, and so on. They establish the relationship between techno science and society, enabling (or not) social control and the appropriation of knowledge. Responsible universities ask about the kind of knowledge they produce, its social relevance and its beneficiaries.
- **Social impact** – University is a social tool that may (or may not) foster progress, build social capital, prepare students for outside realities, provide access to knowledge, and so on. A university may close in on itself and act as an ‘academic cloister’ in imparting knowledge unrelated to its immediate context. It may want to just imitate what is done internationally and be

unconcerned for its immediate surroundings. Alternatively, it may be anchored and deeply bound to its surroundings and wish to help solve its specific problems (Vallaey, 2014).

As stated by Vallaey (2014), universities educate future professionals and leaders and that makes them accountable and responsible for the outcome of their performance. These four-fundamental impact result in four socially responsible management areas for the universities (Figure 4).

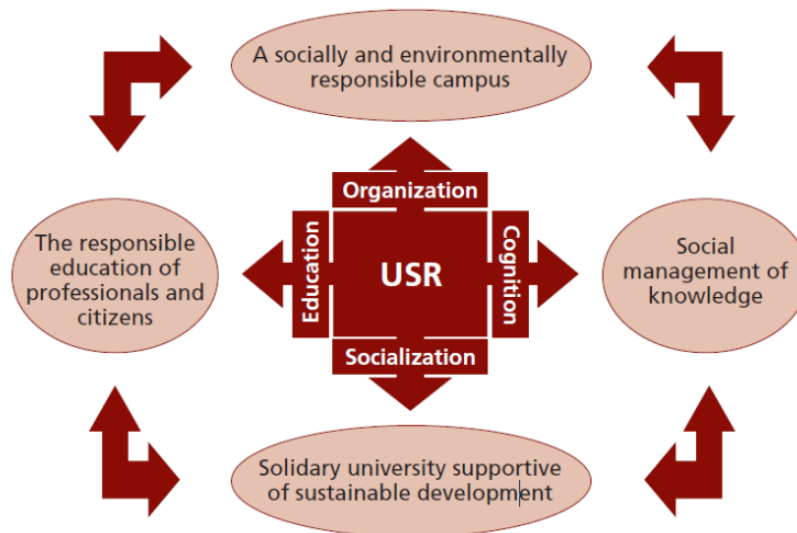


Figure 4. Four areas of social responsibility in universities.

Source: Vallaey (2014, p.95).

All in all, universities, as any other institutions have to consider their role in a society. On the other hand, as stated by the Vallaey there could be occasion of facing with some negative points caused by lack of democracy and transparency, education focused only on employability, knowledge breakup, poor environmental practice and indifference to social problem. By being socially responsible, universities understand that they do listen to their public and that they are aware of their influence on decision-making process regarding economic, social and cultural problems of their communities (Vallaey, 2014).

1.2. Introduction to Strategic Management

The concept of the term “management” was a topic for debates for every scholar in this field, and every scholar determined this concept in a different way. In fact, there is no general and reliable definition for the term and every researcher has considered it from his\her own viewpoint. Follett (as cited in Barrett, 2003) defines management as the art of getting things done through people. According to this meaning, everyone who can manage things to be done by the others’ is considered as a successful manager. So, that, a successful could be that who is the coordinator and conductor

of group activities for accomplishing the desired objectives of the organization with the maximum efficiency and effectiveness (Barrett, 2003).

Diversely, Safi (1995) believes that management is matching up and directing human and financial resources in order to achieve organizational aim. Consequently, it can be easily determined that management is a process for solving the problems which are related to achieving objectives through effective application of scarce resources in a changing environment. Management is also could be explained as the science of how establish, coordinate, lead, and control group activities to accomplish' common objectives. Furthermore, good management means searching for and employing qualified personnel which should combine both physical and intellectual features. Finally, management is classified as a process for planning, organizing, leading, and controlling all the members of the organization.

The modern wing of management is called strategic management. It can be stated that strategic management guarantees the profit of organizations using proper and efficient organizational strategies. Daft (2010) accepts as true that strategic managers should be able to plan and control the activities because controlling activities is not possible without using efficient plans. He also says that right strategies could monitor implementation procedure of plans. In other words, strategic management is mentioned as the process which involves strategic perspective; that is, managers who follow strategic management are able to recognize and analyze the strategic topics of the organization and know the objectives to choose the most suitable strategy (Daft, 2010).

There is a Table A.1 presented in Appendix 1 with models and trends developed over time to address management trends (trajectories). From this table, it is obvious why organizations have to adjust their management models in the essence of changing business trend and to be competitive. This recognition resonates with strategic positioning by firms to be socially responsible given the amount of criticisms other stakeholders make against their activities (Orsato, 2009).

1.2.1 Strategic Management Process

According to David (2006), organizations use different procedures to develop and direct the activities related to the strategic management. Detailed procedures often have organizations, which have advanced plans.

There are three main parts of strategic management process, namely developing and planning of strategy, execution of strategy, and monitoring developments, and progress. Figure 5 shows the components of the cycle of strategic management.

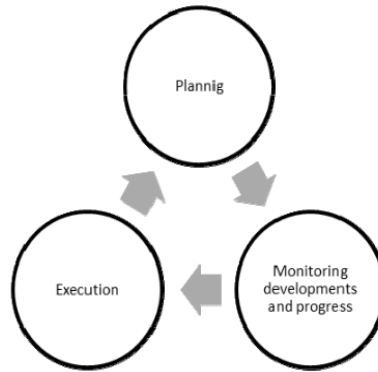


Figure 5. Strategic Management Process.

Source: Esmaeili (2015, p.16).

As it is seen, the first step in strategic management is planning strategy. On this level, the organization have to specify mission, internal and external factors should be estimated to define the opportunities, limitations, strengths, and weaknesses of the organization and to support the organization to establish the objectives and strategies in different levels.

After that, there is the second component of strategic management which involves putting the strategies at the development stage into action. In order to implement the strategies, first of all there should be a determination of the objectives and policies of the organization, according to the strategies and the missions of the company.

The last part of strategic management process is monitoring developments and progress. During this stage the possible changes in internal and external factors are indicated, and the potential effect of these changes on the missions, objectives, strategies, and implementation assessed on procedures are evaluated. Moreover, here a suitable methodology is developed for the implementation of every stage and the accomplishment of the strategy is researched from different angles. In the end, the obtained final results and the best method for acquiring the results are attained to recognize and remove the probable deviations.

Nowadays, approximately all progressed companies around the world (both private and public companies) use strategic management for managing and controlling their organizations. Operational planning is also could be counted as one of the main components of strategic management. Strategic planning is directly connected with the objectives of the company and it is a long-term planning. In summary, it can be said that strategic planning provides a clear image of the future of the organization. Strategic planning helps organizations achieve their objectives and the organizations which take steps according to some fixed plans are more successful. Therefore, strategic planning is considered as a systematic method which supports and proves the process of strategic management (Esmaeili, 2015).

Strategic planning applies not only to enterprises but also to Higher Education Institutions (HEI). Institutional governance mechanisms are needed which enable HEI members to act in a more harmonized and focused way. Thus, the traditional way of academic self-governance which is

institutionalized in collegial decision-making bodies has to be complemented with new modes of managerial self-governance like strengthening leadership and dividing labor and competences clearly between several institutional levels. In this context, the evolutionary management approach is advantageous to HEIs because additional to a binding strategic framework for the whole institution, it also emphasizes the importance of initiatives and impulses from the decentralized level and attempts to combine both in the name of participative management (Nickel, 2017).

