The Role of Ethical Leadership in Promoting CSR: A Case Study of Lebanese Universities

Rawas, A.A.

A thesis submitted in partial fulfilment of the requirement of Staffordshire University for the degree of Doctor of Business Administration

DBA   March, 2019

Acknowledgements

Abstract

This study tries to create new knowledge and add new insights to the topic of corporate social responsibility in the higher education sector. The context of this study is Lebanon that lags behind other countries in the region in promoting CSR. There are no government incentives to fight corruption, promote transparency or encourage responsible business by the private sector. As for the educational sector in Lebanon, there is a significant need for CSR interventions. The Lebanese universities need to support CSR initiatives and goals of sustainability rather than just the objectives of enrolment and profitability only if they are to be seen as ethical organisations. Academic institutions need to understand the real value in reporting CSR initiatives to the public and being transparent with their stakeholders. The leader in these academic institutions is the most crucial change agent, as the academic leader has the resources and power to enable the necessary change. Therefore, leaders in universities must play a more significant role in promoting CSR. To do that, the leader has to possess a robust ethical conviction that will guide all the organizational activities and decision making. This study addresses ethical leadership given the influence of the leader's ethics on the ethos of the working environment.

Thus, the main research aim is to examine the relationship between specific leadership characteristics and ethical leadership and to explore the ability of ethical leadership in promoting CSR in the Lebanese universities. The researcher will start with reviewing previous studies on the antecedents of ethical leadership, CSR and the relationship between ethical leadership and CSR. A conceptual framework (based on the leadership multiple-influence model and previous theories) will be developed in this study. The model will conceptualize the different levels that may affect the leadership process, including the task level, the organisational level, the environmental level and the leader's individual attributes. The conceptual model will allow studying the relationship between ethical leadership and corporate social responsibility in the field of higher education.

Based on the pragmatic philosophical stance, the mixed research method will be used in this study. The mixed method will allow the use of both quantitative and qualitative methods to answer the research question. Notably, the sequential mixed method will be applied, starting with the quantitative method, and then followed by the qualitative method. Each set of data is collected, analysed and presented in a separate form to support the framework created by the researcher involving the antecedents of ethical leadership, ethical leadership and the willingness of ethical leadership in promoting CSR. Based on the outcomes of the quantitative study, the antecedents for EL include significant traits (trustworthy, integrity and fair), behaviour (displaying a role model figure, respect and moral identity), sources of power (information/ expert power, power-sharing and rational persuasion power) and situations for EL to manage and control (situations with complex management, challenging problems and continuous changes). Based on the qualitative analysis, results have identified the critical role of ethical leadership in maintaining a climate of social responsibility and engaging fairly with different stakeholders.

Finally, this research has contributed to knowledge in presenting a conceptual model that explained some of the factors influencing leadership effectiveness. These factors include micro-variables (related to the internal environment) and macro-variables (related to the external environment). To measure the ability of EL in promoting CSR, the seminal work of Hunt & Osborn has been advanced by weaving it to the principles for Responsible Management Education and the antecedents for ethical leadership. This tentative model was investigated to clarify if it is applicable in the Lebanese higher education context. Based on the findings, the model was refined to include concepts that are highly related to Lebanon. Besides, this study has presented a spectrum with three colours: deep green, light green and red. The spectrum shows the degree of CSR integration into curricula and research for universities located in Lebanon where deep green universities have major involvement in CSR, light green universities have some involvement in CSR, and red universities have minimal involvement in CSR. Following that, the researcher has presented some critical action steps for educational institutions (whether deep green, light green or red) in Lebanon and the region. This spectrum can be used by any university, school or academic institution outside this study. Also, it can be applied to sectors beyond education and the private sector.

Table of Contents

List of Tables

List of Figures

Abbreviations:

CSR: Corporate Social Responsibility, EL: Ethical Leader, PRME: Principles for Responsible Management Education, UN: United Nations, ME: Middle East, VP: Vice Presi

Chapter One: Introduction

1.1 Introduction

In chapter one, the researcher will present the need for this research project. Then, the researcher will identify some gaps in the literature, explain the contribution of this study and outline the aims and objective of the research. Finally, the researcher will provide a signpost that will show the structure of the thesis. This chapter serves as a bridge leading to the literature review in chapter two.

1.2 Background and Justification

Globally, news on cases of scandals and ethical abuse has increased in the business sector, public sector and higher education (Johnsen, 2018). These practices have called for severe measures in corporate social responsibility (Kim & Choi 2018). CSR activities are necessary to address stakeholders' concerns, win their trust and minimize their uncertainty regarding business activities (De Jong & Van Der Meer, 2017). Also, one of the most crucial reasons for these scandals is the crisis in ethical leadership and role modelling (Winston, 2007; Wright & Quick, 2011; Kim, 2019).

This study will focus on the Lebanese higher education sector that is dated back to 1866 and considered very important in the region (National Tempus Office, 2016). This sector in Lebanon is facing several challenges as the fierce competition and numerous players in the market, the absence of government intervention and updated regulations, and the lack of sound quality and accreditation measures (National Tempus Office, 2016). Under those circumstances, the Lebanese universities need to honour their ethical duties, focus on ethical leadership and invest in social responsibility (Chedrawi et al., 2019).

Usually, the mission of universities is to contribute to society through the curation and dissemination of knowledge, responsiveness, excellence, integrity and civic engagement (Caldwell & Jeane, 2007). However, nowadays, some universities do not live up to their mission and run against their ethical values to maximize profits and shareholders' wealth (Wright, 2014; Soundararajan et al., 2018). To attain credibility and prevent unethical behaviour, leaders in the educational field must commit to fulfilling the universities' mission, vision and social connectedness (Miotto & Rom; 2017).

Education is the way to empower students, develop their ethical judgement and encourage them to participate in the transformation of societies (Miotto & Rom; 2017). To create future human resources that are altruistic and responsible, academic leaders in the universities must set the pace and provide a good example in adopting high levels of morality (Yilimaz, 2010; Downe et al., 2016). Given that, an ethical leader with a transparent style of leadership will outline acceptable behaviour throughout the organization, maintain a climate of social responsibility and engage fairly with the different organizational stakeholders (Duane Hansen et al., 2016).

The situation and challenges in the Lebanese higher education sector was the catalyst for this research project. Furthermore, accordingly, as the researcher is knowledgeable in higher education, the research topic will be ***the role of ethical leadership in promoting CSR in the Lebanese higher education sector.***

1.3   Contribution to Knowledge

After identifying the importance of ethical leadership and CSR in the Lebanese higher educational sector, the researcher has noticed some gaps in the literature. There are many studies on CSR; however, it is still not stated who is responsible for implementing it in the organization (Babalola et al., 2019). Moreover, studies on the relationship between ethical leadership and corporate social responsibility are still embryonic, philosophical, fragmented and normative (Carter & Greer, 2013; Hemingway & Starkey, 2018).

In reviewing the literature, the researcher has noticed a few studies on the role of ethical leadership in defining the level to which the institution engages in CSR (Alvarado et al., 2010). Moreover, these studies do not consider the characteristics of ethical leadership that may affect the extent to which the institution engages in CSR and allocates the optimal budget for CSR activities (Brown & Trevino, 2006; Osagie et al., 2018). Studies on the relationship between ethical leadership and CSR, till the beginning of the 1980s, have lacked a comprehensive overview, valid analysis and solid empirical research (Carter & Greer, 2013). Besides, these studies do not focus on cultural variation, addressing mainly CSR in the developed countries (Christensen et al., 2014). To contribute today to the existing theory and inform professional decision-making, more scientific and multi-cultural research is required to build on and extend the previous work that has been done on the role of ethical leadership in promoting CSR (Mayer et al., 2008; Christensen et al., 2014).

As for the Lebanese higher education sector, there is less literature available on the topic of CSR (Karam & Jamali; 2018). Moreover, there is very minimal work on the relationship between ethical leadership and CSR (Zakka, 2010). The available studies on CSR in Lebanon are considered underdeveloped and descriptive (Jamali & Hossary, 2019). Besides, these studies are not guided by theory or reliable evidence and in their early stage of development (Al-Abdin et al., 2018). There is a high demand for better empirical research on CSR and the relationship between ethical leadership and CSR in the Lebanese higher education sector (Jamali et al., 2017).

1.4   The Research Aim and Objectives

1.4.1 Research Aim

Based on the previous section (section 1.3), the researcher will define the research aims and objectives of this study. The research topic is narrowed down to the research question, and this question has to be linked to a goal or a problem (Jonker & Pennik, 2009). After stating the research question, the researcher may develop the conceptual model, the relationship between variables, or hypotheses (Jonker & Pennik, 2009).

The study main goal is to develop a theoretical framework to investigate the role of ethical leadership in promoting CSR and to identify the leadership characteristics as traits, behaviour, power and situation that may provide the basis for ethical leadership. The purpose is to add new insights to the topic of CSR in the higher education sector in Lebanon. The Lebanese higher education sector is used to contextualize and narrow down the research topic, as well as, it is related to the professional expertise and work domain of the researcher.

Lebanon lags behind other countries in the region in promoting CSR (ElGammal et al., 2018). As for the educational sector in Lebanon, there is a significant need for CSR interventions. Out of 41 universities in Lebanon, only four universities have joined the PRME-UN (the Principles for Responsible Management Education by the United Nations) which provides a global network for academic institutions to advance CSR (Jamali et al., 2018).

Educational institutions are one of the most prominent places to lead and promote a positive social change in the community ranging from ethical practices and community services to environment protection and sustainability. Benefits of this approach include stakeholders sustaining a long term relationship with the academic institution and respecting it

for being a good corporate citizen (Du et al., 2010). The leader in these academic institutions, being the most critical change agent (Yukl, 2010), has to concentrate on producing "utilitarian outcomes in terms of the greatest good for the greatest number of stakeholders" (Burnes and By, 2011, p.2). To do that, the leader has to possess a moral compass (Burnes, 2009) that will guide all the organizational activities and decision making. This study addresses ethical leadership given the influence of the leader's ethics on the ethos of the working environment. Based on that:

- The aim of this research is to examine: *"what is the role of ethical leadership in promoting CSR in the Lebanese higher education sector?"*

1.4.2 Research Objectives

To address the research aim "*what is the role of ethical leadership in promoting CSR in the Lebanese higher education sector?"* the following objectives have to be fulfilled in this study:

- To critically review and evaluate the literature and the literature debates on leadership, ethical leadership, corporate social responsibility, stakeholders, and social learning theory.
- To investigate the antecedents and personal characteristics of ethical leadership in the Lebanese higher educational sector..
- To examine the role of ethical leadership in promoting CSR in the Lebanese higher educational sector.
- To develop a framework that incorporates the antecedents of ethical leadership, ethical leadership, and CSR

Research objectives require rigorous thinking as they have to answer the research question, provide a detailed roadmap of the research, and guide the design of the research methodology (Jonker & Pennik, 2009).

1.5   Outline of the Thesis

To understand more the direction of this research project, the researcher will explain the outline and content of each chapter. In chapter 2, the researcher will review previous studies on the antecedents of ethical leadership, CSR and the relationship between ethical leadership

and CSR.

Next, chapter 3 will clarify the rational choices of the researcher concerning the philosophical position, the research approach, the research strategy and the research design. Also, the chapter will identify the research instruments used to answer the research question that are the questionnaire, interviews and observations.

Then, chapter 4 will present the analytical process and outcomes of the quantitative study. The main aim is to reliably determine how the Lebanese population perceive an ethical leader in the higher education sector. The strategy used in the quantitative approach to collect data is the survey.

In chapter 5, the qualitative method will be used to explain the social phenomena of CSR. The strategy used will be the multiple cases study, and the data collection techniques will be interviews, observations and visuals and documents. After that, the group of instances related to different universities in Lebanon will be examined to test the probabilistic relationship between ethical leadership and CSR.

Finally, chapter 6 will propose the findings and discuss the contribution of this study to the field of leadership and CSR. Moreover, the limitations of this study and the recommendations to the different Lebanese universities will be presented in this chapter.

1.6 Conclusion

This chapter has identified the scope, context and overall purpose of the research project. This study aims to investigate the role of ethical leadership in promoting CSR. The whole concept of CSR is new in Lebanon, and it is imperative to decide on who will promote, support and encourage CSR in the higher education sector. At the same time, there are very few studies on the role of ethical leadership in defining the level to which the institution engages in CSR and serves multiple stakeholders interest.

In this thesis, the researcher will advance the development of a CSR leadership model for institutions operating in the Lebanese higher education sector. The model will address the different levels affecting the leadership process in promoting CSR, including the leader's individual attributes, the environmental level, the organisational level and the task level. In the coming chapter, the researcher will start reviewing the literature on the concept of leadership, EL, CSR, stakeholders' theory and social learning theory.

Chapter Two: Literature Review

2.1 Introduction

The purpose of this chapter is to undertake a critical literature review focusing on *the role of ethical leadership in promoting corporate social responsibility in the Lebanese higher education sector* to allow the Lebanese universities to respond efficiently and effectively to the latest social and environmental challenges of modern economies.

First, this literature review will compare leadership to management, analyse the different leadership approaches, and reflect on some leadership studies. Second, ethical leadership is assessed by the trait, behaviour, power and situational leadership approaches. The trait, behaviour, power and situational approaches are used as a way to classify the different empirical research and theories of leadership (Yukl, 2010). Controversies and debates in past EL studies are evaluated. Third, CSR and stakeholders' theory are explored. Fourth, EL is compared to other leadership styles. Fifth, a framework synthesising leadership characteristics, EL and CSR, are created using the social learning theory of Albert Bandura and stakeholders' theory of Freeman. The social learning theory is used as a strong theoretical foundation to clarify the antecedents and outcomes of the EL (Bandura, 1986). The stakeholder's theory has identified different groups that the business is responsible for satisfying their needs (Freeman and Reed, 1983). The framework of EL characteristics, EL and CSR, are then followed by a review of the past debates and models of EL. Finally, the ethical leadership model is examined based on the higher education sector in Lebanon and the interest of the Lebanese universities in CSR. The literature review will start with defining leadership.

2.2   Leadership

Although there are endless terms in literature trying to define leadership, the concept remains ambiguous (Spicker, 2012). Fayol has defined Leadership as actions directed towards individuals or teams to resolve their work conflicts and motivate them to achieve organizational objectives (Rodrigues, 2001). However, there is a stream of definitions by other researchers over the past fifty years.

Katz and Khan (1978) believe that leadership goes beyond compliance with the daily routines of the organization and is more concerned with starting an evolutionary change. Also, House et al. (1999) find leadership as the process of motivating and influencing others to share in the success of the organization. Hemphill & Coons (1957) believe that leadership influences the choice of strategies and objectives, the programs and formal structure, the work activities, and the allocation of resources. Moreover, leadership influences the members' values, trust and cooperation to meet the current working requirements and future challenges (Hemphill & Coons, 1957).

However, there is disagreement among researchers about the leadership definition. Disagreements involve who will exert the influence, the aim of the influence and the influence required outcomes. According to Janda (1960), leadership has several meanings to the researchers, and the definitions of leadership in the scientific discipline remain subjective. Janda (1960, p.346) states that: "our literature has become cultured with a wealth of disparate findings on poorly defined, similarly named concepts" and the notion of leadership is an excellent example of this imbalance. In today's managerial world, some scholars believe that defining leadership is a management challenge (Ivancevich & Matteson, 2011). Winston and Patterson (2006) have tried to create a comprehensive definition of leadership by considering more than 90 variables to conclude at the end that the definition of leadership will keep on changing as scholars gain better insights into the breadth of leadership.

Nevertheless, all leadership definitions have in common the assumption that leadership is a process of influencing, directing and facilitating relationships in workgroups and organizations (Stogdill, 1974). This process involves a complex and interactive exchange relationship between the leader and followers that is built over time and to achieve mutual goals (Hollander & Julian, 1969). The leadership process includes the context (will be discussed in section 2.2.1), the leader (Leadership theories will be discussed in section 2.2.2), the group of followers, and the consequences (outcomes) (Stogdill, 1948). These elements interact with each other, and the outcome of their interaction will affect and change each element within the leadership process (Murphy, 1941). The person expected to perform the role of leadership is the "leader", and other members are "followers". Leaders guide the organization, orchestrate group activities and inspire followers to achieve the organization mission, objectives and common goals (House et al., 1999). Leaders exercise power, provide resources and fulfil followers' task-related needs (Hughes et al., 2012). As a result, followers give compliance to the leader. Followers, whose basic work tasks are directed and assessed by

the focal leader, have to show commitment and recognition to this leader (Hollander & Julian, 1969). Followers, as the most critical component in the leadership process, are not passive players (Hollander & Julian, 1969). First, followers can accept or reject the leader (Northouse, 2019). Second, based on their needs and expectations, followers can determine what is required from a certain leader (Heifetz & Linsky, 2002). Third, given their personalities, attitudes, motivation and competencies, followers can determine the accordingly required leadership style (House, 1996). In other words, leadership style, whether participative, supportive or directive can be highly impacted by the nature of followers in the organization. Also, followers' level of performance can determine the leader's behaviour, whether considerate and less directive or more controlling and highly directive (Li et al., 2018).

As for the consequences of the leadership process, they involve fulfilling the followers' needs whether maintenance needs (as team cohesiveness, good working relationship and shared values) or task needs (Zaccaro et al., 2001). Having these needs fulfilled, the outcome will be a highly motivated, satisfied and responsible team (Yukl, 2010). Besides, the leader-follower relationship will be characterized by mutual respect, trust and loyalty (Yukl, 2010). All of this will be reflected in high levels of commitment, citizenship and performance in the organization.

The Leadership process has explained the nature and functions of leadership at a higher level of sophistication than the leader-centric theories (Hollander & Julian, 1969). Recently, with the empirical observation and hard work of social scientists, leadership is studied not only as a role but also as a multifaceted concept and a social influence process (Winkler, 2010). First, the leadership process takes a holistic and multidimensional approach to leadership, where leadership is the product of different elements (leader, followers, context, outcomes,…) (Bass, 1990). Besides, leadership is not only a psychological but also a sociological phenomenon that highly varies with different leaders, followers and context (Bass & Stogdill, 1990). In addition, the leadership process is not linear as the leader-centric approach. All components of leadership are interconnected in a circular form, and the actions of one member highly affect other members (Hollander & Julian, 1969). The relationship between the leader and followers is highly interactive where the actions of the leader influence the followers and the actions of followers influence the leadership style. Moreover, in the leadership process, several factors and not only the leadership style of management can affect the outcomes as the nature of followers, type of situation and surrounding context (Northouse, 2019). In other terms, the level of commitment, performance or organizational success is the

result of the interaction of different components in the leadership process (Winkler, 2010). The next section will explain that anything done within the internal or external environment of the leadership process is highly important and affects the organizational effectiveness.

2.2.1 Leadership Multiple-Influence Model

Leadership does not reside in a vacuum or one person only but is a product of the function of several variables. Leadership is dynamic because it varies with internal and external environmental factors that affect leadership effectiveness (Cleland, 1998). Examples of these factors can be organizational objectives and strategies, policies governing the job, wages and working conditionings, role expectations of superiors and subordinates, interpersonal relations and the nature of the task (Bass, 1990). In this study, the Hunt and Osborn's (1982) model of multiple-influence will be used to explain the factors influencing leadership effectiveness including micro-variables (related to the internal environment) and macro-variables (related to the external environment). This model has provided an abstract scheme for conceptualizing the different levels that may affect the leadership process including the task level, the organisational level and the environmental level (Hunt & Osborn, 1982).

As for the task level or the work that is required to be performed by employees within the organization, several aspects have high relevance to leadership as task autonomy, task feedback, task structure, task interdependence and task challenges. Task autonomy or the degree of control an employee has over the required job is related to the employee's expertise and affects an employee's sense of responsibility and job satisfaction (Hersey & Blanchard, 1993). Task feedback or the degree of information about an employee's performance can be provided by the work activity itself or by the leader (Ivancevich & Matteson, 2011). Task structure or the amount of rules and procedures governing a specific task determines the degree of help that is required from the leader (Yukl, 2010). Usually, subordinates expect more coaching from their leader when the task is less structured, the outcome is unknown, and the way needed to reach the outcome is vague (Ford, 1981). Task interdependence is the degree to which work activities require synchronization for teams to achieve the planned outcome (Fry et al., 1986). Task interdependence influences the level of planning, organizing, directing and communication skills required by the leader (Fry et al., 1986). As for task challenges, some problems can be solved by using the available resources and professional expertise in the organization (Heifetz, 1994). Other more complicated problems as the

adaptive problems require from the leader to change the existing system and adopt different leadership approaches in order to address the challenges and improve the situation (Heifetz & Linsky, 2002).

In the organizational level, the leadership process is affected by two different facets of the organization: the formal organization structure and the informal organization structure (Abrahamson, 1996). The formal structure involves the level of authority (the hierarchical levels in the business), the organizational structure (the patterns of communication and relationships among work members), the degree of formalization (the degree of standardization in the operating procedures), and the centralization (the degree of diffusion of decision making throughout the business) (Boone & Kurtz, 2011). As for leadership, the leader's behaviour changes with the different hierarchical levels (Ashour & England, 1972; Burns, 1978; Bass, 1990) that is adapted to fit the complexity of the organizational structure and to achieve the required outcomes (Boyatzis, 1982; Daft, 1991; Davies, 2004), and is constrained by the different procedures and degree of formalization for each position (Mumford & Connelly, 1991; Heifetz, 1994; Huges et al. 2012).

As for the informal structure or organizational culture, it is the set of shared values, myths, rituals, symbols and shared experiences (Alvesson, 2011). Moreover, the organizational culture involves the practices and assumptions about work, organization's philosophy and expectations, and socially learned and transmitted rules that have been created over time (Alvesson, 2011). Organizational culture is the unique personality and invisible force that guides the behaviour of the members, determines their communication styles and influences their self-image and future expectations (Yang, 2007). Also, the organizational culture can determine the way members identify with the organization and interact with stakeholders, and their sense of direction at the workplace (Schrodt, 2002). According to Schein (1985), the organizational culture is manifested in three levels: the tangible and visible (artefacts including the physical environment, artistic creation, style of decoration, products and technology), the espoused values and norms (observable ceremonies and rituals) and the essence of culture (unconscious assumptions that are deeply embedded and less visible). The culture in an organization is created by the founders' perception and values, the organizational structure and processes, the nature of the business and industry demands and the attitudes and mentalities of employees (Schein, 2010). In addition, the leadership style, goals, thoughts and assumptions highly influence the organization culture (Tsai, 2011). Leaders, as the main

architects of culture, have a massive impact on the policies and rules set for employees, the values and practices of followers and the working environment (Schein, 2010).

Leaders can change the culture by using particular behaviour as role modelling to inspire employees to work differently or by using the leaders' power to reward or punish certain practices (Schein, 1985; Rausch, 2005). Leaders select members that fit the organizational culture, develop recognition programs that spread motivation, communicate ethics and acceptable practices, craft and share their vision with staff members and define the boundaries for what to do and what not to do in the workplace (Ogbonna and Harris, 2000). According to Brooks (1996), Leaders will use their knowledge to influence, change and develop the organizational culture in a certain organization. From the other side, leaders are also affected by the organizational culture and organizational climate (the employees' subjective reactions to the organizational culture) (Boyatzis and Skelly, 1983). The nature of culture determines the possible kind and ethos of leadership style (Porras & Hoffer, 1986). An organizational culture of ethics, commitment to do what is right, courtesy and openness in communication, collaboration and teamwork, shared accountability and freedom of thoughts can highly impact the style of leadership and leadership effectiveness in a certain organization (Schein, 1990). Such a culture and a healthy working environment can create consistent behaviour among employees, reduce their conflicts and allow them to support and implement the leader's vision (Kane-Urrabazo, 2006). Besides, in this culture, employees will display more loyalty and commitment, accept the organizational ethos, accomplish the objectives of the organization and contribute to leadership effectiveness and success (Kim et al., 2011).

In the environmental level, the broader economic, legal, social and technological variables are considered within which the leadership process occurs (Blaza, 1992). This level involves the changing and complex external environment confronting the leader and the ability of a leader to manage across diverse societal cultures (Rost, 1991). As for the degree of change in the external environment, a dynamic environment will complicate the leadership process and call for new modes of leadership (Weaver et al., 2003; Friedman, 2005). As for the societal culture, it is the learned behaviour, mannerisms and the way of life of a certain society (Schein, 1985). A competent leader, working in a global context, needs to be aware of the diverse cultural values within the organization (Heifetz, 1994; Zemke et al., 2000; Kohls, 2001).

Finally, these variables vary in importance, are complex in nature and change over time. As a result, scholars are not able to reach a comprehensive taxonomy entailing all the different variables affecting the leadership process or to study the effect of all these variables on leadership effectiveness (Friedman, 2005; Northouse, 2019). In the following part, the five approaches used to classify theories on leadership effectiveness will be discussed on a broader lens.

2.2.2 Leadership Effectiveness Theories

Leadership effectiveness is required to help the organization achieve its performance and growth objectives, deal with challenges and crises, and attain group cohesiveness and commitment (Raush, 2005). Some researchers measure leadership effectiveness through followers' development, satisfaction and motivation (Dirks & Ferrin, 2002). Leadership effectiveness is also measured by the ability of a leader to make the right decisions, resolve followers' problems and gain followers' respect (Bass, 1990). However, it is not clear, and there is a controversy on which measure is best used to evaluate leadership effectiveness (Bolden, 2007). In the following section, the five approaches used to classify theories on leadership effectiveness will be discussed.

2.2.2.1   Trait Approach

Trait approach, one of the earliest approaches in 1930, suggests that the leader's personality, skills, values, and motives determine the leadership effectiveness (Ashour & England, 1972). This approach is based on the assumption that a person has to be a leader by nature. Also, the leader has to possess extraordinary abilities as foresight and persuasive power to succeed in an organization (Ashour & England, 1972). However, in this approach, some studies have failed to come out with traits that can contribute to leadership effectiveness, as no attention has been given to intervening variables or to the explanatory processes (Ashkanasy & Gallois, 1994). Nevertheless, evidence from other studies has accumulated over the past years relating leader's attributes to leadership success. In the next section, studies done to investigate the relationship between traits and managerial success will be discussed.

2.2.2.1.1 Stogdill Research:

Stogdill (1948) has reviewed more than 124 studies on leadership traits from 1904 to 1948 and hasn't found any reliable evidence that some specific traits lead to leadership effectiveness. Again Stogdill (1974) has carried another review and found no empirical support for universal leadership traits. Stogdill (1974) has concluded that possession of some

attributes may increase the probability that a leader will be successful, but will not guarantee the effectiveness in all situations and with different kinds of followers.

2.2.2.1.2 McClelland Research

McClelland (1965) has conducted research on managerial motivation. He has investigated the relationship between some needs as the need for achievement (attaining a standard of excellence), the need for affiliation (being accepted by others), the need for power (seeking positions of authority) and leadership effectiveness (McClelland, 1985). Results have supported the proposition that leadership effectiveness is linked to a moderate need for achievement, low need for affiliation, and a strong need for socialized power (McClelland, 1985). Still, in a large organization, results have not been precise regarding this relationship because it depends on the managerial position and kind of an organization (Boyatzis, 1982).

2.2.2.1.3 Miner Research

Miner's (1965) work has confirmed McClelland's research on managerial motivation. Miner (1965) has formulated a theory relating leadership effectiveness to motivational needs that are the need to exercise power (McClelland need for power), the desire to compete with others (McClelland need for achievement), and the desire to have a positive attitude towards others (McClelland need for affiliation). Miner has found some evidence on this relation in large organizations while discovered inconsistent results in small organizations (Berman & Miner, 1985).

2.2.2.1.4 Critical Incident Research

Substantial research has been conducted in a group of companies to determine the primary competencies that are related to leadership effectiveness (Boyatzis, 1982). Competencies, which have contributed to leadership effectiveness, have involved traits, skills, self-image, knowledge and motives (Boyatiz, 1982). In Boyatzis's research (1982), effective leadership is related to high-efficiency orientation, high socialized power, high self-confidence, strong self-efficacy, interpersonal skills and finally conceptual skills.

2.2.2.1.5 Longitudinal Research

Longitudinal studies by the American Telephone and Telegraph Company have tested in three phases (beginning phase, within eight years, and 20 years) the effect of some traits, motives, and behaviour on leadership advancement (Bray et al., 1974). The results have clarified that some traits are necessary for leadership advancement as the high need for advancement dominance, the interpersonal skills of oral communication, the cognitive skills of

creativity, and the managerial skills of planning (Bray et al., 1974). In all the studies carried by AT&T, the job situation has impacted the relevance of attributes for leadership advancement as whether the job situation is favourable and encouraging advancement or not (Howard & Brad, 1988).

2.2.2.1.6   Leadership Traits and Effectiveness

In this section, the consistent findings across different research methods that have studied the relationship between specific traits and leadership effectiveness will be summarized. These traits and skills are high energy level and stress tolerance, self-confidence and self-efficacy, strong internal locus of control and future-oriented perspective, emotional stability and maturity, socialized power motivation and participative coaching style, moderate high achievement orientation, and low need for affiliation (Bass, 1990). Recently, other relevant competencies have been identified to be positively correlated with managerial advancement. These traits are emotional intelligence, social intelligence, system thinking or grasping the complex interdependencies among different parts of the organization, and finally the ability to refine mental models based on changes in the environment (Goleman, 1995).

2.2.2.2 Behaviour Approach:

At the beginning of the twentieth century, the trait approach has been discredited. Critiques of the trait approach encouraged other scholars to focus more on the leader's behaviour as a better predictor of leadership effectiveness (Stogdill, 1948). Meta-analytical evidence supports that the leader's behaviour can highly affect the leadership effectiveness (Judge and Piccolo, 2004). Moreover, according to Derue et al. (2011), the leader behaviours can better interpret than the leader traits the variance in leadership effectiveness.

The behaviour approach focuses on two subcategories: one is descriptive mainly and examines the leader's pattern of functions and responsibilities for managerial jobs, and the second one is quantitative and examines the relationship between leadership behaviour and leadership effectiveness (Hughes et al., 2012). Although the first category is descriptive, still the ability of a manager to overcome constraints, recognize opportunities, cope with demands, and resolve role conflicts gives insights into effective leadership (Northouse, 2019).

2.2.2.3 Power-Influence Approach

Power-influence means the power exercised by the leader on his followers, peers, superiors, and external groups as suppliers and clients. This approach investigates the

leadership effectiveness in relation to the amount of power possessed, the type of power possessed, and how power is exercised by the leader (Hughes et al., 2012). Perhaps the best-influential of these theories is the work of French and Raven on the sources of power used by the leaders to influence others (Raven, 1992). In revolutionizing the study of leadership, Raven and French introduced five bases of power including coercive power, reward power, legitimate power, expert power, referent power and then, later on, introduced the information power (Raven, 1992). Raven and French contribution have remained a foundation for the following research in power and influence tactics (Bass and Stodgill, 1990). However, other scholars, as Podsakoff & Schriesheim (1985) have criticized these sources of power as neither conceptually different nor defined precisely in a parallel way. Other studies related to this approach examine the relationship between participative leader practising power-sharing with followers and leadership effectiveness (Yukl, 2010). Also, other descriptive studies relate leadership effectiveness to the ability of a leader to consult with his followers and delegate some responsibilities (Yukl, 2010).

2.2.2.4 Situational Approach

This approach concentrates on contextual or situational factors that influence leadership effectiveness. These situational variables involve the particular attributes of the followers, the kind of work performed, the type of organization, and the kind of surrounding environment (Northouse, 2019). As to Mumford and Stenmark (2011), the situational variables include the performance pressure, the interpersonal conflicts, threats to the leader's self-efficacy, and the company's rules and regulation. The situational approach comprises two subcategories: one studying whether the leadership process is the same across different kinds of organizations and nature of the external environment, and the second studying the specific situational factors that moderate the relationship between leadership effectiveness and leader's traits and behaviour (Hughes et al., 2012).

2.2.2.5 Integrative Approach

The integrative approach combines several variables from the previous approaches. In recent years, it has become a typical way for scholars to have two or more leadership variables in one study. As studied before, these variables are behaviour, traits, influence processes, and situational variables. This study does not concentrate on one unified leadership approach, but is considered multifaceted and presents a broad set of the leadership variables (Ciulla, 1998). An example of this approach is the ethical leadership theory (Ciulla, 2003).

2.3   Ethical Leadership

For Leaders, leadership and ethics are inseparable, and lately, there is a rekindling of interest in leadership approaches that are explicitly based on the highest ethical principles. In EL, leaders have an articulated ethical vision, possess a strong ethical conviction that guides their practices and agendas, and are accountable for putting ethical values above short-term organizational interest (Becker, 2009; Dion, 2012). However, there are differences in the style of behaviour and the process used to make principled decisions among leaders. The reasons for these differences are based on the leader's espoused set of values and stage of moral development (Hughes et al., 2012). Kohlberg (1984) has developed the cognitive moral development model to explain the differences in EL practices. Kohlberg (1984) identified three levels of moral development where each level displays a more cognitively complex method of analysing ethical situations than the former one:

> The first level is the pre-conventional level, where the leader's primary motivation is the satisfaction of self-interest, and his/her moral behaviour is based on avoiding punishment and getting rewards. The second level is the conventional level, where the leader's primary drive is to satisfy social values through behaving conventionally. The third level is the post-conventional level, where the leader's objective is to fulfil internalized moral values even if the leader suffers from social rejection and economic loss. For Kohlberg, a leader may remain fixated at a particular stage and not necessarily progress to the next stage. However, the moral development progress can happen if the leader is keen to learn, enjoys stimulating environment, takes risk and assumes responsibility.

This model is a good base for evaluating leaders as the leader in the post-conventional level is considered more ethical than the leader at the pre-conventional level (Trevino, 1986). Also, this model is used in training leaders in moving to higher levels of moral development (Trevino et al., 2003). Nevertheless, other scholars believe that the stages of moral development in Kohlberg's model are not distinct (McCauley et al., 2006). Also, the model ignores other social variables that affect a leader's behaviour (as specific situation, costs and benefits of a certain behaviour, peer pressure and other competing motives) (Bee, 1994). Finally, the model considers women as deficient in moral development (McLeod, 2013). Therefore, the moral development model cannot be considered in isolation.

Concerning the traits approach, an ethical leader is defined as altruistic and of personal integrity (Bennis & Thomas, 2002; Engelbrecht et al., 2017). Scholars focus on integrity as an essential trait of EL and link it to leadership effectiveness (Bennis & Thomas, 2002). Sirvastva et al. (1988), Morgan (1989) and Becker (1998) have identified integrity as a prerequisite for leadership effectiveness, and have discovered that individuals high in integrity make successful candidates for leadership positions. Also, Badaracco and Ellsworth (1990) and Covey (1992) have found that value-driven leaders provide a foundation for leadership effectiveness. Moreover, Morrison (2001), Parry and Proctor-Thomson (2002) and Trevino et al. (2003) have found a positive correlation between integrity and leadership effectiveness.

Also, this approach focuses on the leader's values, conscious intention, freedom of choice, respect for others, fairness and justice, truthfulness, dependability, and reliability (Burns, 1978). Moreover, Burns (1978) points out that an ethical leader needs to have a higher level of morality that will raise the followers' consciousness and moral values (as equality, justice, and humanitarianism). As for Kohlberg (1969) and Duane Hansen et al. (2016), the ethical leader has to have a good understanding of the principles of social responsibility.

Concerning the behaviour approach, an ethical leader needs to practice a certain behaviour that is consistent with the espoused values (means) to reach a beneficial purpose (ends) and have the appropriate consequences for the leader and the followers (outcome) (Bass & Steidlmeier, 1999). According to Becker (1998) and Downe et al., (2016), an ethical leader needs to tell the truth, keeps his promises, fulfils his duties and be a role model to his followers.

Concerning the influence power approach, an ethical leader is influential if this leader has an impact on the ethics, values and lives of organizational members and in reforming the organization (Burns, 1978). A leader can influence the expectations of followers about the costs and benefits of any decision and the effectiveness of the organization (Greenleaf, 1977; Lleó de Nalda et al., 2016). The leader can use this power to help the organization or can misuse this power to gain financial rewards and career advancement (Burns, 1978; Sturm, 2017). According to Heifetz (1994), an ethical leader has to help followers to confront conflicts, estimate risk and discover prospects for success. Also, Heifetz (1994) clarifies that the ethical leader educates followers on how to face challenges by structuring the decision process, taking corrective actions, and building hope about finding solutions rather than providing fake remedies.

Concerning the situational approach, the ethical leader's traits, behaviour and influences on followers take place in a particular context or situation (Brown & Trevino, 2006). As a result, according to Trevino (1986), we need to study the situation that may support the existence of an ethical or unethical leader. The situation involves the values in the external community, the organizational culture, the ethical code of conduct, the formal reward system, the degree of having realistic or unrealistic goals, and the characteristics of the followers as to the degree if they have self-esteem, self-efficacy and ability to deal with threats and hardships (Trevino, 1986).

Regardless of the leadership approach, whether trait, behavioural, influence or situational, ethical leaders have a strong influence on the lives of the followers, the goals and values of the organization and the interests of the community (Rost, 1991). Ethics is vital to leadership, and there is an enormous ethical responsibility on leaders. Moreover, in the light of repeated scandals in the media, there is a high demand for EL and a higher level of moral responsibility in today's society (Kouzes & Posner, 1993; Schwartz, 2017).

Several studies have been done on EL in the higher education sector. A study covering the higher education sector in three countries: Australia, UK and USA has identified some leadership traits that are related to leadership effectiveness (Bryman, 2007). Traits have included the leader's being visionary, considerate, trustworthy, having integrity, respectful, fair, responsive and encouraging (Bryman, 2007). As for leadership behaviour that is related to leadership effectiveness, the leader has to provide followers with clear guidance, encourages followers' to participate in crucial decisions, promotes open communication, acts as a role model, and creates a positive work atmosphere in the organization (Bryman, 2007). Moreover, according to Bryman (2007), this leader provides resources to adjust workloads and conduct research, shares expertise with followers and makes academic appointments that improve the university's reputation. However, according to McCauley et al. (2006) and Stewart et al. (2011), leadership can be neutralized and substituted in the higher education sector, especially when the followers need independence and possess professional orientation. Nevertheless, as Mintzberg (1998) has previously stated that even if professionals in the academic sector require little leadership supervision, leaders still provide support and protection.

In another study by Hasrouni (2012) on the Lebanese higher education sector, the ethical characteristics that promote leadership effectiveness are trust, compassion, respectfulness and self-sacrifice for the larger group. As for ethical behaviour, the leader has to empower followers, foster creativity, engage followers in the philanthropic ventures,

positively brand the corporate identity, and commit to the words that are preached (Hasrouni, 2012). Also, for Hasrouni (2012), an ethical leader in the sector of academics has to serve as the university role model. A leader needs to act ethically in the university and to understand also the different local and global challenges in order to achieve leadership effectiveness (Hasrouni, 2012). This idea has been verified by Zein and Alameddine (2012) in a study comprising the functional administrative management in different Lebanese Universities. EL will not be implemented unless there is support from the upper administration in the university and consensus embracing the different departments to streamline the basics of business ethics (Zein and Alameddine, 2012). Zein and Alameddine (2012, p.6) believe that "if dialogue is absent, then principles and ethics will be vulnerable to multiple interpretations and be inconsistent with moral leadership."

Nevertheless, it is not easy to identify the leadership traits, behaviour and kind of influence that promotes leadership effectiveness (Ehrich, 2014; Demirtas, 2015). Also, it is hard to discover the appropriate mix of climate, corporate culture and work environment that supports ethical leadership (Cuellar, 2011; Demirtas & Akdogan, 2015).

2.3.1 Reflection on Ethical Leader Studies and Gaps in the Literature

Since the early 1970s, many studies have been done on business ethics, but fewer studies have focused on the theoretical foundation of ethical leadership (Northouse, 2019). The area of research on EL is still in its early stage of development. It lacks the traditional qualitative and quantitative research methods and the strong body of research findings to validate it (Yukl, 2010; Chikeleze & Baehrend, 2017). Leadership ethics relies mainly on the anecdotal, descriptive and subjective writings of some scholars as Greenleaf's and Burns rather than on empirical support and theories of human behaviour (Northouse, 2019).

On the other hand, other scholars as Brown et al. (2005) believes that considerable efforts have been made to conceptualise EL. The study of EL is becoming a growing research field (Frish and Huppenbauer, 2014). Moreover, some new scholars are providing a clear direction on how to understand and practice ethical leadership (Tanner et al., 2010), and on the virtues necessary to develop leader's authenticity (Kalshoven et al. 2011; Bass and Steidlmeier, 1999; Brown and Trevino, 2006), Also, Kanungo and Mendonca (1996) points out that leadership and ethics are considered as integral in the broader studies of leadership.

Before doing more studies on the ethical aspects of leadership, it is very critical to understand the nature of ethical leadership. Conger (1998) and Aronson (2001) points out that leadership is a dynamic and complex phenomenon, and it is tough to determine the only

concrete traits, behaviour and values that best describe ethical leadership. Boyatiz and Skelly (1983) consider that ethical leadership differs across different social systems and cultures, and what is considered as an ethical in one culture may not be considered as ethical in another culture. Zemke et al. (2000) also believe that there are differences in the ethical leadership values across different generations and among different individuals. In other words, ethical values, traits and behaviours are dependent on and related to the leader, generation and culture variables, and there is no one concrete description of EL (Kimura & Nishikawa, 2018).

In a trial for Arjoon (2000) to describe EL, he states that ethical leadership is "good leadership". However, Eisenbeiss (2012) argues that the term "good leadership" is imprecise and requires clarifications. Moreover, Brown et al. (2005) state that EL behaviour is described as the "right thing" to do. Nevertheless, Giessner and Quaquebeke (2011) believe that the "right thing" requires a better definition of what is considered the right thing or the most appropriate behaviour.

2.4 Social Responsibility and Stakeholders

Why does a leader need to focus on business ethics and social responsibility? This era has witnessed the birth of CSR movement that has been a reaction to the past turbulent ethical times, social unrest and newly found problems. Today, society expects from the businesses to comply with the ethical rules of conduct and to go beyond that by proactively addressing social problems and inequities (Waddock & Bodwell, 2002).

2.4.1   Social Responsibility

In past literature, there are several definitions of CSR. Also, there is a disagreement on the real meaning of the term. The corporate social responsibility is the macro level of the organizational values and business ethics, as it focuses on solving ethical dilemmas facing the business (Johnson and Scholes, 1999). However, for Drummond and Bain (1994), CSR is the general framework from which ethical practices can be identified and evaluated.

In CSR, the business is not an independent unit working in isolation and the society has jurisdiction over the business activities and moral obligations. Therefore, Maresca (2000) believes that CSR is complying with the sustainable development of society. CSR is "the obligation companies have to develop and implement courses of action that aid in social issues that impact society" (Zenisek, 1979, p. 359). Nevertheless, some scholars claim that organizations are incapable or not motivated to handle society's interest (Lepoutre et al., 2007;

Andre et al., 2010). Blaza (1992) believes that corporate social responsibility is considered by companies, as separate practices handled by non-business organizations. The level of social responsiveness by the firm can vary from doing nothing and fighting all the way, doing what is required only, being progressive, or being proactive and committed to social issues (Carroll, 1991). Social responsibility involves economic, legal, ethical, and discretionary dimensions (Carroll, 1979):

> The economic responsibility of the firm is to use the available resources to produce goods and services that generate sufficient profits and achieve a strong competitive position. The legal responsibility of the firm is to respect the laws set by the government and to be a good corporate citizen. The ethical responsibility of the company is to respect and exceed the expectation of the community, achieve corporate integrity and high ethical behaviour. Finally, the discretionary responsibility of the firm is left to the manager to decide whether or not to offer charity, support causes, or donate expertise to enhance the quality of life in society.

The reason behind the different insights on CSR is that some authors, as Friedman (1962), consider that the only CSR of a firm is profit maximization and shareholders' wealth. The firm uses its resources, employs workers, pays taxes and engages in activities that will increase the shareholders' return, and this is the only core social responsibility of the firm (Friedman, 1970). For others, as Simpson and Kohers (2002), going green is fundamentally unprofitable and will not add to the total profitability or bottom line of the business.

However, Avesson and Berg (1992) state that profitability is a result of operating efficiently and, at the same time, adopting sustainability and social responsibility practices. Maximizing profits and protecting social welfare are considered as mutually exclusive objectives and can add to the competitiveness of the business (Holt and Wiggington, 2002; Arnold, 2017). CSR is first pursuing the firm's interest and second being "responsive to the changing values, needs and expectations of the community and society in which it operates" (Clarkson, 1991, p.186). Other scholars, as Steiner and Steiner (2005), believe that responsible companies perform better than companies focusing on profits only. Moreover, profitability is instrumental and not intrinsic value by itself, and the only objective of a business is social welfare (Coughlin, 1990; Thorne et al., 2017).

Although CSR is a way to enhance the image of the business by avoiding negative propaganda (Freeman, 1984; Zhao, 2019), some describe it as a "management fad" and a

cheap public relation gimmick (Abrahamson, 1996; Biondi & Bracci, 2018). Under the banner of CSR, companies are adding to their wealth by greenwashing the attitude of the public. Given that, this fashion of green management practices will drop in popularity in the coming years (Pope & Waeraas, 2016). To overcome the public perception that businesses can use CSR as a PR stunt, companies need to gain CSR certificates or ISO certifications related to quality, safety and environment models (Hejase et al., 2012). Also, organizations can work with institutions within the UN to add credence to their CSR practices (Dirani, 2012). Furthermore, organizations can publish annual sustainability reports on their website that are authentic and comparable to the Global Reporting Initiatives (GRI) (Du et al., 2010; Sethi et al., 2017). After all, CSR is a voluntary activity towards a better society. Therefore, either a company genuinely gain the public trust by meeting the societal expectation, or deceptive CSR practices can evoke customers' scepticism and cynical perception (Waddock & Bodwell, 2002; Kim, 2019).