1.2.2. Levels of Strategy

Most academics sort strategies into three levels. First is corporate strategy level, which relates to the future structure of the company, and affects the foundation of the company and the business in which it aims to compete. Example could be Racal Electronics decision to float off Vodafone as a separate company. Second is, competitive or business strategy, which talks about how each business makes an effort to achieve its mission within its chosen area of activity. This strategy is mostly about which products or services should be developed and offered to which markets and whether customer's needs are met whilst achieving the objectives of the organization. There is a term strategic business unit (SBU), which is used in relation to business strategy. SBU means a unit within the overall corporate entity for which there is an external market for its goods and services, which is different from that of another SBU. Example: Ford's MotorCo's car division – an SBU – launched its Mondeo model, aimed at fleet car buyers, who had not favored the Sierra, its predecessor.

Last strategy is operational or functional strategy, what means, how different functions of the business support the corporate and business strategies. Main considerations of this strategy is to define how diverse functions of the organization influence the achievement of strategy and examines how various functions of the business, for example, marketing, production, finance etc., support the corporate and business strategies. Example could be, revising delivery schedules and drivers' hours to improve customer service or recruiting a German-speaking sales person to assist a UK company's sales drive in Europe. However, the boundaries between the three strategies are very unclear and depends upon the fundamental circumstances and the type of the organization (Ritson, 2011).

1.2.3. Types of Strategy

For a particular period of time, it was assumed in management-related literature that pure strategic planning was characterized by stability and a lack of accidents, but reality shows that realized strategies quite often differ from the initially planned strategies (Figure 6). The main reason is that in everyday business planned (*deliberate*) strategies meet up with spontaneous (*emergent*) strategies: "As implied earlier, few, if any, strategies can be purely deliberate, and few can be purely emergent. One suggests non-learning, the other, no control. All real-world strategies need to mix these in some way – to attempt to control without stopping the learning process. Organizations, for example, often pursue what may be called *umbrella* strategies: the broad outlines are deliberate while the details are allowed to emerge within them" (Mintzberg, 1994, p. 25).

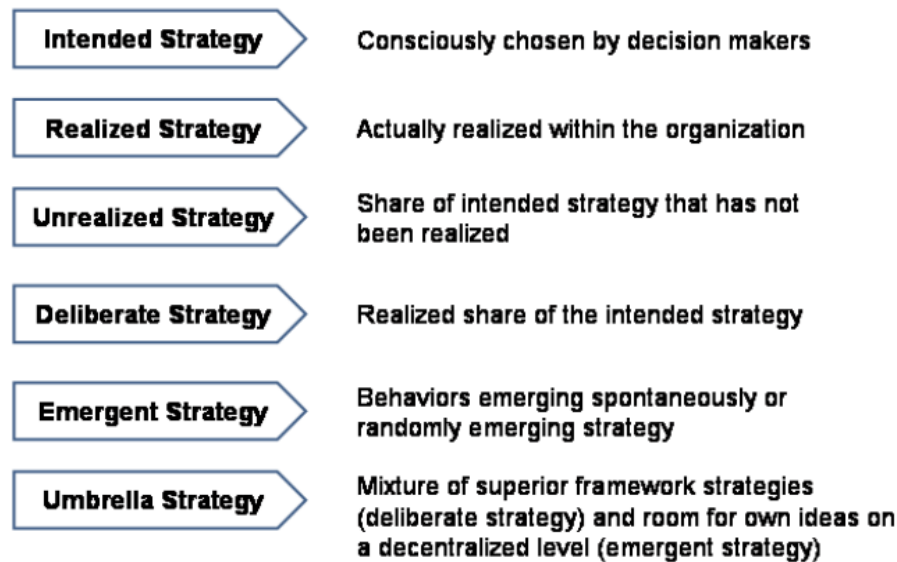


Figure 6. Typology of strategies in organizations.

Source: Mintzberg (1994, p.27).

Strategy-making process is directed by the active search for new opportunities, and is characterized by dramatic rises forward in the face of uncertainty. Growth is the main goal of the organizations, and in ambiguous conditions, this type of approach can result in the organization making significant profits. Entrepreneurial mode – requires the strategy-making authority to rest with one powerful individual. The environment must be flexible, and the organization oriented toward growth. These conditions are most typical of organizations that are small and/or young. After that comes imposed strategy what means that strategy may be imposed on the organization. One of the examples could be government policies which could make an impact on the strategy. This has been the case for those public utilities recently privatized. Last is realized and unrealized strategy. Strategy could be either realized and implemented into practice or the strategy could fail and remain unrealized (Ritson, 2011).

1.3. Necessity and Advantages of Strategic Management

Strategic management is very important and highly beneficial topic to the organizations. Reflecting the rapid social and environmental changes and the necessity of aligning organizations to these changes, organizations need to develop plans which enable them to tolerate and even overcome these socioeconomic fluctuations. So, that, the ability to foresee the future, get information about the environment, and have efficient and effective plans to succeed in the future requires strategic management and good strategic planning.

One of the main advantage of strategic management consists of being prepared to problems before their occurrence, being prepared to changes of rival’s activities, and not being surprised, providing normal realistic attitudes toward the problems, making an organization with a better competitive advantage compared to the rivals; encourage personnel for group activity and so on (Esmaeili, 2015).

1.4. University Strategic Management

In order to be able to act successfully in a complex environment with a large number of diverse demands, most Higher Education Institutions (HEI) begun to implement strategic management. A strategic plan helps leaders to choose between important and unimportant demands, moreover, gives members and stakeholders of their organization an orientation by formulating an obvious direction.

Strategic management is highly vital tool for every HEI, making independent decisions regarding goals, successes and failures while maintaining accountability regarding those outcomes. Institutional autonomy is a concept pursued by HEI as well as higher education politics in many countries all over the world. Presently, in the higher education sector, four dimensions of institutional autonomy can be distinguished, which imply a wide-ranging responsibility for structures, finances and decisions (Nickel, 2017). These four dimensions are presented in Table 2.

Table 2. Dimensions of institutional autonomy of higher education institutions in Europe.

Autonomy dimension	Areas of Responsibility in Higher Education Institutions
Organizational autonomy	Determining Internal governance structure
Policy autonomy	Staff appointment and staff salaries
	Selection of students
	Determining of the number of study places
	Development of teaching and research programs
Interventional autonomy	Definition of strategy and profile
	Reporting
	Administration of quality assurance systems for teaching and research
Financial autonomy	Decision on the internal allocation of public and private funds
	Lending funds on the capital market
	Building up reserves and/or carrying over unspent financial resources from one year to the next
	Determining how to spend the public operational grant

Source: Leisyte, Enders, and De Boer, (2010, p.17).

As it has been advocated by Rowley, Lujan and Dolence (1997), in many educational institutions strategic planning is only a short-term planning, the goal of which to solve specific problems and not necessarily seek the development of strategic projects (Rowley, Lujan & Dolence, 1997). Strategic planning allows HEI to benefit from the opportunities, using resources strategically and also assisting future plans (Hunt, Stevent, Loudon & Migliore,1997).

According to Lumbry (1999), strategic planning also provides a sense of autonomy, facilitating decision-making process and improves communication (Lumbry, 1999).

A lot of studies support the idea that strategic management in HEI is becoming more numerous and diverse, mainly because of a greater demand in economic efficiency, as well as the search for a

higher quality of teaching methods and research. Moreover, each HEI needs diverse strategies because every university has a lot of different needs and resources of each particular environment, as each institution has diverse fields of action and various stakeholders. So, that, university uses a strategic management process, being particularly important the definition of the strategy, as well as its design, implementation, evaluation and control. This process is shown in Figure 7.

The place of the USR within this strategic management is exhibited when the development of the mission, objectives and specific strategic actions are taking place. Academic authorities take into account the impacts of the university work to the stakeholders, as well as to evaluate and control management. Consequently, the USR is inherent in the entire process of strategic management.

The work of Burke and Logsdon plays a significant role in the classification of strategic USR practices. Furthermore, the content analysis shed light on the identification of four strategic sections for implementing socially responsible actions: teaching, researching organization and reflection concerns. Consequently, the only way for USR to improve the university values is to be integrated into the strategic management of universities as a formal process. Decision makers in universities must establish a mission, objectives and specific strategic actions to respond to stakeholder's needs and expectations in order to manage all process by using the strategic plan as management tool. A soon as they create this plan, they should accomplish it and evaluate if university work truly undertakes the stakeholder requirements (Ramos-Monge, Audet, & Barrena-Martínez, 2017).

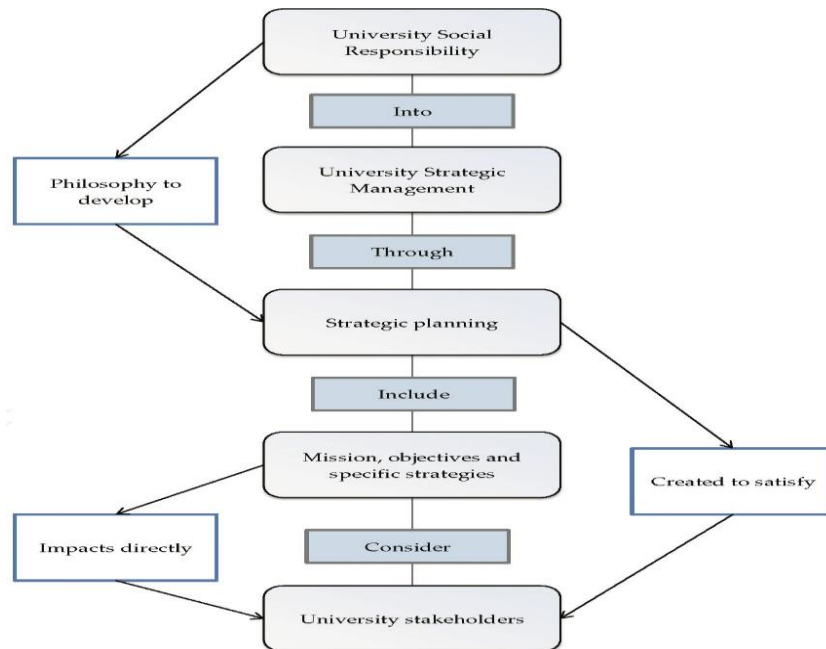


Figure 7. Role of the USR in the universities.

Source: Ramos-Monge, Audet and Barrena-Martínez, (2017, p. 209).

1.5. Corporate Social Responsibility and Strategic Management

A wide debate was opened to the topic of strategic approach to CSR. Debate was focused on how to integrate CSR issues into corporate strategy. In 2001 Green Paper "Promoting a European framework for corporate social responsibility", the European Commission defined CSR as "a concept whereby companies integrate social and environmental concerns in their business operations and in their interaction with their stakeholders on a voluntary basis" (European Commission, 2001). A decade after, in the new version of EU strategy 2011-14 for CSR, the Commission again stresses this necessity to integrate CSR and strategy: "Enterprises should have in place a process to integrate social, environmental, ethical, human rights and consumer concerns into their business operations and core strategy in close collaboration with their stakeholders, with the aim of: maximizing the creation of shared value for their owners/shareholders and for their other stakeholders and society at large; identifying, preventing and mitigating their possible adverse impacts" (European Commission, 2011, p.6).

The strategic decisions of large companies involve social as well as economic concerns, which are close connected. Porter and Kramer (2006) discuss that there is an existence of the interdependence between corporations and society, as a company's activities have a direct effect on the group of people with which they work. This can lead to either positive or negative results. Strategists and executives should take into consideration expectations and some decisions of society, as there can be some attractive alternatives when goodwill or services to society are considered. Decisions which come from the strategy formulation process should take into account the positive and negative impacts that may arise, not only for the business itself, but also for stakeholders and society in general. Consequently, the Ethos Institute (2007, p. 78) has adopted the following definition of strategy and CSR: "Corporate social responsibility is a form of management that is defined by the ethical relationship and transparency of the company with all the stakeholders with whom it has a relationship as well as with the establishment of corporate goals that are compatible with the sustainable development of society, preserving environmental and cultural resources for future generations, respecting diversity and promoting the reduction of social problems."

As it is indicated in the research of the Filho, Wanderley, Gomez and Farache (2010), The Harvard Business School strategy model has always included social responsibility as a main element of strategy formulation (Husted & Allen, 2000). Pearce and Doh (2005) state that social responsibility is currently a universal view of a business. It has been incorporated by top management as an integral component in executive jobs. Andrews (1987) also speaks about the importance of the objectives of executives in guiding and choosing strategies. A change of executives can be a reason of a change in strategy, because different executives have different ideas and beliefs. The same phenomenon is emphasized by Mintzberg (1983), Pearce and Doh (2005), who address CSR strategies, as the motivation to act socially responsible to changes according to the values of each executive (Filho, Wanderley, Gómez & Farache, 2010).

2. Research Methodology

2.1. Objective of the study and Research Hypothesis

The aim of this research is to analyze and describe the topic of University Social Responsibility. How students perceive and acknowledge the concept. In order to achieve the objective there will be conducted a survey in the places where the target is most likely to appear online and offline.

There were established the five main objectives of the study in order to identify what actually is going to be presented:

O₁: Find out if most of the students have pre-existing information about Social Responsibility;

O₂: Identify if students believe that universities are important factor for them to develop social responsibility;

O₃: To determine degree of importance of social responsibility for the students is;

O₄: Analyse if students are satisfied with the offer of home/IPB University (concerning ethical courses, courses to develop personal competencies, cooperation between universities and companies);

O₅: To understand if Higher Education Institutions (Home/IPB) spend more time and recourses to get students involved in social responsibility.

On the basis of the main objectives of the work, some of the hypotheses (H) of were formulated:

H₁: Independent variables Q₃-Home University help me to develop personal and social responsibility; Q₅-University motivates me to participate in community; Q₁₅- I do actively participate in offers from university; Q₁₈- I believe my university respects its commitment to the community and plays role in social responsibility of the survey are influencing dependent variable - Q₈ - I usually participate in social activities;

H₂: There is a positive relationship between School of Students variable and pre-existing knowledge about social responsibility;

H₃: There is association between the level of participation in social activities and Sociodemographic variable such as Age, gender, and degree of the student;

H₄: There is a positive correlation between the statement that schools are important factor for students' development and that professors from home/IPB institution motivate students to grow beyond themselves;

H₅: There is difference between males and females regarding perception of USR.

2.2. Description of Data Collection

This section explains how the study was managed and what methodologies were used to collect the data. Finally, it provides a significant part of data analysis.

The current research work follows the quantitative analysis with main objectives and hypothesis. The study is survey based. The population of study was the current Erasmus and International Students of IPB Institution both Master and Bachelor attendants. The questionnaire consists of the questions on how USR practices are implemented in a specific university. The questionnaire contains two parts: questions about personal data and second part is collection of information on University Social Responsibility. Second part of the questionnaire consists of 20 questions. All the questions from the second part are based on Likert Scale from 1 (strongly disagree) to 5 (strongly agree). The questionnaire can be found in Appendix 2.