2.4.1.1 CSR in the Middle East

The CSR concept has been initiated in the West, and the CSR knowledge is based on the experiences of Western organizations (Hasrouni, 2012). CSR in the Middle East and North Africa (MENA) is fundamentally different due to specific variables related to the role of government, economic system, market structure, power of corporations and the culture (Dirani, 2012). Therefore, the CSR models need to be modified to fit the unique combination of factors that exist in the MENA region (Baraka, 2010; ElGammal et al., 2018). This region is in a state of instability, chaos and revolutions that have led to institutional deficiencies and underdevelopment (Charbaji, 2009; ElGammal et al., 2018). Lebanon, a country in the MENA region, has a stereotyped reputation in civil wars, political problems, socio-cultural division, corruption, and weak governmental intervention (Sarkis & Daou, 2013; Hazbun, 2016).

In such a country that is not yet a modern market state, CSR is in its embryonic stages, unpopular, and has a small number of believers (Hasrouni, 2012; Jamali et al., 2018). CSR is not integrated into the internal environment of the business, connected to the core business strategies or embedded within the practices of the organizational functions (Dirani, 2012; Mellahi & Rettab, 2019). Organizational commitment to CSR differs across various industries, lines of business and types of management (Sarkis & Daou, 2013). The spectrum of integrating CSR in the business ranges from companies focusing on financial and economic wealth to companies fulfilling the philanthropic responsibilities necessary for the betterment

of the society (Maignan, 2010). In the middle of this spectrum, there are companies abiding by the law or companies following the established social norms and values (Maignan, 2010).

In Lebanon, some organizations are not aware of the CSR concept, aware of the concept but suffer from the absence of adequate resources, or uninterested in responding to the CSR requirements (El-Kassar et al., 2018). In a study done by Hejase et al. (2012) on 100 Lebanese companies across different industries has found out that: 58% of the organizations have no or little knowledge of CSR, 30% considered CSR costs as the main obstacle towards investing in CSR initiatives, and the remaining percentage believes that CSR is the responsibility of the government rather than the business. Also, in the same study, Hejase et al. (2012) have realized that 56% of the organizations focus on the economic component of the triple bottom line. In times of economic hardship, some Lebanese organisations believe that making a profit is the fundamental priority for the business and a need for survival (Hasrouni, 2012). They try to reduce their expenditures and avoid investing in social activities that will affect their financial returns (Jamali, 2008; Chahine & Mowafi, 2015). Moreover having a narrow vision, these companies ignore the negative effect of their business activities on the social welfare, environment and future generations (Sarkis & Daou, 2013).

Other Lebanese organizations abide by the laws and regulations imposed by the Ministry of Work and the Ministry of Environment (Hejase et al., 2012). These laws main aim is to safeguard the employees' rights, the social welfare and the environment sustainability. Nevertheless, these laws are not sufficient to ensure the best employees working conditions, society betterment, or environment sustainability (Jones, 2003; AbouAssi, 2015). For this reason, some of the Lebanese companies are going beyond their legal obligations to collaborate with unions and NGOs to implement CSR initiatives (Hasrouni, 2012). For these companies, CSR is not a charitable endeavour or a form of sponsorship for local community activities, but has to be embedded in the organizational culture (Jamali & Sidani, 2008; Mellahi & Rettab, 2019). Even if the benefits of CSR will not outweigh the incurred costs, these companies will still invest in serving the local society and respond to environmental issues (Maignan, 2010).

According to Sherif (2015), few Lebanese organizations have realized that social responsibility is both beneficial and profitable. The benefits of CSR include efficient use of resources and cost savings, enhanced supply chain relationship and better capital access, recruitment and development of managerial talents, market position and competitiveness, and

positive impact on stakeholders (Porter & Kramer, 2006). Moreover, CSR is a source of innovation and competitive advantage, a foundation for employees' satisfaction and motivation, and a way to remove inconsistencies in the management decisions (Rettab & Mellahi, 2019). For example, Azadya foundation, a major fashion retail company, has spent $2.5 million on the renovation and revival of the Sanayeh Park (an ancient public park in the city Beirut) as a part of "Beirut is Amazing" campaign (Harb & Chaaya, 2015). The purpose of this renovation is to provide a solution to the desperate need for greenery in a city crowded with cars and buildings (Hayek, 2014). This project has been reported by the local press, and Azadya group has remained under the spotlight for a long time in the media. Such a contribution to society has benefited the company by softening their image and enhancing its stakeholders' relations.

Today CSR in Lebanon cannot be ignored anymore. On the contrary, the interest in CSR is presumed to increase (ElGammal et al., 2018). Local environment issues, social problems facing the region and the political turmoil urge the organizations to revise their relationship with stakeholders and invest in new ways to confront their challenges (Sherif, 2015). For a better future in the Middle East, and Lebanon particularly, organizations need to create a state-of-the-art innovative intervention by adopting a systemic CSR approach (Jamali, 2008; Azzi & Azoury, 2017) that will lower their resource usage, minimize their footprint on the environment and help in developing the society's welfare (Sarkis and Daou, 2013).

In CSR, the firm must identify its stakeholder groups and clearly defines and prioritizes the competing and conflicting responsibilities towards theses stakeholders groups (Smith & Lenseen, 2010).

2.4.2 Stakeholders

Stakeholders are "any group that has a vested interest in the operations of the firm. Traditional stakeholders for a firm include employees, suppliers, stockholders, customers, the government, local communities, and society as a whole" (Stanwick & Stanwick 2009, p. 35). This idea has been previously supported in Dodd's (1932) and Freeman's (1984) work stating that stakeholders are groups that can pressure or be pressured by the activities of the firm.

Berle (1931) and Friedman (1970) have claimed that the social responsibility of the business is to generate profits and increase the benefits to shareholders. However, Harrison and Lewellyn (2004) point out that other stakeholders can impact the activities of a firm through having expectations about corporate performance, experiencing and evaluating the

effect of corporate activities on their interests, and acting upon these expectations and interests. According to Maak and Pless (2006), the business operations have evolved from the focus on shareholders' benefits to the focus on stakeholders' interests and from acting as an independent player to being a good corporate citizen. The stakeholders are not anymore a mean to a business end, but they are an end themselves (Freeman and Gilbert, 1989; Phiri et al., 2019). So, which stakeholder groups are considered more important? The answer depends on the power of the firm to impose its decision on stakeholders, legitimacy and appropriateness of the actions taken by the firm, and urgency of the issue raised by the stakeholder group (Page, 2002).

Second, what are the challenges of the company in fulfilling the needs of the stakeholders' group? The firm needs to build an authentic relationship with the different stakeholder groups to be able to achieve common goals of business legitimacy (Brundtland, 1987). However, according to Overall (2016), it is challenging to establish a moral and honest relationship with multiple stakeholders in our today's world that is loaded with unethical behaviour. The second challenge is to decide on which groups are considered as stakeholders and which are not (Phillips and Reichart, 2000), and what kind of needs, the business has to fulfil for each stakeholder group (Laplume et al., 2008)? Another challenge is presented by Carroll (1999) that has criticised the stakeholders' principle as it has oversimplified the optimal application of CSR. Nevertheless, Carroll (1999) believes that the word "social responsibility" is imprecise, while the stakeholders' concept clearly identifies the role of the firm in satisfying the needs of multiple stakeholder groups. The stakeholders' principle better explains the pluralistic environment confronted by today's firms (Freeman, 1984). For Freeman and Liedka (1991), the concept of CSR has failed in developing a sustainable society, and therefore, a better language of corporate social responsibility is required involving the stakeholders' terminology.

To clarify more the difference between CSR and stakeholders theory, CSR is only a part of the responsibility of an organization to all its stakeholders. Although both stream of thoughts, CSR and stakeholders theory, stress on satisfying societal interest, stakeholders' theory focuses on creating value for all the business stakeholders (Maak & Pless, 2006). When CSR prioritizes serving the society at large, stakeholders' theory stipulates responsibility towards all the business internal stakeholders (communities, employees, customers, suppliers & financiers) and external stakeholders (society, social interest groups, consumer advocate groups, government, media and competitors) (Carroll, 1999). In stakeholders' theory, all stakeholders, whether internal or external, are equally important for the growth and

development of a specific organization. In other words, no trade-off among stakeholders is allowed, and serving the different interests of stakeholders have to be poised in the same direction (Phiri et al., 2019).

Finally, the stakeholders approach is present now in the different theories of CSR (Garriga and Mele, 2004). Moreover, the stakeholder approach offers a sound way to understand the different dimensions of CSR (Maak & Pless, 2006). Eventually, today a proficient leader has to "maintain an equitable and workable balance among the claims of the various directly interested groups" (Smith, 2011, P. 29). Also, an ethical leader "balances and integrates the interests of different stakeholders within the constraints imposed by legal and contractual obligations" (Yukl, 2010, p.333).

2.5 Ethical leader and CSR

Few studies have focused on ethical leadership and CSR; however, these studies remain normative, philosophical, fragmented and underdeveloped (Brown & Trevino, 2006). Until the beginning of the 1980s, studies on the relationship between leadership styles & social responsibility has been limited and lacked empirical work leaving scholars with no answers to the most critical topics, as "what is ethical leadership?" (Carter & Greer, 2013). Therefore, a more scientific, predictive, formal, and advance research is required to build on and extend the previous work that has been carried out on the role of ethical leadership in promoting social responsibility (Mayer et al., 2012).

2.5.1 Ethical Leader versus Other Leadership Styles

This literature review focuses on EL and not on any other leadership style to promote and implement CSR initiatives for several reasons. First, there is one kind of leadership which is good leadership, and as EL involves ethics, the right leadership is ethical leadership (Arjoon, 2000). From ancient times, philosophers have highlighted the significance of ethics for leaders and for achieving effective governance (Manz et al., 2008). Toxic unethical leaders will utilize the loopholes in management systems to satisfy their desires and will neglect the interest of the organization and society (Padilla et al. 2007). Without ethical leadership, there will be no guidelines that will direct the business (Daft, 1991).

Second, EL plays a vital role in communicating ethical standards to the organizational members (Tanner et al., 2010; Trevino et al. 2003) and in producing positive social

consequences for stakeholders (Mayer et al. 2009). As for Brown and Trevino (2006) and Friedman et al. (2000), EL is fundamental in acquiring ethical awareness and gaining the trust of employees, community and even the competitors. In a study of EL, De Hoogh and Den Dartog (2008) have discovered that leaders rated high on ethical leadership have achieved high scores in CSR. Ethical role models in businesses have been related positively to organizational citizenship practices (Avey et al., 2010) and multi-stakeholder perspective (Weaver et al., 2003; Trevino et al. 2003).

The stakeholder approach is a good candidate for advancing the principle of EL as it investigates the leaders' practices towards internal and external stakeholders (Posner and Schmidt, 1984). However, according to Frisch and Huppenbauer (2014), the relationship between ethical leadership and stakeholders' satisfaction has not been studied well in the previous literature, and this topic requires further investigation. Also, most of the studies of ethical leadership focus on the ethical practices of a leader towards the internal members of the organization without mentioning other external stakeholders (Brown et al., 2005).

The third reason for selecting EL is that unlike other leadership styles that focus on financial performance, ethical leadership provides unique insights into building a sustainable business and contributing to the common welfare (Maak, 2007). While other leadership styles focus on the organizational paradigms, business vision and long-term financial benefits (Davies, 2004), EL focus on ethics, common good and common right, and social sensitivity (Goolsby and Hunt, 1992).

Other leadership styles include transactional, transformational, charismatic, authentic, spiritual and servant. These styles will be reviewed to understand their relationship to the betterment of society. Transactional leader depends on the reward-based transactions to motivate followers and the punishment-based transactions to prevent behaviours warranting discipline (Bass et al., 2003). No studies are found on the social values as moderating the relationship between transactional leadership style and the social outcome performance measure (Carter and Greer, 2013). The transformational leader develops a vision, promotes organizational change and inspires followers to implement this change (Tucker & Russell, 2004). Although there is, in the past studies, good evidence that transformational leadership is linked to the organizational success in an uncertain dynamic environment, there is minimal evidence that the transformational leaders at the strategic level perform sustainability or CSR activities (Rowold & Heinitz, 2007).

A charismatic leader is action oriented, heroic, and very efficient in influencing and building support among followers (Seyranian & Bligh, 2008). However, in the case of personalized or narcissistic charismatic leadership, the leadership activities will be inconsistent with CSR (Maccoby, 2004). Moreover, there is no evidence in the previous studies on the presence of a direct relationship between charismatic leadership and social outcomes (Carter and Greer, 2013). Authentic leadership has consistency, relational transparency, and trusting relationship with followers (Gardner et al., 2005). However, authentic leadership is not a standing alone style but underlies other leadership styles as the ethical and spiritual leader (George, 2003).

Spiritual leadership calls for altruistic love, faith, and integrating spirituality with work (Fry, 2005). Servant leadership is defined as placing the interests of the followers and the organisation over the personal interest of the leader (Smith et al., 2004). A servant leader is effective in stable rather than uncertain changing environmental context (Smith et al., 2004). Spiritual leaders can increase followers' motivation and organizational commitment; however, past studies have not clarified the antecedent conditions or outcomes of spiritual leadership (Chappell, 1993). Also, theorists avoid studying spiritual leadership, because of the controversy whether spiritual leadership is based on religion or is a distinct process (Fry, 2005). Therefore, we cannot judge if the servant leader can be best selected to promote social responsibility (Van Dierendonck; 2011).

Some of the above leadership styles embrace ethics in their conceptualisation and are connected to EL (Dion, 2012). In other words, some of these leadership styles produce positive outcomes for the organization (Avolio and Gardner, 2005) and are considered strong on the internalized "moral person" perspective of ethical leadership (Luthans and Avolio, 2003). Therefore, there is overlap between EL and transformational, charismatic, authentic, spiritual, and servant leadership in areas related to the "moral person". The "moral person" is the leader with a credible, fair, and trustworthy behaviour (Frisch and Huppenbauer, 2014). However, EL goes beyond the concept of a "moral person" to add the transactional dimension of a "moral manager" (Trevino et al., 2000). The "moral manager" or the purposive promotion of ethical behaviour and decision making is what allows EL to stand out from other leadership styles (Walumbwa et al., 2008).

As for Brown & Trevino (2006), they have compared EL to other styles of leadership as authentic, spiritual, and transformational, and have found out that there is overlap between

the four leadership styles in areas of integrity, concern for others and role modelling. However, they have realized that EL focuses on moral management more than the authentic, spiritual, and transformational leaders (Brown & Trevino, 2006) (Table 2.1).

	Similarities with Ethical Leadership	Differences from Ethical Leadership
Authentic Leadership	Key Similarities: - Concern for others (Altruism) - Ethical decision-making - Integrity - Role modelling	Key differences: - Ethical leaders emphasize moral management (more transactional) and "other" awareness - Authentic leaders emphasize authenticity and self-awareness
Spiritual leadership	Key Similarities: - Concern for others (Altruism) - Integrity - Role modelling	Key differences: - Ethical leaders emphasize moral management - Spiritual leaders emphasize visioning, hope/faith; work as vocation
Transformational leadership	Key Similarities: - Concern for others (Altruism) - Ethical decision-making - Integrity - Role modelling	Key differences: - Ethical leaders emphasize ethical standards, and moral management (more transactional) - Transformational leaders emphasize vision, values, and intellectual stimulation.

Table 2.1: (Brown & Trevino, 2006, p. 598)

Finally, in this literature review, ethical leadership is selected because it focuses on sustaining leader-stakeholder interaction and providing legitimate solutions for all stakeholders (Waldman & Galvin, 2008). Moreover, as in some models, EL is directly related to the encouragement of CSR (Voegtlin et al., 2012).

For leaders in the higher education sector, responsible management, sustainable development and stakeholders' satisfaction represent essential requirements for effective leadership (Vazques, 2013). In understanding leadership in the Lebanese higher education sector, leadership context, organizational culture, and the nature of the university highly determine the individual style of leadership. Lebanon is a country of socio-cultural divisions, sectarian and political conflicts, institutional breakdowns and governmental chaos (Charbaji, 2009). In such a country, leaders in the field of education are not able to develop a recognized base for ethical leadership (Zein & Alameddine, 2012). Some leaders in the academic sector lack integrity, accountability, and responsible business management (Sarkis & Daou, 2013). The ethical failure of leadership is evident in dubious immoral practices that are taking place in some universities as favouritism, discrimination, exploitation, and violation of moral rights (Cheah et al., 2011). Other unethical practices include the use of personalized and coercive power to gain personal rewards and favour the owners' interest (Sarkis & Daou, 2013). Given that 90% of the Universities in Lebanon are family-owned, top managers in these universities are more accountable to create shareholders' wealth (Charbaji, 2009). As a result, there is no concern for stakeholders' interest where the common goal of universities is to optimize the outcomes that flow to a minority of owners (Charbaji, 2009). As for the CSR, it rests on dubious assumptions that it constitutes an additional expense for the university and cannot be afforded in hard economic conditions (Jamali & Abdallah, 2010). CSR for some leaders in the academic sector reduces efficient use of resources, dilutes institutional objectives, will be expressed in higher tuition and eventually will reduce competitiveness (Hejase et al., 2012).

The size of these infringements in the higher education sector is observable and will backfire on the Lebanese universities in the long term (Hejase et al., 2012). Cultures are formed by the ethics and values of leaders. If leaders at top management commit unethical behaviour, what is the message they are conveying to followers and stakeholders? The coming generation of academic leaders needs to integrate CSR into the DNA of the university and effectively create relevant CSR solutions (Baraka, 2010). Leaders in the universities are required to assess the different stakeholders' concerns through conducting environmental and societal analysis (Hejase et al., 2012).

2.5.2 Lebanon High Educational Sector

Lebanon, a country located on the eastern coast of the Mediterranean, has a population of four million and consists of 19 diverse officially recognized sects. From the date of independence (1943) until today, the country has been under the control of different foreign countries and external regional forces (Zein and Alameddine, 2012). Such external influence has created political parties with sectarian interests that have no loyalty to the state and are driven by the surrounding foreign countries (Saliba, 2007). To get protection and survival needs, most Lebanese individuals have to belong to one of these multi-sectarian parties, fight for them and show fierce loyalty to the party leadership (Saliba, 2007). This sectarian division and political turmoil have led to a multifaceted civil war that has destroyed the country and its institutions (Saidi, 2004). As a result, business integrity and ethical behaviour have suffered severely due to the civil war where killing and theft have been the norms (Zakka, 2010).

After the war, CSR in Lebanon has fallen "below the average for the MENA countries as well as the Upper-Middle-Income Countries on indices of public accountability and the overall quality of governance" (Saidi, 2004, p.2). Social interventions of organizations are considered unfocused and passive in Lebanon (Dirani, 2012). Moreover, the CSR initiatives do not represent a strategic priority to the organizations, cover multiple domains or serve the interests of different stakeholders (Dirani, 2012; Abou Assi, 2015). CSR in Lebanon is not well understood or valued till today, even in the educational sector (Jamali, 2007; Jamali et al., 2017).

In the late nineties, Lebanon's private sector has flourished suddenly after the 15 years civil war and 42 new universities were licensed by the ministry of education (National Tempus Office, 2016). The 42 universities include one public institution, and the remaining are private universities that are nationally accredited (National Tempus Office, 2016). Some of these 42 new universities have started opening several branches all over Lebanon. The universities are managed and led by the president, council of the university and the deans of each faculty. The ministry of education protects, regulates and controls the operations of these universities.

In the United Nation Human Development Index in 2014, the adult literacy rate in Lebanon is 89.6% ranking it 65th globally, and 8th in the MENA region (The Middle East and North Africa) (Sherif, 2015). As for the quality of education in Lebanon, the country has ranked 58th globally and 4th in the MENA region in maths and science based on the ranking of the International Student Achievement Tests in Math and Science (National Tempus Office, 2016). In Lebanon, education is perceived as a wise investment in human development (Sarkis & Daou,

2013). Most of the university graduates in Lebanon are unemployed and constitute 30% of all individuals seeking a job (Sarkis and Daou, 2013; Brin & Nehme 2018). The justification for that is the mismatch between the demands of the labour market and the supply of proficiencies by universities (Brin & Nehme 2018).

As for CSR in the higher education sector, it is voluntary, carried by individual efforts and not the mainstream in Lebanon. CSR is not dictated from the top to down, as for the owners of these Lebanese universities; it is considered as unjustified extra costs. In times of economic hardships, the governors of the Lebanese universities will not integrate social investments into the daily practices of the business (Saidi, 2004; Chahine & Mowafi, 2015). Moreover, some of the universities lack the proper academic facilities, operate out of government interventions and are not compliant with the legal requirements in Lebanon (Hasrouni, 2012). The spectrum of integration of responsible practices in the curriculum of business ranges from having some chapters on CSR to some conferences on CSR topics (Zein and Alameddine, 2012; Chedrawi et al., 2019). Other universities teach students to think about the social side of the business and empower future managers to lead responsible organizations (Chedrawi et al., 2019). This lack of consensus on the value of implementing CSR in the higher education sector is based on several factors. Some factors include the absence of laws and regulations to organize CSR in the case of higher education institutions, the downturn of the Lebanese economy and the high cost of the AACSB accreditation (Dirani, 2012; Hazbun, 2016).

Up to three years ago, the Lebanese universities have been short of significant accomplishments in the CSR field, and maximizing shareholders' value while addressing the society's problems has been considered unrealistic (Sherif, 2015). Today, the picture is not better, but the universities started to invest authentically in the Lebanese community through sustainable business practices (Rettab & Mellahi, 2019). In investing in CSR, universities can avoid unfavourable public responses, promote their corporate identity and achieve an advantage over rivals (Sherif, 2015; Jamali et al., 2018). Moreover, integrating CSR initiatives into the universities' strategies can maximize shareholders wealth, create increased legitimacy, support the efficient use of resources, serves the triple bottom line (profits, people and planet) and communicate an organized dialogue to stakeholders (Sarkis and Daou, 2013; Al-Abdin et al., 2018). Furthermore, the worldwide ethical crisis, the wealth gap and unemployment rate, the new environmental concerns (global warming, pollution and depletion of natural resources) and the ease of access to information in the technological age will call for more serious CSR practices in the educational sector (Youness, 2012; Chidiac El Hajj, 2017).

In addition to teaching CSR, the Lebanese universities have begun using their physical, social and intellectual resources to serve the local surroundings (Sarkis and Daou, 2013). Academic leaders in these universities, located at the zenith of the academic hierarchy, started to understand the local and global challenges that require immediate actions and positive changes in the society. To set the wheels of change, the university leaders have turned to show interest in several important social principles that serve the interests of different stakeholders (Sherif, 2015).

Among these social principles are first, improving students' capabilities to maintain sustainable values for society through educational frameworks and workshops (Hejase et al., 2012). In engaging in this educational process of developing students' capabilities, the Rafic Hariri University has offered its students the opportunity to apply classroom knowledge and volunteer in sustainability programs (Zein and Alameddine, 2012). As for the Lebanese American University, workshops on community services as facilities for the disabled, healthy lifestyle support and charity donations are organized by the university to teach students how to take care of their community (Sherif, 2015). As for the American University of Beirut, work simulations are conducted in classrooms to stimulate social responsibility critical thinking and engage students in finding solutions to ethical dilemmas (Jamali, 2008).

Second, CSR courses and sustainability concepts are incorporated into the curriculum. Nevertheless, some universities need to cover CSR in more depth to better prepare students for employment. Furthermore, chapters on CSR have to be integrated into the different business courses like marketing, finance, research and accounting. The Rafic Hariri University has added some mandatory courses on business ethics and CSR to the curriculum of business school (Charbaji, 2009). According to the Notre Dame University, stressing CSR in the different courses in all the faculties can give insights to the future generations of leaders on the importance of generating sustainable value for the business and society (Youness, 2012).

Third, conceptual research about the role of organizations in the creation of economic, social and environmental values started to be one of the leading research areas in the Lebanese Business schools (Jamali, 2007). The American University of Beirut has participated in systematic regional research related to the dynamics and changing initiatives of CSR in the Middle East (Jamali, 2007). Through this initiative, AUB has published several articles on the topic of CSR and has developed a Centre of Excellence to institutionalize CSR in the ME region (Hasrouni, 2012; Chedrawi et al., 2019). Similarly, Notre Dame University has established the

Lebanese Centre for Societal Research (Youness, 2012). This research centre focus on studies related to the environment, and social problems impacting Lebanon (Sherif, 2015).

The fourth principle is the university partnership with the business, civil society and government to engage students in promoting CSR initiatives (Charbaji, 2009). An example of partnerships is the Lebanese American University's partnership with NGOs as the MUN (Model United Nations for Middle and High School Students) to develop the youth leadership skills and bridge the gap between the university and the surrounding communities (Sherif, 2015). Regionally, several universities in Lebanon, Egypt and Jordan (Universite La Sagesse, the Notre Dame University, the Suez Canal University and the University of Jordan) along with European Universities (as the University of Bordeaux, University of Athens, Stockholm University, and the University of Padova) have worked together in launching the RUCAS project to address sustainability in the Universities' curricula (Sherif, 2015). Worldwide, more than 500 Universities from 80 different countries (including the MEA) are part of the PRME project that is carried on by the United Nations to enable the different academic institutions to advance social responsibility into the academic research and the curricula (Sherif, 2015). According to the PRME project, the members in this collaboration have to report to the different stakeholders their progress on sustainability principles and exchange effective practices with other Universities through a database network facility (Hasrouni, 2012).

The fifth principle is having a no-discrimination policy while treating the employees of the university in a fair and non-biased manner (Zein and Alameddine, 2012). An academic leaders' job is to empower the employees to take part in the philanthropic practices of the university and in fulfilling the different stakeholders' needs (Elobeid et al., 2016). The Lebanese American University considers that the basic notion of responsible behaviour is to stress on having professional personnel with high levels of values and ethics (Charbaji, 2009). At the same time, the university leads the team through participative and coaching management, fairly treat them and offers them several benefits as professional development and team building events (Hejase et al., 2012).

The sixth principle is the conservation of the natural resources, where universities support reducing energy, power and water consumption, finding alternative sources of energy, and using waste management to produce energy (Charbaji, 2009). An example of natural resources conservation is the Balamand University's green campus, including the installation of solar cells, water hydration stations, and environment-friendly equipment (Sherif, 2015).

Finally, the last principle is managing the environment through systems that can help in maintaining a better sustainable environment as campus recycling initiatives, zero-waste events, carbon emission control and clean-up days (Hejase et al., 2012). The Saint-Esprit De Kaslik (a French-Lebanese private university) is working towards a 'Carbon Neutral University' with zero-emission by 2025 (Sarkis and Daou, 2013).

In a study that covered 39 Lebanese universities, the seven principles and the development stage of each principle have been investigated in each university (Debaneh and Menassa, 2015):

Compared to developed Western universities, the principles of improving students' capabilities, CSR courses and sustainability training, CSR research and partnerships are at an acceptable level and ranked first concerning their development stage in the 39 Lebanese universities. Ranked second are the principles of "fair and no discrimination policy" towards employees and environmental management, while ranked third is the conservation of the natural resource. The study has found out that these principles ranking second and third are still at an embryonic stage of development and require more work on them from the Lebanese universities.

Finally, the sector of higher education in Lebanon has to have a leading place in addressing these challenges, and the academic leaders have to engage in the continuous process of improving the discussed seven principles and in reporting the progress to stakeholders. In the Lebanese universities, more conscious and ethical leaders are required to upgrade the status of the university by committing to strategic CSR policies and sustainability initiatives.

2.5.3 Knowledge Gap

After presenting different ideas on EL and CSR, we are going to organize, incorporate, and synthesize these ideas into a simple framework as in figure 2.1.

Figure 2.1: Framework

```
┌──────────────┐
│  Leadership  │
│    Traits    │
└──────────────┘
┌──────────────┐         ┌──────────────┐        ┌──────────────┐
│  Leadership  │────────▶│   Ethical    │───────▶│  Promoting   │
│  Behaviour   │         │    Leader    │        │     CSR      │
└──────────────┘         └──────────────┘        └──────────────┘
┌──────────────┐
│  Leadership  │
│    Power     │
└──────────────┘
┌──────────────┐
│   Context    │
└──────────────┘
```
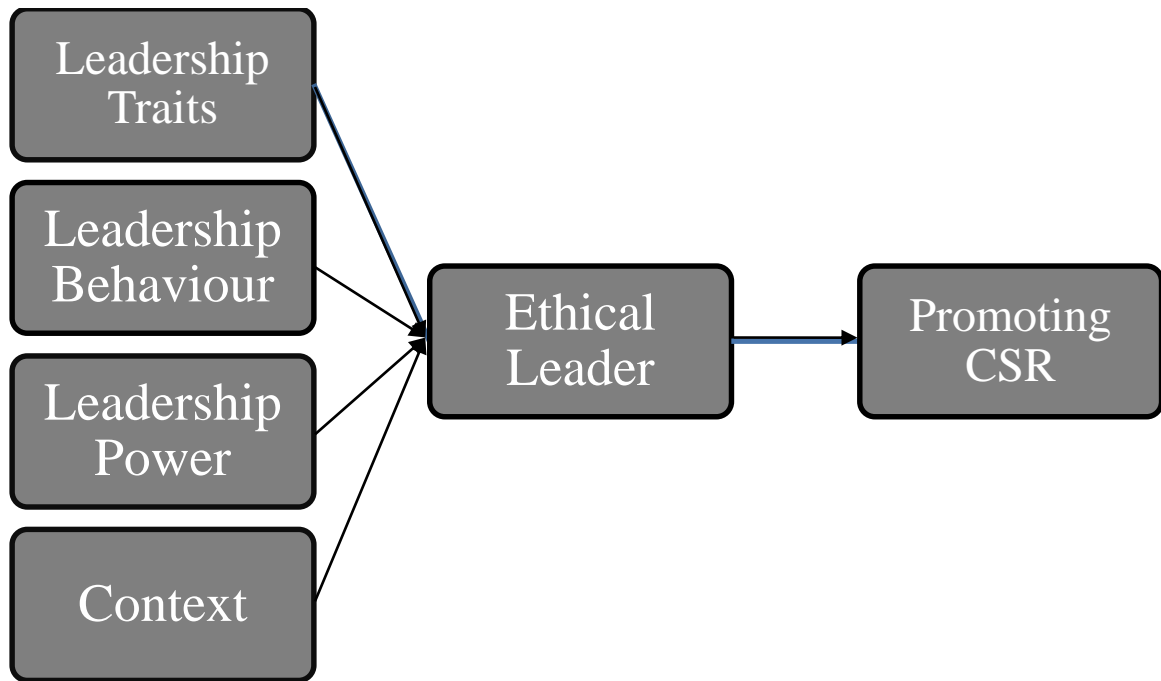
This framework tries to define some leadership characteristics as traits, behaviour and power that may provide the basis for ethical leadership. Having an ethical leader in a certain context or situation can play a vital role in promoting social responsibility. Therefore, this study is going to investigate the leadership characteristics that can define ethical leadership. Second, it will study the role of EL in serving the interests of multiple stakeholders.

Few previous studies have examined some of the relationships in this framework. For example, some scholars (as Carter & Greer, 2013; Brown & Trevino, 2006; Mayer et al., 2012; Kalshoven et al., 2012; Eisenbeiss et al., 2015) have investigated some of the antecedents of EL and verified outcomes related to only specific stakeholders like shareholders and employees. In the following section, some of these studies will be reviewed and analysed based on their relevancy to this literature review.

A study by Carter & Greer (2013) has suggested a continuum with the x-axis having the triple bottom line of performance outcomes (financial, social and environmental dimensions) and the y-axis having the concern for different kinds of stakeholders (transaction, self, organization, other and society). Second, Carter & Greer (2013) tried to plot different leadership styles (transactional, charismatic, transformational, servant, authentic and ethical) on this figure. They have found out that when the strategic leadership style moves from transactional to ethical (responsible), the attention of the leader broadens to involve the three triple bottom line outcomes and all the stakeholders (fig.2.2).

Another study of Brown & Trevino (2006) visualised a framework defining leadership characteristics that are related directly or indirectly to ethical leadership:

The study has found out that Leadership traits (as agreeableness and moral reasoning), leadership behaviours (as modelling ethics and setting high ethical standards), situational influences (as ethical context and moral intensity or magnitude of consequences), power influences (as high power motive and high power inhibition) are all directly related to EL. Finally, followers' ethical decision making, satisfaction and commitment have been considered as an outcome of ethical leadership. Ethical leader's ability to promote CSR and serve multiple stakeholders has not been studied in this framework (Fig. 2.3).

Figure 2.3: Ethical Leadership by Brown & Trevino (2006)
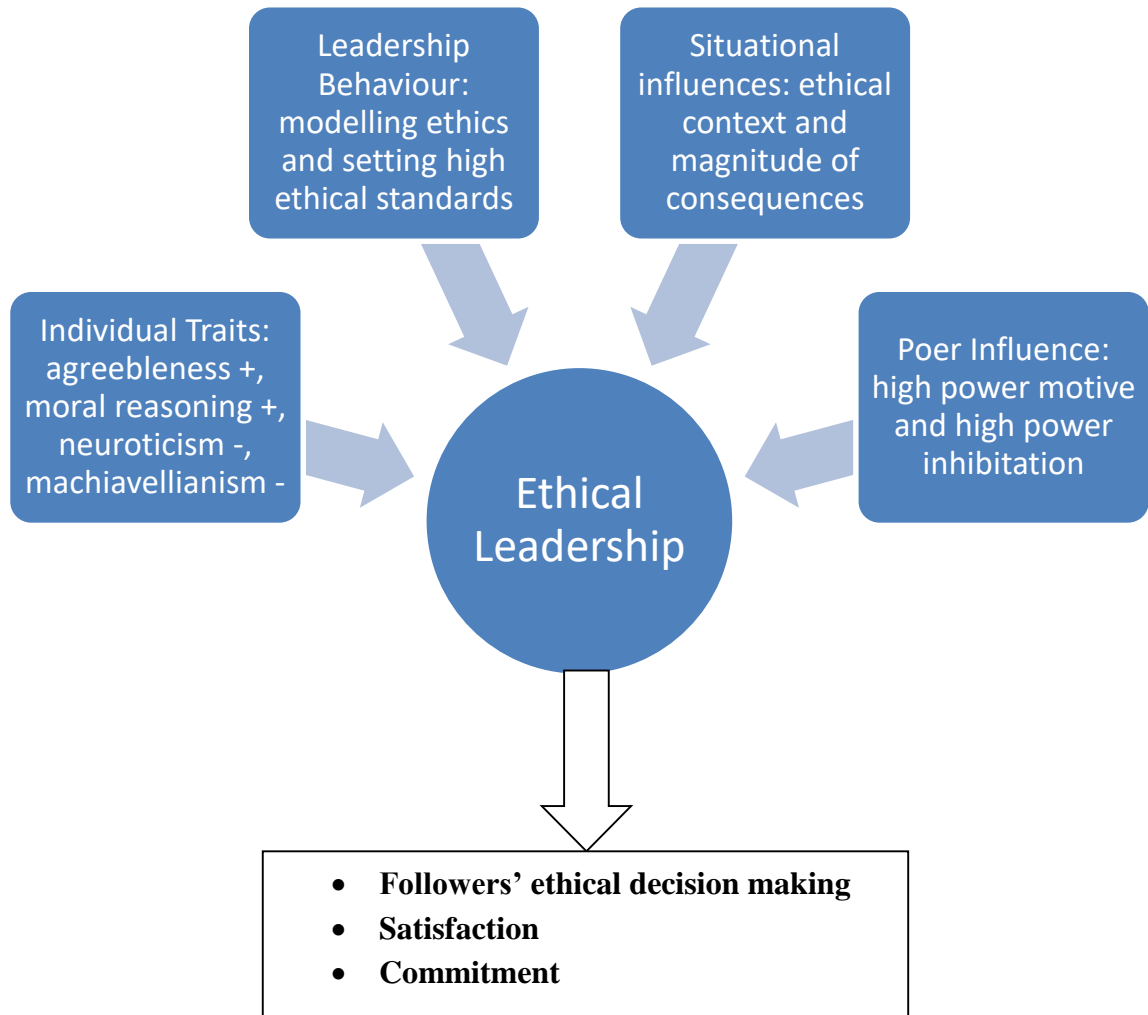
As for Mayer et al. (2012) model of EL, several moral traits as honesty, caring, compassion and self-consistency create the moral identity. The internalized moral identity and the modelled moral identity are both directly related to EL (Mayer et al., 2012). Moreover, Mayer et al. (2012) add that the leader moral identity has to be displayed in specific behaviour as good interpersonal relationships with employees, social responsiveness to their needs, and spreading commitment and trust among them. The outcomes of EL will be then less unit relationship conflicts and less unethical behaviour (Mayer et al. 2012) (fig. 2.4). However, the weakness of this study is that it has not investigated the positive outcomes of EL as organizational citizenship behaviour (Piccolo et al., 2010).

Figure 2.4: Ethical Leadership Model by Mayer et al. (2012)

Kalshoven et al. (2012) identified important antecedents of EL as honesty, fairness, dedication, and authenticity. As for the leadership practices, the leader is a role model that keeps good interpersonal relationships, guides employees to show desired ethical behaviour, allows open and two-way communication, treats followers fairly, and fulfils the company's ethical obligations. As for power, the leader shares power, grants followers a voice in the business and reinforce ethical practices. The outcomes of this EL style are organizational citizenship behaviour and followers' sense of responsibility (Figure 2.5). The limitation of this study is that it has been narrowed down to examine only the relationship between perceived ethical leadership, followers' demonstrated responsibility and followers' helping and initiatives. In other words, responsibility has been identified as a follower responsibility without mentioning the different broader dimensions or other types of responsibility. Second, EL has been conceptualized as an overall construct, as well as tested over a short period. Future insights on EL and more longitudinal studies are required that can verify ethical leadership development over time.

Figure 2.5: Ethical Leadership Model by Kalshoven et al. (2012)

Perceived Ethical Leadership
↓
Followers Demonstrated Responsibility
↓
Followers Helping and Initiative

Eisenbeiss et al. (2015) have presented a theoretical and empirical analysis that studied the relationship between CEO ethical leadership and the performance of the organization using the mediator (organizational ethical culture) and the moderator (corporate ethics program) mechanism (Figure 2.6). In this analysis, the antecedents of EL have been determined as related to the CEO ethical leadership traits and values (as temperance, integrity, fairness, and word-deed alignment) and behaviours (as influencing followers, creating shared ethical standards, building ethical culture, and treating followers with respect and dignity). The CEO ethical leadership outcomes will be decreasing counterproductive work practices, fostering organizational citizenship behaviour, promoting sustainable relationships with stakeholders, and achieving positive organizational performance. This study has finally identified that EL and organizational performance are mutually inclusive. Limitation of this analysis is that it may occur across different industries and does not focus on a specific context or industry. However, the industry characteristics and business stakeholders' needs affect ethical leadership and the development of the ethical culture. Also, the analysis has studied the outcome of organizational performance in broad terms without determining the specific dimensions of organizational performance as to whether related to economic or societal variables.

Figure 2.6: CEO Ethical Leadership Model by Eisenbeiss et al. (2015)

CEO Ethical Leadership

↓

Organizational Ethical Culture

↓

Firm Performance

Moreover, other studies about EL have surfaced evidence that some particular personal characteristics, behaviour, power, and context variables are related to ethical leadership. An example of these studies is a study by Trevino et al. (2000) that has identified some individual characteristics as honesty, fairness, morality, responsibility, credibility and conscientiousness. These characteristics are an important antecedent of ethical leadership (Carter & Greer, 2013; Ciulla, 2011; Trevino et al., 2003; Turner et al., 2002; Trevino et al., 2000). Also, Bommer et al. (1987) have found that personal values related to social, cultural and humanistic parameters directly affect the moral level and the ethical standards of a leader. Other leader's characteristics as trustworthiness, internal locus of control, high self-image, emotional maturity and social intelligence are important to exercise and steward ethical leadership (Brown et al., 2005).

As for behavioural variables, altruistic motivation, values communication and ethical role modelling are considered directly related to ethical leader attractiveness (Pearce, 2013; Ciulla & Forsyth, 2001; Trevino et al., 2000, 2003). Besides, variables, as treating followers with respect and dignity, creating a fair working environment and carrying on principled decision-making, can contribute to the perception of ethical leadership that is a consideration-oriented leadership style (Brown et al., 2005). For power variables, the leader's proactive effort to influence the behaviour of followers, the idealized influence dimension and the socialized power is positively associated with EL (Pearce, 2013). Finally, the context variables as ethical corporate culture, ethical code of conduct and behavioural control systems support the maintenance and development of an ethical leader (Jamnik, 2011; Tenbrunsel et al. 2003; Victor & Cullen, 1987). Nevertheless, more work is to be done on leadership and, specifically, on the antecedents of EL (Hunter, 2012).

Equally important studies in CSR have recognized that the ethical leader is responsible for not only maximizing shareholders wealth but for meeting conflicting stakeholders expectations and creating a sustainable business (Carter & Greer, 2013; Jamnik, 2011; Foote et

al., 2010; Porter & Kramer, 2006). Besides, there is a direct relationship between the business leader and the responsibility of the company in implementing CSR and achieving an equilibrium relationship among stakeholders (Hiss, 2009; Petit, 1966). Finally, Turner et al. (2002) study have highlighted that the ethical leader decisions usually are fair to stakeholders, demonstrate concern for the rights of others and value social obligations.

Furthermore, an ethical leader, in an organization, must be genuinely responsible for acting within the parameters of ethics and the vision of "good life" for "good citizens" (Becker, 2009). Gaining a good reputation in fostering the betterment of the society is a business asset that can be earned only through the leader's authenticity, commitment to honesty and sense of responsibility (Becker, 2009). Finally, also Miska et al. (2014) have identified in their work that ethical leaders are accountable for and can affect the well-being of the different groups outside their direct economic spheres and the broader social contract between the business and society. Miska et al. (2014) have also added that ethical leadership can leverage the company's competitive advantage, drive corporate citizenship, manage societal expectations; ensure stakeholders engagement, and eliminate harmful and damaging consequences for the business.

Nevertheless, not all studies believe in the importance of ethical leadership. Olivier (2012) claims that leadership needs ethics or ethics is a requirement for leadership is a statement that needs to be challenged. He tries to question Ciulla's (2011) work on the positive relationship between leadership and ethics. Instead of having ethical leadership, each person must assume responsibility to manage the common interests and welfare of the society (Olivier, 2012). Furthermore, people who provide professional services have not to be servants or superior to others, but equal bearers of symmetric responsibilities in society (Olivier, 2012). Moreover, there is a debate among scholars, arising from paradigmatic and descriptive points of view, on the scope of responsibility of ethical leadership and the degree of diverse stakeholder inclusion (Miska et al., 2014). As well as, leadership research has not focused much on the importance of ethical leadership in acknowledging socially responsible actions and meeting the interests of all stakeholders (Bass, 1990).

Based on the discussion in this section (2.5.3), studies on leadership styles, ethical leadership & social responsibility are considered still embryonic, philosophical, fragmented and normative (Carter & Greer, 2013; Hemingway & Starkey, 2018). Therefore, the first objective of this study has been to:

- critically review and evaluate the literature and the literature debates on leadership, ethical leadership, corporate social responsibility, stakeholders theory and social leraning theory.

After reviewing past studies on leadership, ethical leadership and CSR, some research gaps and under-investigated areas have been identified. For example, studies explained in this section (2.5.3) have covered the antecedents of ethical leadership as Victor & Cullen (1987) Bommer et al. (1987), Trevino et al. (2000), Brown et al. (2005), Jamnik (2011) and Pearce (2013). However, these studies are not holistic and do not cover the different dimensions of ethical leadership: traits, behaviour, influence and situation. Most of the past studies narrowly identify some of the characteristics of ethical leadership. Several dimensions of focus must be included in the study of ethical leadership. Therefore, another objective of this study is to:

- investigate the antecedents and personal characteristics of ethical leadership in the Lebanese higher educational sector.

Other studies by Brown & Trevino (2006), Mayer et al. (2012), Kalshoven et al (2012) and Eisenbeiss et al. (2015) have described some characteristics of ethical leadership. However, these studies have limited the outcomes of ethical leadership to followers' ethical decision making and satisfaction, followers' responsibility and initiatives and less conflicts and counterproductive practices. They failed to mention the positive outcomes of EL in terms of different stakeholders other than employees and in terms of societal engagement. Therefore, one of the objectives of this study is to:

- examine the role of ethical leadership in promoting CSR in a specific context (the Lebanese higher educational sector).

Also, previous studies as Turner et al. (2002), Porter & Kramer (2006), Hiss (2009), and Carter & Greer (2013) have explored a positive relation between ethical leadership and meeting conflicting stakeholders expectations. Besides, some studies have focused on the parameters of ethics as antecedents for ethical leadership. However, there is very limited studies that identified the antecedents of ethical leadership, defined ethical leadership, demonstrated the relationship between ethical leadership and CSR, and explained the role of ethical leadership in fostering the betterment of the society and the well-being of different stakeholders. To fill this gap, this study will examine all these variables in a conceptual framework, and therefore a further objective of this study is to:

- develop a framework that incorporates the antecedents of ethical leadership, ethical leadership, and CSR

In conclusion, more studies are required on the relationship between ethical leadership and social conscience in operating the business (Maak, 2007), and new insights and further research can help in understanding the antecedents of ethical leadership (Brown et al., 2005). As a result, the researcher's main goal will be to fill the knowledge gaps related to what are the antecedents of ethical leadership, what is the role of ethical leadership in promoting CSR, and how the antecedents of EL, EL and CSR can be related in one conceptual framework? Therefore, to contribute today to the existing theory and practice and inform professional decision-making, the aim of this study will be to examine: "*what is the role of ethical leadership in promoting CSR in the Lebanese higher education sector?*"

2.6 Conclusion

In conclusion, this chapter focuses on the prominent place of CSR in today's world. Educational institutions are one of the important places to lead and promote a positive social change in the community ranging from improving students capabilities and community services to environment protection and energy conservation. In this case, stakeholders will be the institution's ambassadors in spreading positive word-of-mouth and discarding negative news about the organization (Du et al., 2010). Moreover, stakeholders will honour the organization for being a good corporate citizen and try to sustain a long term relationship with it (Du et al., 2010).

The introduction of stakeholder's theory has complicated the role of organizational leadership and organisational life in today's world (Burnes and By, 2011). The role of organizational leadership is now to serve the interests of multiple numbers of stakeholders. To serve stakeholders, organisational leadership has to be guided by a moral compass (Burnes, 2009) that will direct organizational activities and decision making. Therefore, ethical leadership, as one of the leadership styles, is required to achieve useful outcomes for the organisational system (Burnes and By, 2011).