Questions in first part gather information about age, gender, country where the respondent is from, home university, degree of studies, school of education in order to have general profile of each participant.

The questionnaire was sent by the IPB's International Relations Office to all students as well as the usage of the social network Facebook, in total number of Erasmus students of the current semester is 95 students and International (annual) is 2324 students. It was used the Google Forms that was conducted during April-May of 2019. In total, 200 questionnaires were received, a response rate of 8.27%.

For examination of the theoretical information and data, concerning CSR were used:

- Open internet sources, related with CSR, University Social Responsibility, Strategic Management;
- Open Internet Libraries, IPB library;
- Different scientific and regular journals.

Questionnaire based survey was conducted for collection of primary information by asking students questions from the survey directly. The survey was concrete and well structured. Questions for the survey were derived from the article named "Students social responsibility initiatives and impact on University Performance: An Empirical Study from Lebanon" written by the authors as Al-Khoury,

Bolkart, Fechter, and AlShamali (2015).

For measuring reliability of the questionnaire, it was used the internal calculated Cronbach's alpha consistency (Smith & Albaum, 2013):

$\alpha > 0.9$ it can be concluded that questionnaires reliability is very good.

$0.9 > \alpha > 0.8$ it can be concluded that questionnaires reliability is good.

$0.8 > \alpha > 0.7$ it can be concluded that questionnaires reliability is reasonable.

$0.7 > \alpha > 0.6$ it can be concluded that questionnaires reliability is weak.

$\alpha < 0.6$ it can be concluded that questionnaires reliability is inadmissible.

According to the result of the test (Table 3), Cronbach's alpha is more than 0.80 almost for all group except the group of "Activities besides the University". It can lead to the conclusion that reliability of the test is good and only in one case it is weak.

Table 3. Reliability of each group that belongs to USR Students Perception.

Groups	Item	Alpha de Cronbach	Reliability
USR Perception	34	0,888	Good
Activities besides the university	6	0,667	Weak
Offer of the home University	4	0,811	Good
Offer of the IPB University	4	0,857	Good
Interest of particular subjects	4	0,805	Good

2.3. Description of Data Analysis

Data analysis is statistical research related to the computation of a multidimensional system of observational data that has many parameters. It involves critical analysis, interpretation of figures and numbers, and tries to find validation behind the emergence of main findings. The survey was conducted to obtain the needed numbers.

In order to analyse demographic profile of the respondents there will be used descriptive statistical analysis, which will show absolute and relative frequencies. To answer the specific objectives, there will be used frequency analysis tables, mean and standard deviation. Moreover, inferential statistics will be used with related hypothesis tests, to help in the deductions to be made from data collected.

To complete the main goal of the work, some hypotheses were introduced, with different techniques to validate them or not. Spearman's Coefficient Correlation test was used as is the most applicable test to measure the relation between the variables. To analyse the association between two qualitative variables it will be used a non-parametric test, namely the Chi-Square test. Student t-test will be used to assess differences between the groups.

To achieve all statistical information and to give the answers to the main objectives of study, and confirm or deny main hypothesis it was applied some statistical techniques. Table 4 emphasizes objectives, research hypotheses, and the techniques which were used to produce the information.

Table 4. Objectives and Hypotheses.

Label	Objectives or Research Hypotheses	Technique
O₁	Find out if most of the students have pre-existing information about Social Responsibility	Mean and Standard deviation. Frequencies
O₂	Identify if students believe that universities are important factor for them to develop social responsibility	Mean and Standard deviation. Frequencies.
O₃	To determine degree of importance of social responsibility for the students	Mean and Standard deviation. Frequencies.
O₄	Analyse if students are satisfied with the offer of home/IPB university concerning (ethical courses, courses to develop personal competences, cooperation between universities and companies)	Mean and Standard deviation. Frequencies.
O₅	To understand if Higher Education Institutions (Home/IPB) spend more time and resources to get students involved in social responsibility	Mean and Standard deviation. Frequencies.
H₁	Independent variables Q ₃ -Home University help me to develop personal and social responsibility; Q ₅ -University motivates me to participate in community; Q ₁₅ - I do actively participate in offers from university; Q ₁₈ - I believe my university respects its commitment to the community and plays role in social responsibility of the survey are influencing dependent variable - Q ₈ - I usually participate in social activities	Linear Regression
H₂	There is a positive relationship between School of Studies variable and pre-excising knowledge about social responsibility	Chi-Square test
H₃	There is association between the level of participation in social activities and Sociodemographic variable such as Age, gender, and degree of the student	Chi-Square test
H₄	There is a positive correlation between the statement that schools are important factor for students' development and that professors from home/IPB Institution motivate students to grow beyond themselves	Spearman's Correlation test
H₅	There is difference between male and female regarding perception of USR	Student t-test

To corroborate the hypotheses, it was decided to assume a 5% level of significance. On the basis of research methodology, the next section (3) will present and analyse the results. Data on the profile of the students will be presented, descriptive analysis and research hypothesis.

Regression analysis instead is used to describe the multiple linear dependence of the outcome variable (or dependent variable) from one (or more) predictor variable (or independent variable) (Tripepi, Jager, Dekker, & Zoccali, 2008).

Correlation and regression analyses are based on identical calculations but address different questions. Correlation analysis investigates the degree of association between two continuous variables, that is, it defines how much a given relationship is fitted by a straight line. In correlation analysis, the investigator is simply interested in estimating the strength of linear association between two variables. In general, this analysis is applied to estimate the degree of association between two variables when there is no sufficient knowledge to identify which of the two is responsible for the variability in the other variable or when this information is irrelevant to the question being asked.

Multiple linear regression analysis allows estimation of the linear effect of a given independent variable (for example, x_1) on a given dependent or outcome variable (y) after controlling for the confounding effect of other variables (or covariates) (for example, x_2, x_3, \dots, x_n).

The corresponding multiple linear regression model is ("Eq. 1"):

$$E(y) = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \dots + \beta_n x_n + \varepsilon_i \quad [1]$$

Where $E(y)$ is, the estimated or predicted value of Y , β_0 is the intercept (that is, the value of Y when x_1, x_2, x_3 are zero), and $\beta_1, \beta_2, \beta_3$ and β_n are the regression coefficients of x_1, x_2, x_3, x_n and ε_i is error term (Tripepi, Jager, Dekker & Zoccali, 2008).

3. Presentation and Analysis of Results

3.1. Student's Profile

Current research work's study was based on the questionnaire which applied to IPB International and Erasmus students. The survey was distributed through e-mail and other social networks. Furthermore, students were interviewed in Polytechnic Institute of *Bragança* (IPB) and number of sample was 200. In the table presented below there is a profile of the respondents that belongs to the sample.

Table 5. Profile of respondents.

Variables	n	%
Age		
18-21	54	27%
22-26	126	63%
27+	20	10%
Total	200	100%
Gender		
Male	101	50.5%
Female	99	49.5%
Total	200	100%
School in IPB		
School of Agriculture	18	9%
School of Education	23	11.5%
School of Health	12	6%
School of Public Management, Communication and Tourism	15	7%
School of Technology and Management	132	66.5%
Total	200	100%
Degree of Studies		
Bachelor	96	48%
Master	104	52%
Total	200	100%

According with the results presented in Table 5, it is easily to define that most of the students who participated in the survey were in the age of 22-26 so that 126 people what makes 63% of all students

participated. The less number of people were from the age group of 27+, only 20 people what makes 10% of all students. In general, it is normally distributed for a demographic variable. Almost the same proportion of males and females were participated, 101 (50.5%) and 99 (49.5%) accordingly. Students from different countries were surveyed, with diverse percentage. The countries from which were the students are: Brazil, Poland, Spain, Russia, Italy, Bangladesh, Ukraine, Belarus, Tunisia, Hungary, Romania, Croatia, Pakistan, Slovakia, Lithuania, Greece, Czech Republic, Georgia, Nepal, Argentina, Nigeria, Uzbekistan, Mexico, France, Cape Verde, Turkey, Bulgaria, Algeria, Romania, Azerbaijan, Venezuela, India, Angola, USA, Mozambique. Most of the students were from School of Technology and Management 132 (66.5%), the least amount from the School of Health, 12 (6%) students. There is a slight difference between the number of students from master degree and bachelor degree, 104 (52%) and 96 (48%) accordingly.

3.2. Descriptive Analysis

In the Table 6 there are all the question of the second part of survey. The percentage of answers to each question is presented in accordance with the Likert scale from 1 to 5 points. There is also data on Mean and Standard Deviation.

After reaching a certain amount of responses to have a reliable sample size, in the given case, 200 respondents were a minimum number in order the results be precise the outcome was analysed according to frequency using mean, standard deviation and correlation to test the relationship between the variables.

Here is presented some of the main points concerning the questions of the survey, and conclusions are made base on the mean and standard deviation indicators.

The great majority of the students are not sure about the information whether the home, university takes any actions to help them to develop social and personal responsibility with 34.5%, however, almost the same percent of the scholars agrees with the statement and universities already take steps to develop students' social and personal responsibility (mean = 3.39; SD = 1.041). Even though, there is only 15% of the students who are disagree and 4% who are strongly disagree accordingly, there is room for improvement as the relatively high percentage in disagreement shows. Almost the same picture is with the IPB University with a slight difference in number of people who are agree and strongly agree with the statement that IPB takes actions and helps students to develop both social and personal responsibility. The majority of participants undecided if their home University motivates them to participate in the community or not (32.5%), 29.5% of the students agree and 16% strongly agree that there is a motivation from the school (mean = 3.52 and SD =1.056) Only 3% of alumnus strongly disagree and 19% agree disagree with this statement. There is also a factor that motivation also depends on the person himself. To bring up means and standard deviations of both home and IPB universities, leads to the conclusion that universities have to improve in this field and encourage students to get actively involved in the community.

Table 6. Data on University Social Responsibility.

Questions	1	2	3	4	5	Mean	SD
Q1	7(3.5%)	19(9.5%)	54(27%)	89(44.5%)	31(15.5%)	3.59	0.978
Q2	1(0.5%)	10(5%)	31(15.5%)	75(37.5%)	83(41.5%)	4.15	0.895
Q3	8(4%)	30(15%)	69(34.5%)	64(32%)	29(14.5%)	3.39	1.041
Q4	8(4%)	25(12.5%)	58(29%)	73(36.5%)	36(18%)	3.52	1.056
Q5	6(3%)	38(19%)	65(32.5%)	59(29.5%)	32(16%)	3.37	1.058
Q6	9(4.5%)	24(12%)	62(31%)	59(29.5%)	46(23%)	3.55	1.106
Q7	13(6.5%)	21(10.5%)	57(28.5%)	60(30%)	49(24.5%)	3.54	1.16
Q8	14(7%)	26(13%)	65(32.5%)	60(30%)	35(17.5%)	3.39	1.124
Q9	26(13%)	34(17%)	58(29%)	44(22%)	38(19%)	3.17	1.284
Q10	40(20%)	33(16.5%)	61(30.5%)	41(20.5%)	25(12.5%)	2.88	1.288
Q11	8(4%)	27(13.5%)	66(33%)	67(33.5%)	32(16%)	3.45	1.036
Q12.1	39(19.5%)	37(18.5%)	58(29%)	42(21%)	24(12%)	2.86	1.283
Q12.2	31(15.5%)	56(28%)	51(25.5%)	37(18.5%)	25(12.5%)	2.86	1.24
Q12.3	9(4.5%)	38(19%)	61(30.5%)	51(25.5%)	41(20.5%)	3.38	1.145
Q12.4	54(27%)	54(27%)	51(25.5%)	25(12.5%)	16(8%)	2.47	1.24
Q12.5	140(70%)	25(12.5%)	16(8%)	11(5.5%)	8(4%)	1.61	1.102
Q12.6	78(39%)	48(24%)	42(21%)	18(9%)	14(7%)	2.22	1.245
Q13.1	42(21%)	58(29%)	58(29%)	24(12%)	18(9%)	2.6	1.208
Q13.2	21(10.5%)	55(27.5%)	60(30%)	49(24.5%)	15(7.5%)	2.9	1.112
Q13.3	23(11.5%)	58(29%)	56(28%)	41(20.5%)	22(11%)	2.91	1.18
Q13.4	25(12.5%)	64(32%)	72(36%)	29(14.5%)	10(5%)	2.69	1.045
Q14.1	30(15%)	63(31.5%)	63(31.5%)	35(17.5%)	9(4.5%)	2.65	1.079
Q14.2	23(11.5%)	46(23%)	69(34.5%)	46(23%)	16(8%)	2.93	1.114
Q14.3	17(8.5%)	42(21%)	70(35%)	49(24.5)	22(11%)	3.08	1.113
Q14.4	16(8%)	52(26%)	68(34%)	46(23%)	18(9%)	2.98	1.091
Q15	7(3.5%)	33(16.5%)	77(38.5%)	61(30.5%)	22(11%)	3.28	0.994
Q16	6(3%)	18(9%)	53(26.5%)	83(41.5%)	40(20%)	3.66	1
Q17	5(2.5%)	22(11%)	80(40%)	64(32%)	29(14.5)	3.45	0.955
Q18	5(2.5%)	19(9.5%)	76(38%)	76(38%)	24(12%)	3.47	0.913
Q19	5(2.5%)	11(5.5%)	63(31.5%)	83(41.5%)	38(19%)	3.69	0.926
Q20.1	67(33.5%)	38(19%)	48(24%)	33(16.5%)	14(7%)	2.44	1.294
Q20.2	42(21%)	42(21%)	56(28%)	37(18.5%)	23(11.5%)	2.81	1.29
Q20.3	17(8.5%)	38(19%)	67(33.5%)	49(24.5%)	29(14.5%)	3.17	1.157
Q20.4	18(9%)	48(24%)	59(29.5%)	52(26%)	23(11.5)	3.07	1.152

Note: 1-Strongly disagree; 2-Disagree; 3-Neither agree nor disagree 4-Agree; 5-Strongly agree; SD-Standard Deviation.

In the table presented above it can be observe that:

- To the statement if professors of home institution motivate students to grow beyond themselves, 29.5% agree and 23% totally agree whereas 4.5% totally disagree and 12% disagree. Most of the students 31% are indifferent. (mean = 3.55; SD = 1.106). Almost the same trend is observed for the IPB University, with mean number of 3.54 and standard deviation of 1.056 what means that results are not bad, but still there could be made some more effort concerning the issue of motivation of the students.
- Moreover, there is a vital issue concerning Q₁₈ and Q₁₉ which indicates that students believe that University IPB/home respects its commitment to the community and plays a vital role in social responsibility. According to the results made, 38% of the participants agree and undecided about

the statement. Only 12% of the scholars strongly agree with the assertion. Very little number of people either disagree or even strongly disagree with the according proportion of 9.5% and 2.5%. Mean = 3.47 and SD = 0.955. Q₁₉ has the same idea, but on the issue of the IPB University. In this case, students are more confident that this Institution plays really vital role and 41.5% of them agree with the statement. Still, there is a number of students who uncertain of the issue with the percent of 31.5%. Mean = 3.69 and SD = 0.926.