This chapter has explored the internal and external environment that can influence leadership effectiveness. In Hunt and Osborn's (1982) multiple-influence model, the leadership process is affected by micro-variables (related to the internal environment) and macro-variables (related to the external environment) including the task level, the organisational level and the environmental level.

Second, the chapter has explained why previous literature has focused on EL and not on any other leadership style to promote CSR. The antecedents for ethical leadership, as per

the literature review and previous researches by prominent scholars, have involved important traits, behaviour, and influence variables. Concerning the traits variables, an ethical leader is defined as of personal integrity, altruistic, value-driven, conscious, respectful, fair, trustful, dependable, reliable and socially responsible. Concerning the behaviour variables, an ethical leader needs to tell the truth, treats followers with respect and dignity, fulfils his duties and be a role model to his/her followers. Concerning the influence power variables, an ethical leader is influential if this leader has an impact on the ethics, values, expectations and lives of organizational members. Also, an ethical leader has to help followers to confront conflicts, face challenges, take corrective actions and discover prospects for success.

Third, the chapter has revealed the importance of ethical leadership in acting within the parameters of ethics, acknowledging socially responsible actions and meeting the interests of all stakeholders. In other words, ethical leaders are accountable for the well-being of different groups outside their direct economic spheres and can highly affect the social contract between the business and society.

Finally, based on previous studies, a direct relationship exists between the leader and the responsibility of the company in implementing CSR and achieving an equilibrium relationship among stakeholders. The next chapter will explain the research methodology that will be used to study the relation between EL and CSR. The methodology will involve the research philosophy, the research approach, the research option, the research method and the research strategy.

Chapter Three: Research Methodology

3.1   Introduction

In this chapter, the researcher will set the stage and framework for the research methodology of the DBA study. The essence of the methodology is building one's actions according to the nature of the research question, and the desired answer one aspires to generate (Jonker & Pennink, 2009). The researcher must make an informed choice about the research philosophy, the knowledge claim, the research approach, the research option, the research method and the research strategy. The researcher must justify the reasons for these choices based on the requirements of a defined research question and the contribution to knowledge (Amaratunga & Baldry, 2001).

This chapter starts with clarifying the research objectives and sub-questions based on a critical review of the literature. After that, the different research philosophies, approaches and strategies are discussed, choices are made between these various claims, and the implications of these choices for the research direction and findings are identified. Finally, the research design is formulated, and ethical issues are addressed (Figure 3.1).

Figure 3.1: Research Methodology
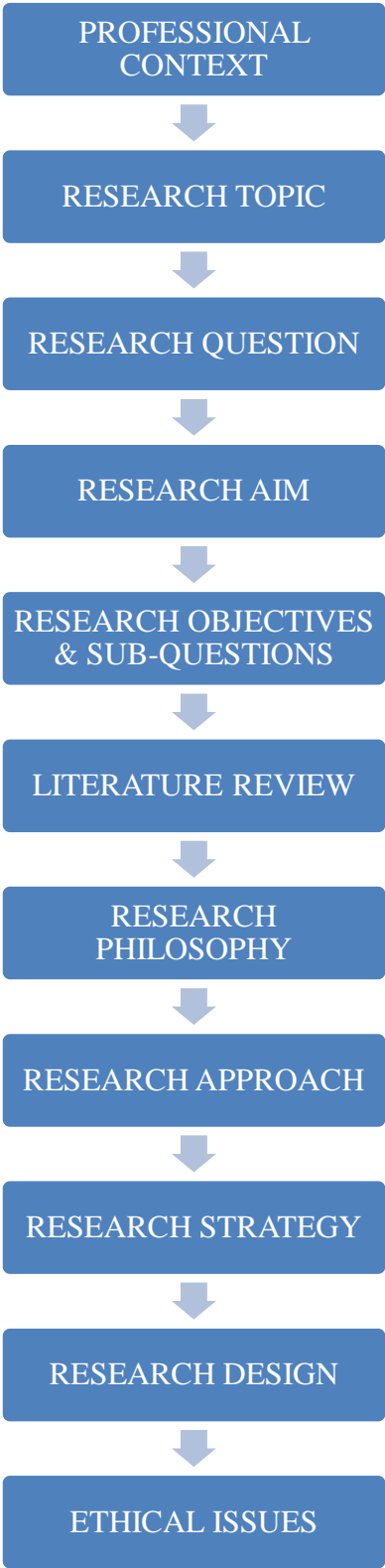
3.2   The Research Project

3.2.1   The Research Objectives & Sub-research Questions

Based on presenting some gaps in literature (in section 2.5 and section 2.6), the researcher's main aim will be to examine "***what is the role of ethical leadership in promoting CSR in the Lebanese higher education sector?***"

As for the research objectives, they require rigorous thinking as they have to answer the research question, provide a detailed roadmap of the research, and guide the design of the research methodology (Jonker & Pennik, 2009). In the following tables, 3.1 and 3.2, the objectives of this study are outlined along with the corresponding sub-research questions.

Table 3.1: Research Objectives

1.   To critically review and evaluate the literature and the literature debates on leadership, ethical leadership, corporate social responsibility, stakeholders, and social learning theory.
2.   To investigate the antecedents and characteristics of ethical leadership in the Lebanese higher educational sector..
3.   To examine the role of ethical leadership in promoting CSR in the Lebanese higher educational sector.
4.   To develop a framework that incorporates the antecedents of ethical leadership, ethical leadership, and CSR

Table 3.2: Linking Research Objectives to Research Questions

Objective One	What are the five approaches used to classify theories on leadership effectiveness and what is the difference between management and leadership?
	How is ethical leadership assessed on the basis of the different leadership approaches?
	What does the literature say about CSR, stakeholders and social learning theories? Why these topics are important?

objective Two	What are the trait characteristics of ethical leadership in the Lebanese higher education context?
	What are the behavioural characteristics of ethical leadership leadership in the Lebanese higher education context?
	What are the power-influence characteristics of ethical leadership leadership in the Lebanese higher education context?
	What are the situational characteristics of ethical leadership leadership in the Lebanese higher education context?

Objective Three	What is the contextualisation of this study?
	What is the role of ethical leadership in serving the multiple interests of stakeholders?
	How do academic leaders understand and assess the value of CSR at their university?

Objective Four	What is the suggested new framework and how will the researcher proceed with this study?
	What are the available frameworks from litreature on the antecedents of ethical leadership, ethical leadership and CSR?
	What are the limitations of this study?

3.2.2   The Research Hypotheses

Based on the conceptual framework (figure 2.1 and section 2.5.2) that has been developed using Hunt & Osborn (1982) model and previous theories, the researcher will identify the research hypotheses and research proposition. First, the researcher has proposed a supposition that all leadership characteristics (traits, behaviour, powers and situation) may contribute equally to ethical leadership or some characteristics are more important in determining ethical leadership in the higher education sector in Lebanon. These hypotheses are the start point for empirical scientific testing and further investigation in chapter 4. Second, the researcher has proposed a relationship between ethical leadership and CSR in the Lebanese higher education sector based on previous literature and recent studies. In chapter 5, the researcher will test this relationship to determine what is the role of ethical leadership in promoting CSR in the Lebanese higher educational sector?

1. Null hypothesis: All traits have the same average rank (median) and therefore contribute equally to ethical leadership.
2. Alternative hypothesis: Some traits have higher average ranks (median) and therefore are more important in determining ethical leadership.

3. Null hypothesis: All behaviours have the same average rank (median) and therefore contribute equally to ethical leadership.
4. Alternative hypothesis: Some behaviours have higher average ranks (median) and therefore are more important in determining ethical leadership.

5. Null hypothesis: All types of influences exercised by the leader have the same average rank (median) and therefore contribute equally to ethical leadership.
6. Alternative hypothesis: Some types of influences exercised by the leader have higher average ranks (median) and therefore are more important in determining ethical leadership.

7. Null hypothesis: All types of situational factors influencing leadership have the same average rank (median) and therefore contribute equally to ethical leadership.
8. Alternative hypothesis: Some situational factors have higher average ranks (median) and it is very crucial for ethical leadership to manage before other situations.

9. Ethical leadership is directly related to the promotion of CSR in the Lebanese higher education sector.

3.3 The Research Philosophy & Methodology

3.3.1 The Branches

The primary objective of conducting research is to create new insights and add to the body of knowledge. In discussing the philosophical ideas on the nature of knowledge, there are two ways of thinking: ontology and epistemology (Cresswell, 2003). Ontology is the philosophical study concerned with the nature of being, existence and reality, and with the

manner the world works (Jonker & Pennink, 2009). Ontology talks about social entities that exist and how these entities are related to a hierarchy, grouped according to similarities or subdivided according to differences (Marsh and Stoker, 2002). About this research, ontology helps in understanding organisations as social entities that are deliberately structured and goal-directed, and leadership as a social influence process and entity. Ontology involves objectivism or subjectivism as two different acceptable ways for producing knowledge.

Objectivism states that "social entities exist in reality external to social actors concerned with their existence" (Saunders et al., 2009, p.110). For example, management, leadership and organisation are considered as formal structures that remain unchanged and continue regardless of the changes in personnel or leaders. In this research paper, the kind of a leader, whether an ethical leader or not and the kind of followers highly influence management, leadership and organisational activities. For this reason, objectivism is disregarded. On the other hand, subjectivism believes that social entities are created through a continual process of social interactions and as a result of the actions of social actors (Saunders et al., 2009). In this study, the social interactions of different external and internal stakeholders (as community, customers, and employees) and the actions of these social actors will determine what kind of a leader is required and what kind of practices is necessary for institutions in the higher education sector. Given the research topic, the researcher needs to identify the leadership ethics and position that will help in changing the organisational position from an immoral citizen to an ethical and responsible one.

On the other hand, epistemology is the body of philosophy concerned with the presence, scope and nature of knowledge (Jonker & Pennink, 2009). Epistemology "the theory of knowledge" helps in acquiring the conditions, sources, justifications, and structures of knowledge in specific areas of inquiry (Marsh and Stoker, 2002). In this research, to contribute to the body of knowledge, epistemology helps in determining the research methodology, the valid and invalid relationships, the method of data evaluation, and the reasoning to believe that our thinking is accurate and productive. Epistemology, as a research philosophy, can help in answering the research question "what is the role of ethical leadership in promoting CSR?" and in developing new knowledge in the field of higher education in Lebanon. Ontology (the study of the nature of existence) and epistemology (the study of what provides adequate knowledge) are not separate concepts but are interactive through the search for knowledge. In this study, the researcher needs to think of ontology and epistemology as a continuum, not as opposite positions (Tashakkori and Teddlie, 1998).

3.3.2 The Philosophical Stance: Knowledge Claims

Knowledge begins with the claim that needs to be proved based on facts, evidence and reality. This claim is an assumption made by the researcher to investigate and test the strengths of knowledge. Knowledge claims include positivism, interpretivism, realism and pragmatism (Cresswell, 2003).

Positivism refers to the scientific, structured and objective method that challenges the absolute assertion of truth (Phillips & Burbules, 2000). The researcher is usually independent of the observed subject, external to the collection of data (Amaratunga & Baldry, 2001) and concerned with facts and not impressions (Remenyi et al. 1998). In this study, the researcher will collect data using observations, interviews and questionnaires. Therefore, the researcher is internal to data collection. To answer the research question, the researcher needs to design the questionnaire and the interview, collect data, analyse information and interact with human subjects. Hence, this philosophical stance will not be used.

In the interpretivism claim, researchers concentrate on critical issues in society (Kemmis and Wilkinson, 1998). As social actors, researchers also need to understand human interactions and human differences (Walsham, 1995). Moreover, participants are active in the research where they help in designing the questionnaire, collecting the data, analysing the information, and shaping the reform or change (Kemmis and Wilkinson, 1998). The interpretivism knowledge claim looks appropriate for this study since the researcher is studying leadership and CSR. However, this claim will not be used because some scientific verifications are required to answer the research question.

Given the realism knowledge claim (a middle ground between positivism and interpretivism), the reality is interpreted scientifically but through the researcher experience and interpretation of the world (Amaratunga & Baldry, 2001). This philosophical stance is disregarded by the researcher, as this study requires a more pragmatic approach.

In pragmatism, the focus will be on the research problem and on how to understand and derive knowledge about the problem rather than the method itself (Rossman & Wilson, 1985). Researchers are free to apply mixed research methods involving quantitative and qualitative approaches based on their needs (Murphy, 1990). For this knowledge claim, the world is not absolute unity, but rather a combination of different philosophies and realities (Murphy, 1990). Moreover, regarding the involvement of the researcher, it is considered that

"at some points the knower and the known must be interactive, while at others, one may more easily stand apart from what one is studying" (Tashakkori and Teddlie 1998, p. 26).

Knowledge claims are explained from the ontological perspective. From the other side, in epistemology, pragmatism is to avoid engaging in pointless debates about reality and truth (Saunders et al., 2009). While, positivism concentrates on laws and causality and on controlling the social environment (Ozanne & Saatciolugu, 2008). Realism focuses on credible data that is not based on inaccurate sensation and misinterpretation (Kovas & Spens, 2007). Finally, interpretivism focuses on the subjective meaning and social phenomena to discover reality and truth (Saunders et al., 2009).

In conclusion, pragmatic knowledge claim seems appropriate for this study. Pragmatism is not committed to one system of philosophy and allows freedom of choice for the researcher to use different approaches to collect and analyse data. The researcher can use both the quantitative and qualitative methods in this study to assess the antecedents of ethical leadership and the role of an ethical leader in promoting CSR. The researcher can have a better understanding of the research question: "who is responsible for promoting CSR in the educational institutions?" by being an observer at some points and an interactive learner at other points of time.

Given these knowledge claims, a researcher needs to establish a framework that involves, according to Crotty (1998), the theory of knowledge, the philosophical stance or the knowledge claim, the research approach, the strategy or the plan of action linking the methods to the outcomes, and the specific methodology used.

3.3.3 The Research Approach

Two main broad approaches can be used in research: deduction and induction. The deduction is a dominant scientific research approach in natural science aimed at testing a theory (Collis and Hussey 2003). It is considered a "top-down" approach that works from general to specific. It starts with thinking up a theory through generating a series of hypotheses to be tested, followed by observations to address the hypotheses, and ends with a confirmation or modification of the original theory (Robson, 2002) (figure 3.2). It focuses on causality or the casual relationship between variables (Robson, 2002). In this study, the Researcher is going further to investigate the social learning theory and the stakeholders' theory to clarify the antecedents and outcomes of ethical leadership in the Lebanese higher educational sector.
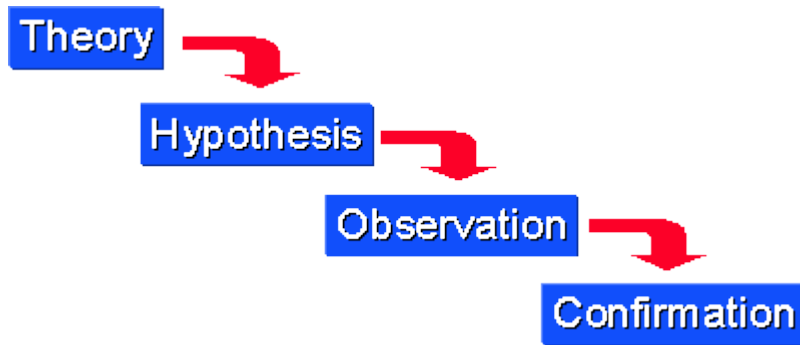
Figure 3.2: Deduction

Today, in the 20th century, social sciences researchers are supporting a more open-ended approach that permits alternative explanations for certain phenomena, the inductive approach (Saunders et al., 2009). The induction approach is a "bottom-up" approach that moves from specific observations to broader theories. It starts with a particular observation, followed by detecting patterns and exploring some tentative hypothesis, and ends by developing theories (Robson, 2002) (figure 3.3). Moreover, the strength of the inductive approach lies in studying causality and relationships through the understanding of the human interpretation of their social world (Saunders et al., 2009). This study is mainly deductive as the researcher will not develop a new theory, but only test the relationship between ethical leadership and CSR in the Lebanese higher education sector. Nevertheless, the study is also inductive. In the qualitative section, some observations of the real world have revealed emergent themes that helped in better explaining the social inquiry into the role of ethical leadership in CSR.
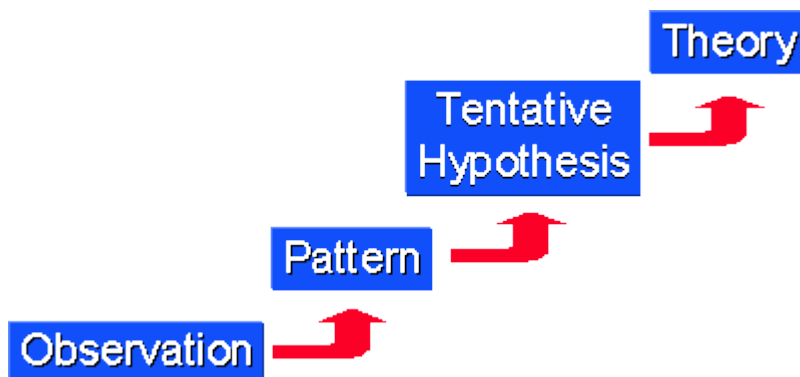

Figure 3.3: Induction

3.3.4 The Research Strategy

The research question will indicate the choice of research methodology, the choice of collection techniques, and the time horizon for the research project. The strategic options are exploratory, descriptive and explanatory.

3.3.4.1. Strategic Option

In exploratory studies, the researcher moves from the broad to the narrow to discover a phenomenon in a new light (Robson, 2002). Whenever new data is collected, the researcher has the flexibility to change the direction of the research (Adams & Schvaneveldt, 1991).The researcher started with exploratory study to decide on the topic of the research. The exploratory study helps in showing the worthwhile of a specific topic and in exploring the problem before starting with the actual research. Descriptive studies are not enough in doctoral research, and more higher-order skills, including critical analysis, data evaluation and ideas synthesis, are required. Therefore, the researcher will select the third option, the explanatory study. In explanatory studies, the researcher will examine the causal relationship between variables through studying a problem or situation (Saunders et al., 2009). Based on the research question, this study will examine the role of an ethical leader in promoting CSR. The explanatory strategic option is used to study the problem through critically reviewing the literature on leadership, ethical leadership, CSR, stakeholders, and social learning theory. Quantitative data is collected to study the significance of different moral characteristics to ethical leadership. Also, qualitative data is used to examine if ethical leadership is directly related to the promotion of CSR in the higher education sector.

3.3.4.2. The Research Strategy & Methods

The research main aim is to collect and analyse the required information to answer the research question (Jankowicz, 1991). Using qualitative methods, the researcher focuses on understanding respondents' point of view, observing and measuring data in natural settings, and exploring a phenomenon with a subjective and holistic perspective (Ghauri and Gronhaug, 2010). Using quantitative methods, the researcher emphasizes testing and verifying facts using logical and controlled measurements (Downing et al., 1988). The researcher is objective, outside viewer, and result-oriented focusing on hypothetical-deductive testing (Cooper and Schindler, 2006). In the following section, the researcher will present valid justification for using the mixed method in this study.

3.3.4.2.1. The Quantitative Research

The quantitative approach involves using positivist claims for generating knowledge (Phillips & Burbules, 2000). The strategies utilized in the quantitative approach to collect data are surveys and experiments. Experiments will not be used in this study as some philosophers believe that experiments are beneficial in the scientific method, while in social sciences, experiments cannot prove but only support a hypothesis (Saunders et al., 2009).

As for the survey, the survey explores opinions and verbal behaviour of the population by studying a sample of this population and trying to generalize the findings (Cooper and Schindler, 2006). Surveys can be cross-sectional or longitudinal, can be a rapid turnaround in collecting the required data, and can capture cause-and-effect relationships (Downing et al. 1988). In this study, the researcher will use a cross-sectional survey to measure the antecedents of ethical leadership.

The questionnaire helps in answering the research question. The researcher encodes his "request for information in a carefully standardized physical stimulus, the question, at the beginning of the process" (Lietz 2010, p. 250). After that, the researcher decodes the response of the respondents, interprets the information, and draws a conclusion (Lietz, 2010).   There are two types of questionnaire, the descriptive and the analytical. The analytical questionnaire focuses on specifying the independent, dependent and extraneous variables (Ghauri and Gronhaug, 2010). The descriptive questionnaire focuses on studying the characteristics of a representative sample of the population, identifies the phenomena whose variance is to be described, and concentrates on earlier research and literature (Ghauri and Gronhaug, 2010). In this study, the descriptive questionnaire is used to measure the antecedents of ethical leadership.

3.3.4.2.2. The Qualitative Research

The qualitative research design is interactive where the researcher engages the participants, interpretive depending on the personal interpretation of the researcher and occurs in the natural setting of the participants (Rossman and Rallis, 1998). In addition, qualitative research concentrates on complex reasoning that is inductive and deductive, iterative of going back and forth, simultaneous of parallel activities, and multifaceted (Rossman and Rallis, 1998).

Strategies used in qualitative research are ethnography, phenomenology, narrative research, case study or grounded theory (Stake, 1995). The strategy selected will affect the data collection method, the data analysis and the outcome of the study (Zikmund, 2003). In this study, the researcher will use multiple case studies strategy. Multiple case studies are adopted rather than a single case study because theories can be tested, and generalization can be achieved through a diverse array of case studies (Yin, 2003). The "multiple case studies" research strategy provides multiple sources of evidence, presents exploratory research about a contemporary phenomenon within the real-life context and can cope with technically different situations (Yin, 1994). This strategy will be applied to explore the contemporary phenomenon of CSR in the real-life context of several Lebanese universities. Through the multiple case studies, the research question about the role of ethical leadership in promoting CSR will be contextualised, and the units of analysis (academic leaders) will be explored in their natural settings.

As for the data collection techniques, data can be collected through observations interviews, visual materials and documents (Ghauri and Gronhaug, 2010). After carefully selecting the site, the participants and the events, the researcher needs to select the way of collecting data. Observation involves watching the participants while taking field notes on their activities and behaviour. Observation leads to awareness and analytical analysis that is not possible through interviews and questionnaires (Ghauri and Gronhaug, 2010). The researcher can have a first-hand understanding of participants, collect data in a natural setting, and capture social behaviour that the participants are uncomfortable to discuss (Merriam, 1998). Disadvantages include the inability to have objective observation and recording of the data, to translate the behaviour into scientifically useful information, and to generalize the findings (Merriam, 1998). The Researcher will observe the academic leaders and their followers in their job context. Also, the researcher will be able to spot the outcome of their behaviour in the selected universities.

Another data collection tool that will be used in this study includes collecting public documents (official report or news-letters) and private documents (e-mails or diaries) from the participants. Also, the researcher will obtain audio and visual materials about the universities.

As for interviews, the researcher can conduct phone, face-to-face, or focus-groups interview. It usually involves unstructured and open-ended questions, mainly to gather the opinions of participants (Ghauri and Gronhaug, 2010). However, the disadvantages of interviews are that the information is indirect as observations, may be biased by the

researcher's presence, and is not available in the natural settings of the participants (Merriam, 1998). In this research, the face-to-face interview technique is used. This technique will allow the researcher to collect with an open mind the views of the academic leaders in the Lebanese Universities. Followers of the leader, as well, will be able to talk freely about events related to CSR and about problems related to the implementation of CSR in their universities. In other words, the researcher will conduct formal interviews with academic leaders. Then, the researcher will verify the results by conducting informal investigations with the faculty and staff members in the selected universities (appendix 3).