3.3. Research Objectives Validation

The next step of the work is focused on reviewing research objectives that were set in section 2.1.

To answer O₁: *“Find out if most of the students have pre-existing information about Social Responsibility”* mean and standard deviations (SD) were calculated, (with mean of 3.59 and SD = 0.978). 44.5% of the students agree with the statement and 15.5% strongly agree, what overall makes 60% from the whole number of students participated. This reflects the information that most of the students have a pre-existing idea about social responsibility.

Table 7. Pre-existing knowledge about Corporate Social Responsibility.

Questions	Mean	SD
Pre-existing knowledge about Corporate Social Responsibility (Q ₁)	3.59	0.978

Note: SD- Standard Deviation.

Next research objective is O₂: *“Identify if students believe that universities are important factor for them to develop social responsibility.”* The results of the mean are 4.15 and SD is 0.895. This is a representation of a really good number, 41.5% absolutely agree and 37.5% agree with the statement what means that students have a strong believe in this question, they are confident with the answer that universities are really important factor for them to develop social responsibility (Table 8).

Table 8. Importance of schools in development of Social Responsibility.

Questions	Mean	SD
Schools are an important factor for student to develop social and personal responsibility	4.15	0.895

Note: SD- Standard Deviation.

Following, there is objective saying that O₃: *“To determine degree of importance of social responsibility for students”*. To answer this objective, mean and standard deviation of the 6 questions were observed. Question 8, 10, 12.6, 15, 20.3 and 20.4 were taken into consideration while examining the answer to the hypothesis. Table 9 shows the numbers. According to the numbers presented, could be made a conclusion that not all the students perceive the topic as an important one. For instance, little number of students (mean = 2.88; SD = 1.288) intend to take ethical studies, which is a part of social responsibility. Moreover, community contribution, what is the part of social

responsibility also have little number of participants (mean = 2.22 and SD = 1.288). All rest numbers could be interpreted as somehow important issues for the scholars and the mean and standard deviation results are not high enough.

Table 9. Degree of importance.

Questions	Mean	SD
I usually participate in social activities (Q ₈)	3.39	1.124
I intend to take or already have taken courses concerning ethics outside the university (Q ₁₀)	2.88	1.288
Assess the following activities which you practice besides university according to how much time you spend on community service (Q _{12.6})	2.22	1.245
I do actively participate in offers from the university like mentioned (Q ₁₅)	3.29	0.994
Since you have entered university, did you interest/participation rate in the following subjects increase (Sustainability) (Q _{20.3})	3.17	1.157
Since you have entered university, did you interest/participation rate in the following subjects increase (Community Service) (Q _{20.4})	3.08	1.152

Note: SD- Standard Deviation.

According to next objective, which states that O₄: “Analyse if *students are satisfied with the offer of home/IPB University (concerning ethical courses, courses to develop personal competences, cooperation between university and companies).*” Tables 10 and 11 show the results of home/IPB accordingly. According to, mean of the question exhibited on the tables, it can be easily indicated that the results of Home and IPB are almost the same. The satisfaction level is not huge as could be. For all the students, it very important to have an opportunity to work after complaining of the studies. From the results, we observe, both for home and IPB institutions, students don’t have a strong indication of the satisfaction with such kind of privilege. Same conclusions could be set for all the other offers of the Institutions. It is really negative situation as all the issues which are mentioned are with a relative low mean and standard deviation.

Table 10. Satisfaction of offers from Home University.

Questions	Mean	SD
Ethical courses (Q _{13.1})	2.60	1.208
Courses which develop your personal competences (e.g. presentation skills) (Q _{13.2})	2.90	1.112
Cooperation between university and companies (Q _{13.3})	2.91	1.180
Guest lecture especially on National and Global concern issues (Q _{13.4})	2.69	1.045

Note: SD- Standard Deviation.

Table 11. Satisfaction of offers from IPB University.

Questions	Mean	SD
Ethical courses (Q _{14.1})	2.65	1.079
Courses which develop your personal competences (e.g. presentation skills) (Q _{14.2})	2.93	1.114
Cooperation between university and companies (Q _{14.3})	3.08	1.113
Guest lecture especially on National and Global concern issues (Q _{14.4})	2.99	1.091

Note: SD- Standard Deviation.

Next important objective of the research is O₅: *“To understand if Higher Education Institutions (Home/IPB) spend more time and recourses to get students involved in social responsibility.”* According to the results obtained from the mean and standard deviation analysis, students of Home Institutions mostly agree (41.5%) and strongly agree (20%) with the statement of the question. Mean = 3.66 and SD = 1.000 for the Home University. The results for the IPB Institution is almost the same, with the slight difference, as 40% of the scholars in the case of IPB are undecided with the question. Nevertheless, the least amount of the students disagreed with the statement for both home and IPB. Mean and standard deviation numbers for the IPB case are the following: 3.45 and 0.955 accordingly. All in all, it could be indicated that students need more contribution from the Universities side to the University Social Responsibility issues.

Table 12. Time and recourses spend to get students in Social Responsibility.

Questions	Mean	SD
My university has to put more time and recourses to get students involved in socially responsibility issues (Q ₁₆)	3.66	1.000
My university has to put more time and recourses to get students involved in socially responsibility issues (Q ₁₇)	3.45	0.955

Note: SD- Standard Deviation.

3.4. Research Hypotheses Validation

The purpose of this research is to describe and analyse how the students perceive the topic of Social Responsibility, make some comparison between their home universities and IPB, some ideas on how different groups of students perceive the topic. In the current section of the work, it will be carried out results for the five research hypotheses, in accordance with the explanation presented in sub section 2.3. The main focus of this section is results of different statistical tests of research hypotheses and respective conclusions. To adopt corroboration of the research hypotheses it will be assumed a 5% level of significance.

The first research hypothesis is H₁: “Independent variables Q3-Home University help me to develop personal and social responsibility; Q₅- University motivates me to participate in community; Q₁₅- I do actively participate in offers from university; Q₁₈- I believe my university respects its commitment to the community and plays role in social responsibility of the survey are influencing dependent variable - Q₈ - I usually participate in social activities.” To corroborate the this research hypothesis, multiple linear regression analysis will be applied (Eq. 2):

$$E_{(y)} = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \beta_4x_4 + \varepsilon_i \quad [2]$$

Where:

Y – dependent variable which states that:

Q₈: “I usually participate in social activities”;

β_1 β_2 β_3 and β_4 are the regression coefficients (how strong the effect of independent variable to dependent variable);

x_1, x_2, x_3 – independent variables:

x_1 - Q₅: “My home university motivates me to participate in the community;

x_2 - Q₁₅: “I do actively participate in offers from the university like mentioned above”;

x_3 - Q₁₈: “I believed my university overall respects its commitment to the community and plays a vital role in social responsibility”;

x_4 - Q₃: “My home university takes action to help me develop social and personal responsibility”.

ε_i - Error term

If beta values will be applied into the formula, the whole view will be like this (Eq. 3):

$$E_{(y)} = 0.366 + 0.079 \times Q_5 + 0.098 \times Q_{15} - 0.071 \times Q_{18} + 0.029 \times Q_3 \quad [3]$$

Beta values of the regression model are presented in the Table 13. All the values are positive numbers except Q₁₈ which is -0.071.

According to the presentation of ANOVA test it could be stated that all the questions of the regression model are correlated to each other as the significance level is less than 0,001. However, unexplained variables are still existing as the correlation percentage could be more than 37% as it is seen from the Table 14. Table 13 presents data on p-value and VIF of each independent variable, what leads to concrete conclusions.

Table 13. Coefficients.

Independent Variable	Beta	p-value	VIF	Conclusion
Q3	0.029	0,358	1,503	Without Significance
Q5	0.079	0,011	1,144	Significant at the 5% level
Q15	0.098	0,001	1,367	Significant at the 5% level
Q18	-0.071	0,039	1,467	Significant at the 5% level

Adjusted R²= 0.103

Note: VIF-Variance Inflation Factor.

Table 14. ANOVA Test.

Model	Sum of Squares	df	Mean Square	Significance value
Regression	3.790	4	0.947	< 0,001
Residual	27.605	195	0.142	
Total	31.395	199		

F value= 6.692

Note: df-degree of freedom

P-values of the given case tell that all the variables except question 18 are strong, especially Q₅ and Q₁₅. The VIF results show that for all of the question is slightly more than 1, so as the materiality rule says us, if VIF is between 1-10 there is no multicollinearity. It could be concluded that there are no multicollinearity symptoms.

Standard error is the measure which is somehow similar to the standard deviation, both are measures of spread. The higher the number, the more spread out your data is. To put it simply, the two terms are essentially equal — but there is one important difference. While the standard error uses statistics (sample data) standard deviations use parameters (population data). According to the results from sample data, standard error (SE) is 0.178. Degrees of freedom are the number of independent values that a statistical analysis can estimate. Typically, the degrees of freedom equal sample size minus the number of parameters needed to calculate during an analysis. It is usually a positive whole number.

For diagnostic of tests that have continuous results (measured on a scale), cut-off values are the dividing points on measuring scales where the test results are divided into different categories; typically, positive (indicating someone has the condition of interest), or negative (indicating someone does not have the condition of interest). In the following case the cut-off value is 0.5.

All in all, there could be a pure conclusion that the Hypothesis is partially corroborated as one the independent variables is not corroborated with the given formula.

Communication and Tourism. According to the results achieved, it is easily to define that there is no relation with the school of studies and pre-existing knowledge of the topic of Social Responsibility as p-value is more than 5% significance level.

Next research question which says that H₄: *“There is association between the level of participation in social activities and Sociodemographic variable such as Age, gender, and degree of the student”*. To prove or disprove this hypothesis Chi-Square test was used. To answer this hypothesis and analysing the p-value for the Chi-Square test, once only one situation presents statistically significant value, the research hypothesis is not corroborating, as there is no association between all the variables and the and the Q₈ (participation rate in social activities).

Table 17. Association between participation rate in social activities and Age, Gender, Degree.

	Participation rate in social activities (Q₈)	Conclusion
Age	0.101	Not Corroborated
Gender	0.467	Not Corroborated
Degree	0.411	Not Corroborated

Last but not the least hypothesis is H₅: *“There is a positive correlation between the statement that schools are important factor for students’ development and that professors from home and IPB institution motivate students to grow beyond themselves”*. According to the results achieved it could be defined that there Q₂ and Q_{6,7} are corroborated as there is a significant level of correlation between both variables, with a slight difference. For home University coefficient is 0.155 and significance level of 0.04 for the IPB is 0.203 with significance level of 0.029.

A possible explanation could be that professors are often seen from the point of view of the students as they should act, as role models for the scholars. This supports the hypothesis that universities are responsible for students to act socially. The main duty of the universities is to hire experienced and competence staff, so that not only technical knowledge is transferred, but also some important skills and competences are transmitted.

Table 18. Spearman’s Correlation test.

Questions	Schools are important for student Development (Q2)	Conclusions
Motivation from Home University professors (Q ₆)	$r=0.155$; $p\text{-value}=0,04$	Corroborated
Motivation from IPB professors (Q ₇)	$r=0.203$; $p\text{-value}=0,029$	Corroborated

3.5. Recommendations

During the process of analyzing the empirical part of the research work, it was identified that Strategic Management tool could be a good example of the implementation which can enhance the Social Responsibility Performance. Strategic Management concept could give a clear understanding how to deal with and act in the way to develop and expand the overall understanding and acknowledgement of the concept of Social Responsibility. The strategic planning, as a management tool could encourage Higher Education Institutions (HEI) to establish a university mission, to define their goals and objectives and to seek actions that help achieve what is founded. Such actions must be oriented toward social responsibility, due to their type and nature. Academic authorities should take into consideration the influences of the university work to the stakeholders, as well as to evaluate and regulate such management. Accordingly, university strategic management will succeed if managers are able to respond to stakeholder's needs in the given case it is students and create wellbeing and if they are capable of gaining trust and creating connection and cooperation among all university stakeholders. In this line, the HEIs are managed by the university strategic management, which is constituted by the technical and human team in charge of managing activities related to the university work. This process could be applied in cyclical stages through three important parts such as planning, execution and evaluation. Also, strategic management process could be a tool for design, implementation, evaluation and control in different processes. The help of Strategic Management could be identifying as multiple affect to stakeholders of the university as the vitality of this issue comes from the idea that universities are good opportunity to generate society welfare. Very important idea could be that university social responsibility could be seen as inherent part of the decision-making process, considering different kind of influence that university could cause from its strategic management decision.

Conclusions, Limitations and Future Research Lines

Social Responsibility is the concept and strategy of activities which should be implemented by a lot of different organizations in order to keep sustainable development based on the execution of economic, ecological and social areas. A lot of different studies suggest the importance of the topic and how this area of study is connected to a range of topics in management world.

One of the fields of the Social Responsibility is University Social Responsibility. Nowadays, socially responsible activities are becoming one of the main university approaches which helps to transform universities into socially responsible organizations. The aim of the article was generally to understand the concept of Corporate Social Responsibility, research on its history, diverse definitions, connection to different aspects of the management, namely make pressure on the main areas of the topic. Moreover, some research was done, concerning Strategic Management theory. The close co-operation between Social responsibility and Strategic Management concept was determined and applied on the basis of University Social Responsibility case. The main consideration of the topic was made on the field of University Social Responsibility and as a basis for proving some of the hypotheses, case study which is based on the IPB University was applied, in order to achieve understanding and acknowledgement of some questions of the current thesis work. Overall 200 students were enrolled in the survey questionnaire what makes 8.27% of all current International and Erasmus students. Almost the same proportion of males and females were participated, degree of studies also was almost the same proportion for Master and Bachelor students.

Following activities have been conducted in order to successfully complete the current research work:

- review of literature relevant to the topic;
- the survey that allowed to collect the required data;
- descriptive and inferential analysis of collected data;
- development of recommendations according to the results of analysis.

The potential of the University could come from the perception of its labor on educating future professionals in their areas of specialization. After the evaluation of the outcome, the research question can be answered in the following way. The numeration of the questions refers to the questionnaire which can be found in the appendix.

As was indicated before, one of the main objectives of the practical work was to define if students have some basic understanding and importance of the topic, have pre-existing knowledge and consider the topic of Social Responsibility to be vital for the University's prosperity. Moreover, the objective was to identify the satisfaction level of social and personal responsibility efforts of the

IPB/Home Institutions. According to the empirical work, some conclusions were made. One is that most of the students had previous ideas about the topic as 60% (both agree and strongly agree) of the students answered that they have pre-existing knowledge. However, even if most of the students have pre-existing knowledge of Social Responsibility and they assume that schools are important factor for them to be participated in Social activities, students do not feel the contribution from the side of the Universities. They are not satisfied enough with the offers that Universities are suggesting them. And to the question that should universities spent more time and recourses to get students involved in social responsibility most of the students agreed. Furthermore, while exploring the answers provided by students, it was concluded that more motivation and encouragement from the side of the universities should be made to inspire students to engage in social activities by educating them to understand its personal and social benefits to society as a whole. Given this sample of students, it seems that they do not have enough motivation to increase their participation in social activities. For this purpose, universities need to equip students with more social skills and capabilities, and involve them in more social events, as in the modern world the field of Corporate Social Responsibility is also very vital for the overall brand of the institution.