3.3.4.2.3. The Mixed Research

The mixed research involves combining the quantitative and qualitative approaches in one study. The mixed research uses the pragmatic grounds claims for generating knowledge (Phillips & Burbules, 2000). The advantage of this approach is that it can neutralize the biases of the quantitative and qualitative methods (Ghauri and Gronhaug, 2010). The disadvantage is that it needs extensive data collection, lengthy time to analyse numeric and text data, and expertise in both the qualitative and quantitative forms of research (Ghauri and Gronhaug, 2010). Questions raised in this approach are about the sequence of the qualitative and quantitative data collection, the priority given to which approach, and the stage that the data of both approaches will be integrated (Tashakkori and Teddlie, 1998).

In this research and based on using the pragmatic philosophical stance, the mixed research method will be applied. The mixed-method will allow the use of more than one data collection technique as the surveys and interviews. Notably, the sequential explanatory research design will be used starting with the quantitative method to find the antecedents of ethical leadership, and then followed by the qualitative method to explore the role of leaders in promoting CSR in the Lebanese universities. Quantitative and qualitative methods are used in a complementary manner. Each set of data (whether quantitative or qualitative) is collected, analysed and presented in a separate form to support the framework created by the researcher involving the antecedents of ethical leadership, ethical leadership and the willingness of ethical leadership in promoting CSR. Data collection and analysis are done through several phases where quantitative data is analysed quantitatively, and qualitative data is analysed qualitatively. Priority is given to both methods, the quantitative and qualitative. The quantitative method will be used to study the characteristics of EL in the Lebanese higher educational sector. Given these findings, respondents will nominate ethical leaders in their

universities based on the moral criteria that they have considered as significant. In the qualitative method, interviews will be conducted with the nominated ethical leaders in the different universities to investigate their willingness to promote CSR.

3.3.5. Time Horizon

Finally, there is a necessary decision to be taken in planning the DBA project: is it a cross-sectional or longitudinal research? A cross-sectional research is a "snapshot" studying a phenomenon in the short-term (Robson, 2002). In this DBA study, the cross-sectional research is used as the study has to be done within a specified time frame. Moreover, the research question on the role of the ethical leader in promoting CSR in the Lebanese educational sector does not require monitoring changes over an extended period, as in the longitudinal research.

3.4. The Research Design

The researcher choice is to combine qualitative and quantitative methods, and this choice is advocated today within the management and business research. The research aim is made of two parts: "to study the relationship between certain leadership characteristics and ethical leadership and to explore the ability of ethical leadership in promoting CSR in the Lebanese Universities". The researcher will use the quantitative method and the questionnaire technique to study the relationship between some traits, behavioural, influential and situational characteristics and ethical leadership. The respondents' profile will be the students, staff and faculty of the Lebanese Universities, males and females, and adults at different managerial levels. The outcomes of the questionnaire will identify the criteria that will be used to assess the characteristics of EL in the Lebanese Universities. The questionnaire will also ask the respondent about a leader in the university that fits the criteria of ethical leadership. After identifying ethical leaders in universities, the output will be used in the qualitative study. In the qualitative study and through the interview technique, the researcher will try to identify the ability of these ethical leaders in promoting CSR. The participants' profile is leaders in high managerial positions in the Lebanese Universities. The qualitative method is used to answer the second part of the research question because this part requires an explanation of the social phenomena of CSR and an understanding of the participants' behaviour. Moreover, the focus will be on the universities natural settings, and the researcher can interact closely with the participants to explore some significant findings.

3.4.1. Quantitative Design

As stated in section 3.3.4, the strategy used in the quantitative method is the survey, and the data collection technique is the questionnaire. The questionnaire is made out of five sections where sections one to four involve a ranking or put in order tables. The four tables cover the four antecedents of ethical leadership: traits, behaviour, power and situation. In each table, the respondent is asked to give a number from 1 to 7 for each characteristic where one is the most important antecedent for ethical leadership and seven is the least important antecedent for ethical leadership. The last section covers general information about the respondent. Last the respondent is asked to name the ethical leader in his/her institution that fits the antecedents of ethical leadership emphasized by him/her in the questionnaire. The questionnaire format, of four ranking tables, is not difficult to read or understand by the respondent, easy to complete and involves a logical flow. The main purpose of this questionnaire is to answer the first part of the research question: "what are the antecedents of ethical leadership?"

To answer the research question under investigation, the researcher needs to test the hypotheses stated in section 2.2. The first section in the questionnaire highlights the higher level of morality and specific leadership traits that will raise the followers' consciousness and moral values. The purpose of this section is to test the two hypotheses: the first is that the different traits related to a higher level of morality have the same average rank (median) and therefore contribute equally to EL. The second is that certain traits have higher average ranks (median) and therefore are more important in determining EL.

The second section in the questionnaire emphasizes the leadership ethical behaviour that is a predictor of leadership effectiveness, and that will have the appropriate consequences for the leader and the followers. The purpose of this section is to test the two hypotheses: the first is that the different behaviours related to a higher level of morality have the same average rank (median) and therefore contribute equally to EL. The second is that certain behaviours have higher average ranks (median) and therefore are more important in determining EL.

The third section in the questionnaire focuses on the power-influence exercised by the leader on his/her followers, given objective of the power possessed, type of power possessed and how power is exercised by the leader. The purpose of this section is to test the two hypotheses: the first is that the different types of influences exercised by the leader have the same average rank (median) and therefore contribute equally to EL. The second is that certain

types of influences exercised by the leader have higher average ranks (median) and therefore are more important in determining EL.

The fourth section in the questionnaire concentrates on contextual or situational factors that influence leadership effectiveness. The purpose of this section is to test the two hypotheses: the first is that the different situational factors influencing leadership have the same average rank (median) and therefore contribute equally to EL. The second is that certain situational factors have higher average ranks (median) and it is very crucial for EL to manage before other situations.

In constructing the questionnaire, it was necessary to decide on what kind of traits, behaviour, influence-power and situations to mention in the first four sections as antecedents of EL. To decide on traits that are considered significant in EL, the researcher has referred back to the literature review of this study. In the literature review, prominent authors in the field of EL have focused on traits as trustworthy, fairness and consciousness (Burns, 1978), integrity, compassion and temperance (Kalshoven et al., 2011) and altruism (Bennis & Thomas, 2002). Moreover, the researcher has reviewed several previous studies on EL and selected the most studied traits in the history as the leader has to be trustworthy, having integrity, compassionate, fair, altruistic, conscientious and temperate. Finally, the researcher has relied on former questionnaires used to measure EL including Ethical Leadership Questionnaire (Yukl, 2013), Leadership Trait Questionnaire (Northouse, 2019), Leadership Virtue Questionnaire (Riggo et al., 2010). To decide on the most important behaviour for EL, the researcher has referred back to the literature review of this study. In the literature review, Bryman (2007) has studied some practices that are highly related to EL:

In determining the leadership behaviour that is related to leadership effectiveness, the leader has to provide followers with clear guidance and feedback, encourages followers' to participate in key decisions, promotes open communication, acts as a role model, and creates a positive work atmosphere in the organization. Moreover, this leader needs to provide resources to adjust workloads and conduct research, shares information and expertise with followers, offers professional and personal support to others, and makes academic appointments that improve the university's reputation.

Also, the researcher has done an extensive review of past literature to find out the most important behaviours that are linked to EL as moral identity, role model behaviour, communication of ethical values, ethical guidance, supportive relationship, and objectivity and respect. Finally, the researcher has relied on former questionnaires used to measure behaviour and EL including Ethical Leadership Questionnaire (Yukl, 2013) and Ethical Leadership Behaviour Scale (Tanner et al., 2010). As for power types, sources and objectives that are relevant to EL (see table 3.3), the researcher has relied on the work of several authors in the field that is examined in chapter two.

In determining the leadership power that is related to leadership effectiveness, it is necessary to investigate the amount of power possessed, the type of power possessed, and how power is exercised by the leader (Hughes et al, 2012).Moreover, it is important to understand the sources of power used by the leader including the coercive power, reward power, legitimate power, expert power, referent power and then later on the information power (Raven, 1992). And finally, it is vital for ethical leadership to determine the direction of power influence, the objective of the power influence, the outcome of the power influence and effectiveness of the power influence (Bass & Stodgill, 1990).

Furthermore, the most researched influence factors that are correlated to EL have been added to the questionnaire as position power, pressure, rational persuasion, power-sharing, personalised power motives and socialized power motives. Finally, the questionnaire in this study has been based on previous power and ethical leadership questionnaires as Influence Behaviour Questionnaire (Yukl, 2008), Episcopal Leadership Questionnaire (Faeth, 2004; French & Raven, 1959), Ethical Leadership at Work Questionnaire (Kalshoven et al., 2011; Frish and Huppenbauer, 2014).

Table 3.3: Power

1. **Coercive/ Legitimate Position Power:** *The leader's power comes from his/her title/position in the organization or the ability to punish* (Faeth,2004/ French & Raven, 1959)	Sources of Power
2. **Information/ Expert Position Power:** *The leader's power comes from his/her knowledge, experience, talent or expertise* (Faeth,2004/ French & Raven, 1959)	Sources of Power
3. **Pressure:** *The leader uses threats or warnings when trying to get followers to do something* (IBQ- Yukl et al., 2008)	Type of Power
4. **Rational Persuasion:** *The leader uses facts and logic to make a persuasive case for a request or proposal* (IBQ- Yukl et al., 2008)	Type of Power
5. **Power Sharing:** *The leader shares power and responsibility with employees* (ELW- Kalshoven et al., 2011)	How Power is Exercised
6. **Personalized Power Motives:** *The leader pursues his/her own success at the expense of others* (ELW- Kalshoven et al., 2011)	Objective of the power
7. **Socialized Power Motives:** *The leader influences employees to participate in the ethical development of the company* (Frish and Huppenbauer, 2014)	Objective of the power

As for the fourth section and the most important situational factors related to EL, the researcher has deducted the questionnaire variables from the literature review of this study.

As to Mumford and Stenmark (2011), the situational variables include the performance pressure, the interpersonal conflicts, threats to the leader's self-efficacy, and the company's rules and regulation. In the situational approach to leadership, the leader adopts the leadership style based on the situation at hand. According to Trevino (1986), we need to study the situation that may support the existence of an ethical or unethical leader.

Besides, past studies on challenging leadership situations have been examined and added to the questionnaire as emotionally charged situation, complex management situation, challenging situations, change, complex interrelations, a situation where integrity is an issue and situations that involve different stakeholders. Finally, this part has been based on the NHS Leadership Qualities Framework (NHS, 2004).

As it is unrealistic to collect data from the whole population given the limitation of time, money and human resources, sampling is concerned with selecting a subset of individuals that are representative of the entire group of interest to make statistical inferences about the larger population (Barnett, 2002). Probability sampling will be used in this research because it is highly related to the survey data collection strategy (Creswell, 2003). Four stages are involved in probability sampling that are identifying the sampling frame, determining the sample size, selecting the sampling technique and checking if the sample represents the entire population (Downing et al., 1988).

As for the sampling frame, it is the source of all cases in the population who can be sampled (Edward et al., 2007). Therefore in this study and based on the research question and objectives, the sampling frame will be from 31 Lebanese Universities. The population is made out of university students, staff and faculty, males and females, of age 18 and above, from different educational levels and diverse geographical areas. The total size of the population in 2018-2019, as per the specific website of each university, is 100,000, and this number represents the complete published list that is accurate and up-to-date. This population is selected due to many reasons. First, this study is about universities and their contribution to society. Second, the sampling frame includes an educated population because this population can understand the new challenges in society and can initiate changes. Third, this population is

easily accessible, as there is an available published list by each university on the number of students, staff and faculty.

In determining the sample size, it is well known that the larger the sample size, the smaller is the margin of error; the higher is the ability to generalize the findings to the entire population and the closer its distribution to the normal distribution (Cooper and Schindler, 2006). However, in probability sampling, there has to be a compromise between the degree of accuracy in the results and the ability of the researcher to analyse a big sample size (Downing et al., 1988). Therefore and given that the sample size is based on the researcher reasoning as well as calculation, several factors have to be considered in calculating the sample size as the statistical inference, confidence level, margin of error, proportion of responses expected on a certain attribute, size of the total population, type of analysis required and total response rate (Zikmund, 2003). First, the statistical inference is forming conclusions and judgement about the population based on the statistical analysis of the sample (Stutely, 2003). Second, the confidence level is the level of certainty that all possible samples selected from the population will represent the characteristics of the entire population (Henry, 1990). In Management and social sciences, the confidence level is set at 95% and the related z value is 1.96 (Watson, 2001). Third, the margin of error (the degree of precision required in calculating the different estimates from the sample; Robson, 2002) will be estimated as 5% in this study. In other words, the researcher is 95% confident that the estimate for the whole population will be accurate plus or minus 5%. Fourth, the proportion of responses expected on a certain attribute will be considered 50% as a conservative figure when the degree of variability is hard to determine or is unknown in a multi-purpose survey with different attributes (deVaus, 2013). Fifth, the size of the population, in this study, is already identified in the prior section. Finally, a high response rate is required to ensure that the sample is representative of the population (Groves and Peytcheva, 2008). In this study, the researcher, having a reliable network in the Lebanese universities, will approach only reachable and eligible respondents in a face-to-face survey. This will guarantee a response rate of 100%. According to Neumann (2005), the response rate for face-to-face surveys is more than 90% and for postal or internet questionnaire is between 10 to 50%. The actual calculation of the sample size will be explained in appendix 2.

Furthermore, it is necessary to decide on the sampling technique. To obtain a representative sample, the simple random sampling technique is used. In this technique, the sample is selected randomly from a random number table involving a list of the entire

population (Henry, 1990). In this research, the sampling frame is easily accessible and accurate, because universities in Lebanon have on their website a list of their students, staff and faculty. In using this technique, the bias in selecting the sample will be eliminated; each respondent in the population will have an equal chance to be selected and the sample will be representative of the entire population (Creswell, 2003). Having decided on the representative sample, it is necessary to determine the data collection tool validity and reliability.

An essential component of research is to check the rigorousness and robustness of the findings and if these findings can be generalised and implemented into practice(Ghauri and Gronhaug, 2010). For this reason, validity and reliability of the instruments used to collect data will be examined. Concerning the quality of research and evidence, validity tests can be used to check the appropriateness of the research design in answering the research question and testing the hypotheses (Carter & Porter, 2000). In this section, content validity, face validity, construct validity, criterion validity and the threats to validity will be discussed. As for construct validity, criterion validity and threats to validity, they are not relevant in this study. The reason is that the questionnaire does not include or compare the set of variables that is prepared by the researcher to the ones previously established by other scholars for the same construct.

For content validity, it is concerned with whether the measurement questions in the questionnaire represent all facets of the concept under investigation and also cover the different variables (Bloomberg et al., 2011). Face validity is the ability of the questionnaire to measure what it is supposed to measure (Knapp, 1998). To test content validity and face validity, the questionnaire is examined by recognized experts in the field, peers and proposed respondents (Peat, 2001). In this study, the questionnaire has been reviewed by subject-matter experts, academics and typical respondents. Then, they were asked to provide feedback about the effectiveness of each question. The professionals' comments have included that, in some particular cases, it has been a little challenging to decide on which antecedent for ethical leadership is more important than other antecedents. However, others have commented that the choices are distinct from each other, and there is no overlap among the different antecedents of ethical leadership. All respondents have agreed that the questionnaire is well structured, easy to fill and takes a short time to answer. From the other side, some respondents have suggested having five choices instead of seven in the four tables. Nevertheless, professional in the field stated that, in doctoral research, concepts have to be stated in more details and accuracy. Given the results of the pilot study, the questionnaire is well designed,

acceptably operationalizes the variables of interest and provides an appropriate tool to measure the antecedents of ethical literature. Moreover, in the pilot study, all academics approved that the questionnaire is based on previous theory and research in the field of ethical leadership. The different sections of the questionnaire are based on, and the studied variables are extracted from previous questionnaires. The researcher has not created any of the variables. All antecedents of ethical leadership in the questionnaire have been previously studied by several scholars.

To reach strong evidence of causality that proves the cause and effect relationship between variables, threats to validity need to be avoided. Threats to validity can affect the scores yielded from the questionnaire, where the scores will lack the required level of consistency (Campbell and Stanely, 2015). According to Peat (2001), threats to validity include the history and maturation threat where the time duration between the first and second measurement and the passage of time may affect the results. Also, the second threat is the testing threat, where the pre-test may affect the outcome of the initial test (Peat, 2001). The time gap between the two measurements needs to be minimal; nevertheless, considerable so that there will be no effect from the first test on the outcomes of the second test. In this study, threats to validity are not applicable because the researcher is not conducting a pre-test followed by subsequent testing. The only means used by the researcher to achieve a valid measurement tool are conducting a pilot test and relying on previous well defined ethical leadership variables that are available in past questionnaires and studies.

Validity is not sufficient on its own. For the measuring instrument to be of value, it has to be valid and reliable. Like validity, reliability is concerned with the robustness of the questionnaire. If the questionnaire produces consistent results under similar conditions and at different intervals, then the questionnaire is reliable (Heale and Twycross, 2015). To assess reliability, according to Mitchell (1996), three common approaches are used including test and re-test estimate, internal consistency and alternative forms. In this study, the researcher will be concerned in the test and re-test estimate of reliability where the questionnaire is to be completed twice by respondents in two different time intervals. If the scores obtained from the two successive measurements are highly correlated, then the measurement procedure and the data obtained are reliable (Mitchell,1996). The same version of the survey, measurement procedure, sample of respondents and equivalent conditions are to be used for both tests. In this study, first, the pilot questionnaires are delivered and completed by twenty respondents. Then, the same process has been repeated after four days by the same respondents.

Consistency between the two tests has been evident, and only minor differences have been reported between the two scores.

Threats to reliability that causes inconsistency in the results are the researcher error, participant changes, environmental changes and random sources of errors (Fink and Kosecoff, 1985). The researcher error is caused by the researcher bias in selecting, recording and interpreting the data that may influence the findings (Kerlinger, 1964). The participants change between measurements, or the participant disapproval of the researcher's interpretation can create serious threats to reliability (Bryman, 2017). The environmental changes that may occur between the pre-test and post-test of the research instrument will reduce reliability because it is difficult to confirm that the same respondent is measured in a similar way (Fink and Kosecoff, 1985). Other threats to reliability include the errors caused by mechanically recording the data, giving nonstandard instructions by the researcher, poorly constructing the questionnaire and typos (Bryman, 2017). To overcome errors that threaten reliability, the researcher will shorten the time between the two measurements, so no changes in the participants or the environment can take place. Moreover, the pilot study conducted by the researcher, the reliability tests and the use of pre-constructed questionnaires in the field of EL will give more robustness to the measurement instrument and findings.

In the coming chapter, the researcher will try to make sense of the data collected and discover evidence that may support or contradict the research hypotheses. Therefore, a systematic approach is required where data is organised, transformed into numerical data, analysed and summarized into graphs and tables, and presented in a statistical summary (Morris, 2012). The software that will be used to analyse the data is the SPSS (Statistical Package for the Social Sciences). Given that this package is suitable for social science, the researcher will use SPSS to define the different variables, add values for each variable, and generate descriptive and other non-parametric statistics (as percentages and frequencies of responses, median rank evaluation, interquartile range (IQR), Kruskal-Wallis and Chi-Square tests). In analysing the quantitative data systematically, vast sources of information can be summarized and compared to other studies over time, findings can be generalised, and the research can be replicated and administered broadly (Robson, 2011).

3.4.2. Qualitative Design

As for the qualitative method, the strategy used is the multiple case studies, and the data collection technique is mainly the interview (other techniques as observations and secondary resources are also used). The case study helps in investigating a contemporary phenomenon in

social sciences in its real-life context (Yin, 2003). A case study is used whenever the subject of interest is unique and involves a specific organisation (Yin, 2003). A case study will help to create knowledge and develop a better understating of the CSR subject. However, the findings of the research results cannot be generalised to the population or other organisations (Yin, 2003). Other limitations include that a single case study may be of high-risk and lower yield, biased and does not recognize outside influences (Raimond, 1993).

Therefore in this research, the multiple case studies have been advocated as a sound research strategy (Larsson, 1993). The multiple case studies will be used to give multiple sources of evidence, robustness to the proposition: "what is the role of ethical leadership in promoting CSR?" and less drawn outcomes. Multiple case studies will study past and contemporary series of replications (Yin, 2003), test a probabilistic relation where the value of independent and dependent variables have to change in the same predictable way and finally prove or reject the research hypothesis (Yin, 1994). In this study, the group of instances will be related to different universities in the higher education sector in Lebanon. Through this study of replication, the researcher will test the same proposition and probabilistic relation between the independent variable (ethical leadership) and the dependent variable (CSR). Finally, the researcher will try to draw conclusions that support or reject the relationship between EL and CSR for the sub-domain of instances.

The preferred qualitative strategy for testing a probabilistic hypothesis in a population is the interview data collection technique (Dul and Hak, 2008). The interview will be one-to-one interaction with leaders, taking place face to face where the researcher will try to bring the relevant context into focus. The interview will be semi-unstructured, involving open questions that will facilitate the respondent interaction without implied responses. First, the researcher will try to establish rapport, empathy and trust with the interviewees that are the academic leaders in the different Lebanese universities.

The first section of the interview will explore the situational factors of a certain university or case study. The situational factors involve the values in the external community (the local and global challenges), the organizational culture (the ethical code of conduct and the formal policy regarding ethical compliance), the formal structure and degree of formalization, and the characteristics of the followers (task autonomy, motivation and sense of responsibility). Moreover, the first section checks the leader's awareness of the CSR concept, appreciation of the CSR's benefits and commitment to incorporate CSR into the organization.

The second section of the interview will identify more the ability of this ethical leader in promoting CSR (hypothesis 10) through investigating some areas of social responsibility and the position/ initiatives of the university in each of these specific areas. Based on the Principles for Responsible Management Education (PRME) by the United Nations, these areas are purpose, values, research, partnership, fairness, natural resource conversation and green environment (Foundation for the Global Compact, 2007). These values are explained in table 3.4. The last section covers general information about the ethical leader (see appendix 3).

Table 3.4: Principles for Responsible Management Education (PRME) by the United Nations

1. **Purpose:** Developing students' capabilities to be future generators of sustainable value for the society through educational frameworks, workshops and materials.
2. **Values:** Incorporating CSR courses and sustainability values into the curriculum to better prepare students for future employment.
3. **Research:** Conducting conceptual and empirical research that advances the understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environment and economic value.
4. **Partnership:** Engaging the students in promoting CSR initiatives in their community through the university partnership with businesses, civil society and government.
5. **Fairness:** A no discrimination policy while treating the employees of the university in a fair, respectful, and non-biased manner.
6. **Natural Resource Conversation**: reducing the consumption of energy, power and water, and finding alternative sources of energy (as waste management).
7. **Green Environment:** Maintaining a better sustainable environment (as campus recycling initiatives, zero-waste events, carbon emission control, and clean-up days).