Another important contribution of the research work is to identify if hypotheses which were stated are corroborated or not corroborated. The main finding from the research hypotheses could be that:

- There is no difference between the genders and perception of the Corporate Social Responsibility topic;
- School of the study and pre-existing ideas on the Social responsibility concept are not dependent to each other. At the same time recommendation for future improvement could be given that more students should be enrolled to such kind of surveys and better to have almost the same number of students from all the schools. In this case results would be more precise and providing results would be much easier.
- According to the linear regression analysis, dependent variable- Q8 which states that "I usually participate in social activities" and all supporting independent variables except one present the information that there is relation between them, according to the result of the linear regression test.
- There is no associating between the Sociodemographic variables, degree the student obtaining and degree of participation in social activities.
- And last but not the least important hypothesis is positive corroboration between schools are important factor for student to develop their social and personal responsibility and Motivation from Home/IPB University professors. The hypothesis is corroborated.

To finalize the work, it could be stated that, on the one hand a big proportion of the motivation has to be derived from the students itself. If someone is not interested in participating in social responsibility activities, he will not be active no matter how many courses or activities are offered by the universities. Furthermore, students have to be willing, ready and open-minded towards the issue otherwise they will never assume the idea and start to apply it on a regular basis. Overall, Universities have to constantly improve their offerings and actions regarding social responsibility especially in a

practical side. They should undertake a motivating action to get students involved. One important issue is that there is a need to encourage students to become more active in the society issues and stop them from being passive. As a result, it is necessary to have a systemized program, projects and proactive solutions. Educational Institutions should understand that they have there is not only economic aspect to maximizing profits, but also important to take care of all stakeholders including the community. The student must be educated to not only be beneficial for the company but also for the community and society. Another important result derived from the study is that if universities fail to motivate their students, they will lose interest which highlights the role of the university to be the main driver in social responsibility. There is a great importance to establish a fundamental interest and recognition in vitality of the issue in order to ensure that students are becoming socially responsible citizens. Good social responsibility practice is very important for universities because students not only getting their personal benefit from the Social responsibility programs and activities but also they dedicate to the future companies which they will be a part of and whole society will attain their contribution.

Limitations of conducted work lie in low sample size, which limits the chances of some finding. Some significant connections are missing, so that bigger number of students involved in the survey would be a good suggestion. Future research lines include similar surveys for also PhD students who have more experience and more basis in university issues. Another research line lies in qualitative analysis which could be a good idea to implement Strategic Management tool as a good example of dealing with limitations of Social Responsibility issues.

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Appendix

Appendix 1

Table A.1. Abridged History of Strategic Management.

Period	1960's	1970's	1980's	1990's	2000's
LABEL	Definition of strategy	Conceptualizing Strategic Management	Industrial organization economics view of strategy	Resources-based view of strategy	New paradigm for Strategic Management
SOME LEADIGN AUTHORS	Chandler (1962); Ansoff (1965); Andrews (1971)	Rumelt (1974) Mintzberg (1978) Ansoff (1979)	Porter (1985)	Barlett (1979); Barlett & Ghoshal (1986); Wermerfelt (1984); Barney (1991)	Nonanka (1991) Hammel (2000); Pfeffer & Sutton (2000); Chesbrough (2003a/2003b) Surowiecki (2004); Boudreau & Lakhani (2009)
DOMINANT THEMES	Corporate Strategy, Planning & Growth	Strategic Management content & process	Competitive advantage development	Resources & capabilities development	Learning, knowledge & innovation
RATIONALE	Strategy as a rule for decision-making	Evaluation & implementation of critical aspect of formulated strategy	Five forces analysis of the industry to develop competitive advantage through generic strategy	Valuable, rare & costly to imitate resources without close substitutes	Dynamic strategic model firms obtain valuable information, create knowledge accumulate intangible capabilities in a process of learning
STRATEGIC CONCEPTS, TOOLS & TECHNIQUES	SWOT; Experience curve; growth share matrix	Value chain	Five force model strategic choice	Core competences value chain system; VRIO; game theory	New integrated information technology; open innovation; crowd sourcing

Source: Adapted from Melé and Guillen (2006, p.24).

Appendix 2

Questionnaire Booklet

Dear respondent,

This survey is conducted as part of the IPB University, namely, among Erasmus and International students. The questionnaire aims to collect information that will allow to characterize and analyze the overall awareness of the student on the topic of Social Responsibility, how he/she believe on importance of the given topic and have he/she ever invested or participated in the University Social Responsibility (USR). The data will be used for scientific purposes only, are anonymous and confidential.

Please answer the following questions, choosing answer from the list.

Part 1: Profile of respondent

Q1. Your age:

1. 18-21
2. 22-26
3. +26

Q2. Your gender

Q3. Country where you are from

Q4. Name of your home University

Q5. School in which you are studying in IPB:

1. School of Agriculture
2. School of Education
3. School of Health
4. School of Public Management, Communication and Tourism
5. School of Technology and Management

Q6. Degree of studies:

1. Bachelor
2. Master

Part 2: Data of University Social Responsibility

Q1. Have a pre-existing idea about social responsibility:

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Disagree

Q2. Schools are an important factor for student to develop social and personal responsibility:

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

Q3. My home university takes action to help me develop social and personal responsibility:

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

Q4. Polytechnic Institute of Bragança takes action to help me develop social and personal responsibility:

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

Q5. My home university motivates me to participate in the community:

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

Q6. My professors in my home institution motivate me to grow beyond myself:

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

Q7. My professors in IPB institution motivate me to grow beyond myself:

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

Q8. I usually participate in social activities

1. Strongly disagree
2. Disagree
3. Undecided

4. Agree
5. Strongly Agree

Q9. During my higher education journey, I got the chance to take one or more ethical courses:

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

Q10. I intend to take or already have taken courses concerning ethics outside the university:

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

Q11. Since you have entered university, did you interest/participation rate in the following subjects increased:

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

Q12. Assess the following activities which you practice besides university according to how much time you spend on (from 1-5 Scale)

1. Work
2. Time with family
3. Time with friends
4. Sports
5. Playing an instrument
6. Community Service

Q13. I am satisfied with the offer of my home university concerning (from 1-5 scale)

1. Ethical Courses
2. Courses which develop personal competences (e.g. presentation skills)
3. Cooperation between university and companies
4. Guest lecture especially on National and Global concern issues

Q14. I am satisfied with the offer of IPB university concerning (from 1-5 scale)

1. Ethical Courses
2. Courses which develop personal competences (e.g. presentation skills)
3. Cooperation between university and companies
4. Guest lecture especially on National and Global concern issues

Q15. I do actively participate in offers from the university like mentioned above:

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

Q16. My university has to put more time and recourses to get students involved in socially responsibility issues:

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

Q17. IPB university has to put more time and recourses to get students involved in socially responsibility issues:

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

Q18. I believed my university overall respects its commitment to the community and plays a vital role in social responsibility:

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

Q19: I believed IPB university overall respects its commitment to the community and plays a vital role in social responsibility:

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

Q20. Since you have entered university, did you interest/participation rate in the following subjects increase (from 1-5 Scale)

1. Local politics
2. Global Politics
3. Sustainability
4. Community Contributions

Thank you for collaboration!