As for the sample, it will include a number of cases that are selected from the universe of cases or the entire domain of the Lebanese education sector to which the theories studied in this research are applicable. The researcher, being an academic and well informed about private universities in Lebanon, has access to the database and list of instances of the object of

study. The number of candidate cases will be the minimum number that is sufficient to carry on the study, and the maximum number that can be handled by the researcher within the resource constraints of this research (Dul and Hak, 2008). Moreover, it is better to select the sample not from a large population with a large number of instances, but from a particular population with less variation among the different instances (Raimond, 1993). Therefore, the population in this study is the education sector in Lebanon, and the specific population will be the 41 private higher education institutions. Furthermore, from the total 41 private higher education institutions, ten are eliminated, because they are listed as university colleges and not as universities in the ministry of education in Lebanon. Furthermore, to test the probabilistic relation between EL and CSR, the purposeful stratified sampling will be applied. In stratified sampling, the specific population is divided into subpopulations based on the different geographical areas and the researcher interest (Yin, 1994). After that, a proportional sample is selected from the different geographical areas in Lebanon. Given the 31 universities spread across the Lebanese territories, two-thirds are located in Beirut (the capital). Consequently, three universities or case studies will be selected from Beirut, two from the north, two from the south and one from the mountain area, adding to a total of 8 universities. Considering eight candidate potential cases is valid because the sample represents 26% of the entire specific universe of cases. According to Mason (2002), generalization can be attained through replications in a series of limited cases from different parts of the population. Another concern is the credibility of the research findings that have to be proved through the validity and reliability tests.

In the qualitative approach, validity is less accepted by qualitative researchers because they assume that there is no reality external to the researcher perception and understanding (Hubbard et al., 1998). Moreover, they criticize the rigidity of structured questionnaire and excessive focus on validity in favour of legibility in data analysis and ease of quantification (Borsboom et al., 2004). However, validity is a crucial aspect of research because internal validity means that the particular method measures what it is supposed to measure and produce relevant data (Hubbard et al., 1998). For valid measurement, researchers concentrate on achieving valid scores that capture a meaningfully conceptual and ontological clarity and are translated into the relevant epistemology (Bloor, 1997). In the qualitative analysis, then, validity will be considered more as determining the body of measurement and deriving evidence from this body that is real, trustworthy and closer to reality (Adcock and Collier, 2001).

In this research, the validity of the interview is checked by several means. The first mean is matching the logic of the data collection tool (the interview) to the research question and to the required social explanation (Hubbard et al. 1998). The interview, in this study, tries to investigate the willingness of the ethical leader in different universities to accredit the UN-PRME principles. Also, the interview checks the ethical leader's understanding of the CSR concept. The interview questions are clear and focused on answering the research question: "What is the role of EL in promoting CSR in the Lebanese higher education sector?" Examples of questions that are highly related to the research question include: (What you understand about the concept of CSR? What are the advantages and disadvantages of incorporating CSR into the organization? Who supports decisions related to social responsibility?)

Second, the methodological approach can be tested through a pilot study (Hubbard et al. 1998). After conducting a pilot interview with one of the universities in the pre-determined list of case studies, the interview questions have reflected the intended focus out of this research and captured the respondents' real thoughts. The consensus of others in the same field, as the researcher's peers and supervisors, has also verified the researcher's inferences based on the data collection tool.

Third, triangulation, or using more than one method of data collection, can examine the interview questions and investigate regularities in the research data (O'Donoghue and Punch, 2003). The researcher will use visuals and documents, field observations and informal investigations with employees to verify the credibility of the data provided in the interview by the leader. Examples on this involve the visuals and documents that have been used to investigate if the university has a written code of conduct, formal policy regarding ethical compliance, CSR strategy, CSR courses, CSR publications and a written non-discrimination policy. Also, field observations have been used to observe the organizational culture, ethical compliance, followers' attitude and performance and the actual implementation of CSR initiatives.

Also, triangulation has been used to overcome the different intrinsic biases distorting the truth and affecting results. Biases involve moderator bias. For this reason, a well-trained and neutral moderator is required to conduct the interview (Yin, 2003). In this study, the researcher is the moderator that is considered professional and stands at equal distance from the different universities (being only a part-timer in these universities). Other biases involve

biased answers from the respondents to mask the truth and provide socially accepted answers (Mason, 2002). In this study, questions to be asked are: Does the respondent have the capability to answer the interview questions? Is the respondent deceiving the interviewer to appear as an ethical leader? Finally, is there a better-placed leader in this university that can answer the interview questions? To overcome this bias, the researcher has carried an extensive investigation using the quantitative approach to identify ethical leaders in different universities. Another concern for researchers is the reliability of the data collection tool.

In the qualitative research, reliability as the replicability of findings is also difficult to establish, because the qualitative studies measure human experience that varies across time and is more dependent upon the moderator experience and judgment (Sanchez-Jankowski, 2002). In qualitative approaches, the precision of the score achieved by a certain measurement or the accuracy of the research techniques is a problematic concept, because reliability is affected by factors such as the physical setting, the interviewer and the interviewee moods and the nature of interaction during the interview (Williams, 2002). The reliability of the measurement techniques can be examined in terms of having the interview questions relevant to the research objective even if the same interview is administered more than once under the same conditions (Rossiter, 2002). During the pilot study, the same phenomenon of CSR has been measured twice using the same instrument, respondent and under similar previous conditions. However, the measurement has been done within two distant time intervals of more than two months apart. Consistency in responses has been observed. Also, only minor changes have been reported demonstrating that data generation and the research tools are conceptualized as credible and valuable. Furthermore, the reliability of the data can be verified if the researcher is honest and thorough in collecting the responses and has not misrepresented or carelessly recorded the data (Sanchez-Jankowski, 2002). In this research, all ethical approval forms will be provided in addition to a list of the respondents' details, approvals, and signatures. Finally, Reliability is concerned about the quality of the research or the dependability, conformability, applicability and transferability of the methodology and data collected (Lincoln and Guba, 1985).

3.4.2.1 Qualitative Analysis Stages

According to Yin (2009), qualitative analysis is conducted through three main stages (figure 3.4). After defining the research question (chapter one), identifying the conceptual framework (chapter 2), selecting the cases and designing the data collection protocol (chapter

3), the researcher will start collecting data within the selected case studies. In this stage, for each case study, the researcher will conduct a within-case analysis including a descriptive display of information (what is happening?), an explanatory frame (why things are happening?) and causal attribution (what have led to what?). In the last stage, the researcher will carry out a cross-case analysis that will enhance generalizability and allow the understanding of outcomes across several cases. The cross-case analysis will help in verifying the conceptual framework and in answering the research question: what is the role of EL in promoting CSR in the Lebanese higher education sector?

The conceptual framework, as defined by Miles and Huberman (1994), is a visual system of concepts, assumptions and theories that explains presumed relationships among some variables. In this study, the conceptual framework is derived from previous theory and the leadership multiple-influence model (Hunt and Osborn, 1982). This model has provided an abstract scheme for conceptualizing the different levels that may affect the leadership process including the task level, the organisational level, the environmental level and the leader individual attributes (Hunt & Osborn, 1982). PRME-UN principles (2007) has been added to Hunt and Osborn's model since the aim is to study the relationship between EL and CSR in the field of higher education. This tentative model will be investigated to clarify if it is applicable in the Lebanese higher education context. Based on the findings, the model will be refined to include concepts that are highly related to Lebanon (Figure 3.5).

Relating Study to Previous Theory and Developing Conceptual Framework

Cases Selection

Designing Data Collection Protocol

Research Design

Data Collection: Interviews, Observation, Documents

Within-Case Analysis: Data Reduction, Data Display, Data Analysis

Case 1

Case 2

Case 3

Case 4

Case 5

Case 6

Case 7

Case 8

Within-Case Data Collection and Analysis

Cross-Case Analysis

Verify the Conceptual Framework/ Research Proposition

Research Plausible Explanation

Cross-Case Analysis

Figure 3.4: (Yin 2009, pg: 51)

Figure 3.4: Yin Qualitative Analysis Stages

Environmental Level:

Global and Local Challenges

Global Challenges:

- **Technological**
- **Economical**
- **Legal- Political**
- **Social-Ethical**
- **Environmental**

Local Challenges:

- **Technological**
- **Economical**
- **Legal- Political**
- **Social-Ethical**
- **Environmental**

Organizational

Level

Formal Structure

- **Level of Power- Authority**
- **Degree of Formalization:**
  - ○ **Strategy**
  - ○ **Operating Procedures**
- **Centralization: Top to Down Decisions**

Informal Structure

- **Corporate Culture**
- **Code of Conduct**
- **Policy to Enforce the Code of Conduct**

Leadership Attributes

ETHICAL LEADERSHIP

Corporate Social Responsibility

Principles:

1. **Purpose**
2. **Value**
3. **Research**
4. **Partnership**
5. **Fairness**
6. **Conserving resources**
7. **Green Environment**

Employees- Task

Characteristics Level

- **Qualifications and Level of Expertise**
- **Followers Motivation**
- **Followers Sense of Responsibility**
- **Task Autonomy**

Figure 3.5: Conceptual Framework

After defining the conceptual model, the researcher has identified the units of analysis or the list of case studies using the purposeful stratified sampling (in section 3.4.2). Given the 31 universities that are spread across the Lebanese territories, eight universities have been selected to represent the whole population (Table 3.5). According to Yin (2009), the selected cases have to be connected to the conceptual model and provide different perspectives of the given phenomena. As for the data collection protocol, the researcher has determined the set of substantive questions that are posed to the investigator, sources of evidence whether from interviews, observations or documents, and the procedures for collecting data as the field visit schedule and persons to be interviewed (Yin, 2009).

In stage two, the researcher has collected data through conducting field visits. The researcher, being a part-time faculty in these universities, has collected data through conducting periodical observations, interviewing nominated leaders, performing informal investigations with faculty and staff members and collecting visuals and documents (internet websites, printed information and media). According to Cooper and Schindler (2006), data extracted from different sources can help in obtaining multiple perspectives of one institution. The formal interviews have been conducted with leaders fulfilling higher positions in the eight universities. Leaders have been highly educated (holding a doctoral degree), above 35 years old, having at least two years of service in the university and leading more than 30 followers. Given these demographics, all interviewed leaders do not lack education or maturity and have a leading position and experience in their institution (table 3.6). The informal investigations have been conducted with followers of each leader (as per table 3.6). Followers have been asked the same questions asked to their leader (appendix 3) where they have helped in verifying the leader's answers. Observations have involved watching leaders while taking field notes on their behaviour and the outcome of their behaviour in the selected universities. Also, being a part-time lecturer in these universities, the researcher have access to visuals, public and private documents, audio and visual materials in the eight universities. Table (3.7) illustrates the kind of data that is collected using each of the data collection tools (observation, documents, interviews and informal investigation).

In this stage, data has been collected in the form of tape recordings, handwritten notes and printed reports. All of these have been processed into write-ups. According to Miles and Huberman (1994), a write-up is converting raw data into an extended text after adding missing information and this text has to be an intelligible product for anyone. After the production of write-ups, the researcher has identified the main themes based on the conceptual framework

and applied them to the write-ups, which is the process of coding. Also, the researcher has detected emerging themes in the write-ups and used them in the coding process. According to Miles and Huberman (1994), coding can start with a predetermined provisional set of themes coming from literature, existing theory, research question and problem areas. Other codes can be inductively post-defined by reviewing collected data several times (based on Strauss and Corbin (1990) coding technique). In this study, the open coding method of Strauss (1987) is used to define the core codes. In addition, descriptive codes have been used to assign units of meaning to chunks of information. Later, inferential codes have been added to indicate cases where the researcher has detected bias in interviews and variance among the different sources of information.

	University	Location	Faculties/ Programs	Number of Students
1.	LAU	NORTH	78 Programs in 7 Faculties	8,406
2.	LGU	NORTH	31 Programs in 3 Faculties	800
3.	AU	BEIRUT	25 Programs in 5 Faculties	10,000
4.	AUL	BEIRUT	25 Programs in 4 Faculties	10,000
5.	AUB	BEIRUT	120 programs in 6 Faculties	9,102
6.	BU	SOUTH	75 Programs in 4 Faculties	5,513
7.	RHU	SOUTH	40 Programs in 4 Faculties	2,000
8.	CU	MOUN-TAIN	25 Programs in 5 Faculties	1,800

Table 3.5: Cases Demographics

	University	Position	Years of Service in the Organization	Number of Followers	Educational Background	Gender
1.	LAU	Chairperson	2	50	PhD	Female
2.	LGU	Vice President	4	50	PhD	Male
3.	AU	Dean	6	400	PhD	Male
4.	AUL	Dean	10	50	PhD	Male
5.	AUB	Chairperson	24	50	PhD	Male
6.	BU	Managing Director	4	35	PhD	Male
7.	RHU	Academic Director	3	200	PhD	Male
8.	CU	Dean	7	30	PhD	Female

Table 3.6: Leaders' Profile

Data Collection Tools

Observation

Observations will involve watching the participants in each university while taking field notes on their behaviour. Being a part-time faculty in these universities, the researcher has conducted field visits and spent enough time in each university. The purpose is to create awareness, gain more significant insights, collect data in a natural setting and build a first-hand understanding of the different participants. The researcher will observe leaders and their followers to capture their daily practices, social behaviour, and the outcome of their behaviour. The researcher will do field observations to examine and verify the following data:

- Is the organizational culture in the university positive (characterized by innovation, accountability, transparency, trust, freedom of expression and good governance) or negative (characterized by less focus on innovation, no power-sharing, no trust, no freedom of expression, rigid procedures, command and control style of management and demanding leaders)?
- If there is a code of conduct, does it guide decision making and define relationships?
- What kind of values are defined by the organizational culture (integrity, respect, diversity and equity or hostility and negativity)?
- Does the university pursue what is mentioned in their website in terms of their mission, vision and objectives?
- Are the followers highly qualified and motivated, or there are lower employee performance and less work enjoyment?
- What kind of PRME initiatives has the university started implementing? For example, does the university conduct CSR seminars and workshops? Is there a green campus, cleaning-up campaigns and environmental engagement? Is the non-discrimination policy applied? Are the qualifications the base for recruiting, promoting and compensating employees? Or, there is discrimination on the basis of age, religion and political views.

Visuals and Documents

The researcher will collect data on each university using visuals and documents available for the public as the university website, official reports, news-letters or printed brochures. Also, the researcher will use private documents related to each university as internal communication, applications and reports. The visuals and documents will show clearly the official information declared by the university to the public and university members. Visuals and documents will be used by the researcher to examine the following:

- The university history, founder, location, facilities, accreditation, programs, faculties, degrees, affiliations and exchange programs, tuition and number of employees, faculty and students.
- The university mission, vision and objectives.
- The leader's profile, experience and publications.

(As per the introduction available for each university in the supplementary section 2: within-case analysis)

- The university's code of conduct and formal policy regarding ethical compliance.
- The faculty and staff job description if it includes civic and environmental engagement.

- The university CSR strategy.
- The CSR courses, publication and activities.
- The written and published fairness policy.

Interviews

The researcher will conduct eight formal interviews with the nominated leaders in each of the selected universities. The interview will be one-to-one interaction with leaders, taking place face to face where the researcher will try to bring the relevant context into focus. The interview will be semi-unstructured, involving open questions that will facilitate the respondent interaction without implied responses. This technique will allow the researcher to collect with an open mind the views of the academic leaders in the Lebanese Universities. The interview questions are mentioned in appendix 3. (The answers to these questions are available in the supplementary information- section 2 (the within-case analysis) under segments that start with *according to the leader*).

The followers of the leader are asked the same questions, and their input is used to validate the results of the formal interview. Table 3.6 identifies the leader's profile and the related number of followers. Followers of each leader will informally discuss and talk about events related to the nature of leadership, CSR, challenges encountered in implementing CSR and PRME practices in their universities. (Feedback from the followers is available in the supplementary information- section 2 (the within-case analysis) under segments that start with *according to the followers*. For example: for AUB (pg. 11 and pg.13), AU (pg. 38 and pg.42), BU (pg. 56, pg.57, pg.58 and pg.61) and CU (pg. 74 and pg.77) that are included in the supplementary information- section 2).

Table 3.7: Data Collection Tools

After generating codes and themes (as the colour coding in appendix 6), the researcher has arranged data according to these codes, summarized the data collected and picked representative quotes. According to Miles and Huberman (1994), the step of selecting, simplifying and transforming data to produce a more manageable format is called data reduction. In data reduction, each case has been studied separately where the researcher has verified data based on specific themes (as explained in the supplementary information-section 2).

The following step is the data display where the researcher has to present information in a systematic and structured way (Saunders et al., 2009). Data display in a specific visual format or summary diagrams allows analytical thinking, recognising relationships, verifying the phenomenon studied and drawing conclusions (Miles and Huberman, 1994). Data display can be done through matrices or networks (Miles and Huberman, 1994). In this study, the

researcher has used the matrix tabular form with defined rows and columns to present the data. Data display is done through two steps according to Miles and Huberman, where the first step is descriptive, and the second step is explanatory (Saunders et al., 2009). In the descriptive display, the researcher has used Miles and Huberman's (1994) effect matrix to explain where things stood at the end of a certain course and to show the effect of independent and intervening variables on a specific dependent variable (effect matrix is explained for each case study in appendix 5, table 5.3 to table 5.10). In the explanatory display, the researcher will move from what happened to why it happened and what causes it to happen? The explanatory display, according to Miles and Huberman, is a concentrated description that gives reasons, justifies actions and traces emerging threads of causality (Ghauri and Gronhaug, 2010). The researcher has used the explanatory effect matrix that gives the first feel for the causal mechanism (explanatory effect matrix is explained for each case study in appendix 5, table 5.11 to table 5.18).

After that, the researcher has done data analysis, where it is necessary to make sense of the collected and processed data. In this step, the researcher has to add his/her own understanding to the interviews and observations (Ghauri and Gronhaug, 2010). This analysis, according to Miles and Huberman (1994), appears in a narrative form after knitting the data together and using several tactics as noting patterns, building a logical chain of evidence, making contrasts and looking for negative evidence. These three steps: data reduction, data display and data analysis are developed by Miles and Huberman (1994) and are used to conduct the within-case analysis.

In stage three, scores obtained from the multiple case studies will be interpreted and analysed to generate the required outcome. Analysis will be done through comparing patterns, checking if patterns match, testing non-statistically the correctness of the hypothesis and detecting relationships about the studied social phenomenon (George and Bennett, 2005). The visual inspection of the scores will be done in this study manually. After that, cases that have been previously ranked according to the value of the independent variable will also be ranked according to the value of the dependent variable (Dual and Hak, 2008). The rank orders of both the independent and dependent variables are compared to a previously predicted pattern of a continuously decreasing or increasing relationship (Dual and Hak, 2008). If the two rank orders differ slightly or are the same, the hypothesis is confirmed (Mason, 2002). However, if the two rank orders differ significantly, or the predicted pattern does not conform to the measured pattern, then the hypothesis is rejected (Mason, 2002). Then, reports are produced to

provide a vigorous body of evidence and new insights (Bazeley and Jackson, 2013). Finally, outcomes and implications of the findings, limitations and recommendations for future research will be explained towards the end of this study. Other follow-up studies may investigate the generalizability of the findings and the robustness of the research outcomes (Raimond, 1993).

3.5   Ethical Approval

In this section of the research design, the researcher needs to conceptualize the process for ethical approvals. In particular, the Researcher has to fulfil the research ethical requirements of Staffordshire University, including the Fast-Track Ethical Approval Form, the Information Sheet, and the Consent Form. The short form or fast track will be used in this study because all participants are adults over 18, and the research does not involve children, animals, or vulnerable adults. Moreover, the researcher needs to anticipate ethical dilemmas in writing the research problem and the research aims, collecting and analysing data, and publishing the research.

The researcher needs to highlight a research problem that will benefit the participants in the study (Maxwell, 1996). Second, the actual nature and procedures of the study have to be explained clearly to the participants (Maxwell, 1996). Besides, in data collection, the researcher must not put participants at legal, economic, social, physical, or psychological risk (Creswell, 2003). Forms acknowledging these risks are signed by the researcher and the participants to ensure that the participants can engage in this study voluntarily, ask questions, omit questions and have a copy of the results (Creswell, 2002). Besides, special permission is required from the responsible people to provide physical access to the research site (Gummesson, 2000). In this study, the researcher has to get permission of the universities involved.

For data analysis and interpretation, actual names of the respondents to the questionnaire have to be disassociated from the responses and a special coding is to be used instead for each participant (Ghauri and Gronhaug, 2010). As for the interview, names and places have to be replaced by aliases or pseudonyms unless the institution has no problem in revealing its name in the study (Berg, 2001). Furthermore, interpreted data and information have to be valid and reliable and not to the advantage of one group over another (Neuman, 2000). In writing and disseminating the research, the researcher has to meet the ethical research standards in the use of unbiased language, not inventing or falsifying the findings to

meet the audience or researcher's needs, and the publication of results in a responsible manner (Neuman, 2000).

In this study, the researcher has to explain that the topic of the study is not highly sensitive or of negative implications; however, it is beneficial to the image of the university in the higher education sector. In other words, the researcher aim is not to prove that the university is underperforming in CSR practices, but to attract attention to this new and significant concept. Second, the confidentiality of data and the anonymity of participants and institution will be respected by the researcher.

3.6   Conclusion

After determining the specific directional objectives and the underpinning sub-research questions, the research strategy (involving the mixed-method and the pragmatic philosophical stance) is explained. Several data collection tools are selected, including the surveys and interviews where the mixed method allows the use of various data collection and analysis techniques. The research is explanatory and involves the use of the deductive and inductive approaches. Also, the research will be conducted within a cross-sectional time frame, and all related ethical approvals are to be maintained before the actual collection of data.

The primary purpose of this chapter is to explain the methodology that will be used to answer the research question, "*what is the role of ethical leadership in promoting CSR in the Lebanese higher education sector?"* Notably, the mixed method will be applied in a sequential manner, starting with the quantitative method followed by the qualitative method. Each set of data (whether related to the quantitative or qualitative method) is collected, analysed and presented in a separate form to support the framework created by the researcher involving the antecedents of ethical leadership, ethical leadership and the role of ethical leadership in promoting CSR. The researcher will use the quantitative method to identify the key characteristics of ethical leadership in 31 Lebanese universities. The questionnaire involves variables that are selected from past studies and previous questionnaires on ethical leadership. Also, respondents are asked to name a leader in their university that fulfils the most important ethical leadership characteristics. In the qualitative section, the multiple case strategy will be used to study eight universities in Lebanon. Through interviewing academic

leaders (that are first determined by the quantitative study), the researcher will try to explore the role of ethical leadership in promoting CSR in the Lebanese higher educational sector.

In the coming chapter, quantitative data will be coded and prepared for analysis through the SPSS program. Then, statistics, diagrams and tables are used to illustrate results and relationships properly. Finally, findings and discussions are presented to answer the first part of the research question on the antecedents of ethical leadership.

Chapter Four: The Quantitative Analysis

4.1. Introduction

After defining the problem, developing the approach, formulating the research design and conducting the fieldwork in chapter three, this chapter will comprise preparing the data, presenting the tables and graphs, reporting and analysing the findings and explaining the nature of results in relation to previous literature. In this regard, hypotheses will be tested for differences among the several variables of traits, behaviour, power and situation and for determining the most important attributes of EL. For this purpose, descriptive and other non-parametric tests (as the median rank evaluation, the interquartile range (IQR), the Kruskal-Wallis and the Chi-Square tests) will be used.

4.2. Self-Attribute Variables

In table 4.1; the descriptive statistics are presented for the self-attribute variables. First, age shows that 43.5% of the respondents are between the age of 18 and 23 years, and 56.5% of the respondents are above the age of 24 years old. Second, gender shows an approximately equal distribution between males and females in the selected sample of 383 respondents (males are 49.2%, and females are 50.8%). As for education, out of the 383 respondents, 47.5% have their bachelor's degree, and 49% have their graduate degree (34.7% with a Master degree and 13.8% with a Doctorate). For the geographical area, 245 respondents (64%) are from universities located in Beirut, and 138 respondents (36%) are from universities located outside Beirut. The last variable is the occupation where the questionnaire has been distributed among students, faculty and staff. Students presented 36% of the total respondents; faculty presented 20.8% of the total respondents and staff presented 44% of the total respondents.

In appendix 4, the output of Chi-Square is presented to test if there is independence or significant association between the self-attribute variables and the agreement on selecting some groups of variables as the most important in determining ethical leadership. In this research, the main aim is not to study the relationship between the self-attribute variables and the antecedents of ethical Leadership. However; it should be noted that the self-attribute variables in the Lebanese higher education sector have no relation with the ranking order of ethical leadership characteristics. According to the p-values in the Chi-Square table (that are mostly higher than 0.05 with very few exceptions), there is a less significant relationship

between self-attributes variables and important traits, behaviour, power and situations of ethical leadership. The tables in appendix 4 fail to uncover statistically significant relationships between variables except in the relationship between age and fair (in the traits section), age and coercive/legitimate power (in the power section), and the geographical area and trustworthy (in the traits section) where the p-value is less than 0.05.

Some previous studies have displayed some support for several demographical factors like age (Langlois and Lapointe, 2007; Wilmalasiri et al., 1996), gender (Faeth, 2004; Kelley et al., 1990; Klinker and Hackmann, 2003), occupation and level of education (Bass, 1990; Barker, 2002) that may influence the agreement on the most important antecedents of ethical leadership. In a study by Pearce (2013) that is conducted in some leading American universities, age, gender and other demographical variables sufficiently influence the emphasis placed by respondents on the different values of ethical leadership. In another study by Feng (2011), age, gender and occupation are significant variables in determining the academic leader's ethical orientation in the Taiwanese educational sector. In other previous studies (Harkness, 2000; Lee and Sweeney, 2001; Nix, 2002; Rest, 1986; Yukl et al., 1996), no statistical significance has been discovered when studying the difference between men and women, the different age brackets, the level of education or kind of occupation and the most preferred attributes of ethical leadership. In this research, the demographic variables and according to the results have been less imperative in determining the most important leadership characteristics that make up ethical leaders. In the following section, the results will reveal the most significant traits, behaviour, power and situations for ethical leadership.

Table 4.1: Self-Attribute Variables

	N (%)
Age	
18 – 23 years old	167(43.5)
24 – 29 years old	99(25.8)
30 – 36 years old	62(16.1)
More than 36 years old	56(14.6)
Gender	
Males	188(49.2)
Females	194(50.8)
Education	
Secondary	5(1.3)
Undergraduate	182(47.5)
Master's	133(34.7)
Doctorate	53(13.8)
Professional Degree	3(0.8)
No Degree	7(1.9)
Geographical Area	
Beirut	245(64.0)
Other governorates	138(36.0)
Occupation	
Student	138(36.0)
Faculty	80(20.8)
Marketing Public Relation	37(9.6)
Finance Accounting	37(9.6)
Administrative	48(12.5)
Other Job	44(11.5)

4.3.Ethical Leadership Variables

Table 4.2: Ethical Leadership Characteristics in terms of Importance

Ethical Leadership Characteristics	Mean±SD	Median(IQR)
Traits		
Trustworthy	2.5±1.7	2(1 – 3)
Integrity	2.8±1.8	2(1 – 4)
Fair	3.7±1.9	3(2 – 5)
Compassionate	4.5±1.7	5(3 – 6)
Conscientious	4.6±1.8	5(3 – 6)
Altruistic	4.9±1.8	5(4 – 6)
Temperate	5.0±1.8	5(4 – 7)
Behaviour		
Respect	3.4±2.0	3(2 – 5)
Role Model Behaviour	3.6±2.1	3(2 – 5)
Moral Identity	3.7±2.0	4(2 – 5)
Communication	4.0±1.8	4(3 – 6)
Supportive Relationship	4.3±2.0	5(3 – 6)
Ethical Guidance	4.4±1.8	5(3 – 6)
Objectivity	4.5±2.0	5(3 – 6)
Power		
Information Expert	2.8±1.7	2(1 – 4)
Power Sharing	3.2±1.7	3(2 – 4)
Rational Persuasion	3.4±1.8	3(2 – 5)
Socialize Power	3.6±1.8	4(2 – 5)
Coercive Legitimate	4.7±2.0	5(3 – 6)
Personalized Power	5.0±1.8	5(4 – 7)
Pressure	5.4±1.6	6(5 – 7)
Situation		
Complex Management	3.5±1.9	3(2 – 5)
Challenging	3.7±1.9	4(2 – 5)
Change	3.7±1.9	4(2 – 5)
Emotion Charged	4.0±2.1	4(2 – 6)
Interrelationship	4.2±1.8	4(3 – 6)
Personal Integrity	4.5±2.0	5(3 – 6)
Stakeholders	4.5±2.1	5(3 – 6)

- SD: Standard Deviation
- IQR: Interquartile Range
- The focus in this study will be on the median and IQR more than the mean and SD, because the median is better in analysing scales than the mean (for example, the mean can give us a score of 2.5 which is difficult to understand if the parameter is 2nd in importance or 3rd in importance)
- The IQR is used in this study to differentiate between parameters when the median is the same for some ethical leadership characteristics.

4.3.1. Ethical Leadership Variables: Traits

The first hypothesis is:

H0: All traits have the same average rank (median) and therefore contribute equally to ethical leadership.

H1: Some traits have higher average ranks (median) and therefore are more important in determining ethical leadership.

Table 4.2 ranks the traits of ethical leadership using the median. Results have revealed that being trustworthy, having integrity and fairness are the most important traits of ethical leadership. Trustworthy has a median of 2 and an interquartile range (IQR) of (1-3) and is considered more important than other traits. In a previous study by Eisenbeiss et al. (2015) about CEO ethical leadership surveying 145 participants from 32 firms, mutual relationship of trust between the CEO and his/her followers has correlated positively with EL. In other studies by Kalshoven et al. (2011) and Brown et al. (2005), followers highly expect and perceive their ethical leaders as trustworthy and notably associate such leaders to the psychological safety and ethical legitimacy of the organization. Moreover, cognitive trust and dependability have been correlated positively to the ethical style of leadership by different studies as Kouzes and Posner (1993), Posner & Schmidt (1984), Dirks & Ferrin (2002), Brown & Trevino (2006), Dehoogh & Denhartog (2008) and Hansen et al., (2016). In exploratory research, Trevino et al. (2000, 2003) have confirmed through structured interviews with executives in different industries the importance of trustworthy and honesty as personal characteristics related to ethical leadership. The second important trait for ethical leadership in this study is having integrity with a median of 2 and IQR of (1-4).

Results have ranked integrity second after trustworthy where the middle value of the data is two but with an interquartile range (IQR) of (1-4). In other terms, the middle 50% of the data related to integrity is ranking one as "the most important" and two as the "second in importance". In a study by Feng (2011) trying to explore the ethical orientations of academic directors in 240 Taiwanese academic institutions, integrity has ranked high with a mean score of 4.33 where five is "the most important" trait and four is the "second in importance". The study has used a survey measuring 25 dimensions related to ethical leadership and involved 573 respondents. In another study by Christensen et al. (2014), the literature on the antecedents of EL has been identified to reveal that integrity is the micro foundation of ethical leadership and is used to differentiate ethical leaders from unethical leaders. Moreover, in a

less descriptive study, Hooijberg and Lane (2005) have empirically studied the relationship between EL and integrity. This study has discovered that integrity has a significant impact on ethical leadership over and above the impact of other leadership traits as respect, fairness and compassion. Moreover, in other studies by Quinn (1988), Becker (1998), Morrison (2001), Parry and Proctor-Thomson (2002), Trevino et al. (2003) and Engelbrecht et al. (2018), integrity has scored higher than other traits indicating a positive association with ethical leadership. In the third place, the fair has recorded a median of three and IQR of (2-5).

Based on previous literature, the outcome of having trustworthy, integrity and fair as the most prominent traits for EL has been highly expected in this study. Fair, as an important trait for EL, has been studied by several scholars. Eisenbeiss et al. (2015) have studied, in addition to integrity as an antecedent for EL, four more dimensions including fairness, responsibility, people-orientation and modesty. Data collected and analysed from the 145 participants in the 32 British firms have indicated a strong relationship between these five dimensions and EL. In another study by Kalshoven et al. (2011), behaving fairly, trustfully and with integrity as bases for EL have been measured with other components in a scale where this practice is common in leadership research. Kalshoven et al. (2011) have tested the appropriateness and fit of these ethical indicators and the underlying construct of EL and have observed a good fit. Moreover, Mayer et al. (2012) have discovered notable differences between some antecedents for EL (as treating people fairly and having integrity). In other instances, in the same study, Mayer et al. (2012) have observed that some elements of ethical leadership have overlapped with other leadership constructs (as being fair and interactional justice).

In this research, compassionate and conscientious have the same median rank of 5 and IQR of (3-6). In other terms, respondents have not differentiated between compassionate and conscientious as antecedents of EL and ranked them in the fourth place. Finally, the least important traits for EL are altruistic and temperate with a median of 5 and IQR of (4-6) and a median of 5 and IQR of (4-7) respectively. Traits as altruistic and temperate are considered by the respondents in the Lebanese higher education sector as less important in defining EL. Recent work in traits theories has addressed altruistic and temperate as linked to the moral identity of a leader (Pearce et al., 2008; Yukl, 2010; Christensen et al., 2014; Sagnak, 2017); however, these studies have remained descriptive and required more examinations.

As a result in this study, the null hypothesis is rejected in favour of the alternative hypothesis (H1= some traits have higher average ranks (median) and therefore are more important in

determining EL) where there is a statistical difference between the measured traits as seen in table 4.2. Moreover, a nonparametric test is used to determine if the different traits are statistically and significantly different from each other. The Kruskal-Wallis test is applied using SPSS statistics, and it is illustrated in table 4.3.

Traits	Trustworthy	Integrity	Compassionate	Fair	Altruistic	Conscientious
Integrity	0.416					
Compassionate	<0.001	<0.001				
Fair	<0.001	<0.001	<0.001			
Altruistic	<0.001	<0.001	<0.001	<0.001		
Conscientious	<0.001	<0.001	0.999	<0.001	0.352	
Temperate	<0.001	<0.001	<0.001	<0.001	0.999	0.031
Behaviour	Moral Identity	Role Model Behaviour	Communication	Ethical Guidance	Supportive Relationship	Objectivity
Role Model Behaviour	0.999					
Communication	0.064	0.024				
Ethical Guidance	<0.001	<0.001	0.109			
Supportive Relationship	<0.001	<0.001	0.455	0.999		
Objectivity	<0.001	<0.001	0.006	0.999	0.999	
Respect	0.999	0.999	0.001	<0.001	<0.001	<0.001
Power	Coercive Legitimate	Information Expert	Pressure	Rational Persuasion	Power Sharing	Personalized Power
Information Expert	<0.001					
Pressure	<0.001	<0.001				
Rational Persuasion	<0.001	<0.001	<0.001			
Power Sharing	<0.001	0.022	<0.001	0.999		
Personalized Power	0.930	<0.001	0.040	<0.001	<0.001	
Socialized Power	<0.001	<0.001	<0.001	0.617	0.056	<0.001
Situation	Emotionally Charged	Complex Management	Challenging	Change	Complex Interrelationship	Personal Integrity Dilemma
Complex Management	0.013					
Challenging	0.519	0.999				
Change	0.495	0.999	0.999			
Complex Interrelationship	0.873	<0.001	0.002	0.002		
Personal Integrity Dilemma	0.001	<0.001	<0.001	<0.001	0.383	
Conflicting Stakeholders' interests	<0.001	<0.001	<0.001	<0.001	0.266	0.999

Table 4.3: Leadership Characteristics and Kruskal-Wallis Test

Yellow: p-value < 1%   Green: p-value < 5%   Blue: p-value< 10%

The Kruskal-Wallis test is performed on ranked data to compare continuous or ordinal variables as the Likert scales or ranking categories (Bluman, 2000). This test is used when there are more than two groups in the research design that are not normally distributed, and the main purpose is to determine which of these groups significantly differ from the others (Groebner et al.,2004). It is considered as an extension of the Mann-Whitney U test that only allows the study and comparison of continuous or ordinal variables across two groups (Malhotra, 2008). In this study, this test is used because it is required to evaluate the difference in median ranks across more than two groups of variables. The comparison is made between 7 groups (criteria) for each entity (Traits, Behavior, Power, and Situation). Moreover, the Kruskal-Wallis test allows the researcher to accept or reject the null hypothesis that assumes equal median ranks across all levels and groups of variables within each category of leadership's traits, behaviour, power and situation. The outcome of the Kruskal-Wallis test (where the p-value is less than the significance level of 0.05) will allow the researcher to reject the null hypothesis and deduct that the medians are not all equal.

In table 4.3, the p-values are reported. Values<0.05 indicate a significant difference between the different traits of EL (Groebner et al., 2004). Results indicate that there is no significant difference between trustworthy and integrity (median=2, p-value=0.416), compassionate and conscientious (median=5, p-value=0.999), altruistic and conscientious (median=5, p-value=0.352), and altruistic and temperate (median=5, p-value=0.999). From the other hand, there is a significant difference (p-value<0.05) between trustworthy and other variables as compassionate, fair, altruistic, conscientious and temperate. There is also a significant difference between integrity and other variables as compassionate, fair, altruistic, conscientious and temperate. There is as a well significant difference between compassionate and other variables as fair, altruistic and temperate. Finally, being fair is significantly different from altruistic, conscientious and temperate, and conscientious is significantly different from temperate. Given that, H1 will be selected as there is enough sample evidence to support it, and some of the traits have higher average ranks (median) and therefore are more important in determining EL.

4.3.2. Ethical Leadership Variables: Behaviour

As for the second hypothesis:

H0: All behaviours have the same average rank (median) and therefore contribute equally to ethical leadership.

H1: Some behaviours have higher average ranks (median) and therefore are more important in determining ethical leadership.

In table 4.2, results have revealed that the role model behaviour and respect are important behaviours for EL. Respondents have recorded a median of 3 and an IQR of (2-5) for both the role model behaviour and respect. Through positive role modelling, a leader can create an ethical organizational context, inspire followers to do likewise and will be then identified as an ethical leader (Thomas et al., 2004; Kannir, 2007; Gardner et al., 2005 and Demirtas et al., 2015). Respondents in the Lebanese academic sector have perceived that if a leader does not model high ethical standards, the leader will lose his/her moral compass and cannot be considered as an ethical leader. In a study by Toor and Ofori (2009), EL has been positively and significantly correlated to the leader's idealized behaviour and role modelling which have also been verified previously by Brown et al. (2005) and Yukl (2001). Mayer et al. (2012) have stated that an ethical leader has to model credible behaviour in an organization to gain legitimacy and be emulated by fellow group members. In this study, Mayer et al. (2012) have identified an inverse relationship between negative role modelling and EL, and at the same time, they have verified the moral prototype as an antecedent of EL. As for respect, an ethical leader has to demonstrate respect for followers' needs and demands (Mayer et al., 2012). In other terms, virtuous respectful interpersonal behaviour and harmonious work environment have to be initiated by an ethical leader in an organization (Kalshoven et al., 2012; De Hoogh & Den Hartog, 2008; Brown et al., 2005 and Yang et al., 2016).

After that, the moral identity has received a median of 4 and IQR of (2-5). Communication has received a median of 4 and IQR of (3-6). In exploratory research, Trevino et al. (2003) have tried to examine the antecedents of EL by interviewing 40 senior executives and officers in different industries. Respondents have been asked broad questions about the behaviour and motives of EL. The interviews have surfaced evidence that the moral dimension or the moral identity of a leader is highly related to EL (Trevino et al., 2003). Within this moral identity, the leader has to affect followers' behaviour proactively and shows a strong concern for ethics and moral values (Trevino et al., 2003). Brown & Trevino (2006) have also verified that EL is

positively correlated to principled moral identity. The obligation to adopt moral standards and encourage employees to apply the ethical code of conduct refer to the leaders' moral identity that is highly related to EL (Christensen et al., 2014). Also, the researchers have discovered that, besides the moral identity of the leader, communicating the ethical standards to followers is positively linked to EL (Brown & Trevino, 2006; Christensen et al., 2014). Moreover, the moral identity of a manager or doing what "just" and "right" is embedded in ethical leadership where Pearce (2013) has discovered a strong correlation between the leader's moral identity and ethical importance. Pearce (2013) has conducted his longitudinal study from 2008 to 2010 by surveying 252 MBA students in 3 American and Canadian universities. Finally, Levine (2000) has studied the leader's role in communicating ethical values to followers through a multifactor leadership questionnaire. This questionnaire has included other antecedents for EL as a supportive relationship, objectivity, respect and role modelling behaviour. The MLQ has been administered to academic and administrative officers in different 50 top-ranked American educational institutions. Scores obtained from the respondents in the different universities have verified that the lack of communication between the leader and his/her followers can lead to high dissatisfaction with the leader (Levine's, 2000).

Other than that, the Lebanese academic sector has indicated less concern for objectivity, ethical guidance and supportive relationship, giving them the rank of "fifth in importance" with an IQR of (3-6). None of the seven listed kinds of behaviours (moral identity, role model behaviour, communication, ethical guidance, supportive relationship, respect and objectivity) has gained a median of one as "the most important" or two as "the second in importance". However, still in this section, the researcher can select the role model behaviour, respect and the moral identity as the most suggested behaviours for EL by the respondents in the Lebanese higher education sector.

Given all of that and in reference to table 4.3, the null hypothesis, all behaviours have the same average rank (median) and therefore contribute equally to ethical leadership, will be rejected as there is substantial contradictory evidence derived from the sampled data. There is a significant difference (p-value<0.05) between moral identity and other variables as ethical guidance, supportive relationship and objectivity. There is a significant difference (p-value<0.05) between role model behaviour and other variables as communication, ethical guidance, supportive relationship and objectivity. Also, there is a significant difference between communication and objectivity. In addition to that, respect is significantly different from communication, ethical guidance, supportive relationship and objectivity. As a result,

the alternative hypothesis, some behaviours have higher average ranks (median) and therefore are more important in determining EL, can be selected by the researcher. Nevertheless, results indicate that there is no significant difference between for example moral identity and role model behaviour (p-value=0.999), moral identity and communication (median=4, p-value=0.064), moral identity and respect (p-value=0.999), role model behaviour and respect (median=3, p-value=0.999), and communication and ethical guidance (p-value=0.109). The median and the mean rank for each group (table 4.2) can justify and support the p-values in the Kruskal-Wallis test (table 4.3), where a p-value more than 0.05 indicates that the two different behaviours have a similar median or mean. Even though there is a difference between the behaviour parameters, and some parameters are more important in determining EL in the Lebanese academic context.

4.3.3. Ethical Leadership Variables: Power

As for the third hypothesis:

H0: All types of influences exercised by the leader have the same average rank (median) and therefore contribute equally to ethical leadership.

H1: Some types of influences exercised by the leader have higher average ranks (median) and therefore are more important in determining ethical leadership.

In table two, results have revealed that the information/ expert power is an important source of power used in ethical leadership. Respondents have recorded a median of 2 and an IQR of (1-4) for the information/ expert power exercised by the leader. The information/ expert power is selected by respondents because although the Lebanese culture is high in power distance (Hofstede's Power Index, At-Twaijri and Muhaiza, 1996), the Lebanese prefer to follow the leader that has expertise and knowledge and not the leader that relies on his/her position to gain power. According to Pfeffer (1993), if legitimate power is not accompanied by expert power, the leader will encounter increased resistance, frustration and dissatisfaction among followers. Lunenburg (2012) in his study about power and leadership has focused on the importance of expert and knowledge power for EL as it creates a climate of trust, attitudinal conformity, internalized motivation and satisfaction among employees. In another study by Faeth (2004), the Influence Behaviour Questionnaire by Yukl has been used to measure the most common type of power used by a leader to influence followers. Respondents have been

152 adult members of the Episcopal Church exercising leadership (Faeth, 2004). In one section of the study by Faeth (2004), five kinds of powers (according to French and Raven taxonomy, 1959) have been studied including reward power, coercive power, legitimate power, expert power and referent power. Subjects in the study have been asked to define the most common kind of power that they use. Eventually, the highest mean score (in a five Likert scale) has been for expert power (4.48), the lowest mean score has been for coercive power (1.77), and as for legitimate power, the mean score has been 3.75 (where 5 is "the most common" kind of power and 1 is the "least common" kind of power) (Faeth, 2004).

After that, the power-sharing has received a median of 3 and IQR of (2-4) and rational persuasion received a median of 3 and IQR of (2-5). For respondents in the Lebanese academic sector, an ethical leader needs to use the power of information and expertise, the power of rational persuasion and to share this power with his/her subordinates if this leader wants to influence others positively. In a study by Karamat (2013) to discover the best leadership practices in an organization in the service sector, power-sharing and freedom of action for employees have demonstrated to be very important key factors for followers to accept the leader. Another study by Dereli (2003) has explored in 1050 academic institution in Turkey the kind of power used by principles and attested by faculty members. Majority of the respondents have verified that principles that lead through empowerment and power-sharing uses the human frame dominantly (focus on human resources rather than goals and achievements), value relationships and are more ethical (Dereli, 2003). In addition to power-sharing, respondents have selected the leader's power in rational persuasion where the leader can build effective alliances and achieve consensus on being an effective leader (Dereli, 2003). Power of rational persuasion is highly correlated to EL as examined by several researchers as Bass and Stodgill (1990), Brown et al. (2005), Brown and Trevino (2006), Yukl (2010), Giessner and Quaquebeke (2011), Hughes et al. (2012) and Yukl et al. (2016).

Faeth (2004) has studied several kinds of power exercised by a leader including rational persuasion, pressure, personalized appeal, consultation or power-sharing, inspirational or socialized appeal. Researchers have defined leadership as a social influence process necessary to achieve organizational goals (Faeth, 2004). In using descriptive techniques as the mean and standard deviation for each influence tactic, scores have indicated that the highest preference is for consultation (power-sharing) and rational persuasion, then followed by inspirational (socialized) appeal, and the least preference is for personalized appeal and pressure (Faeth, 2004). Results in Faeth's study correspond to the findings in this research where the kinds of

power used by the leader are ranked in the following order (from the most important to the least important): information/ expert power, power-sharing, rational persuasion, socialized power motives, coercive/ legitimate position power, personalized power motive and pressure. In this study, socialized power motive has a median of 4 and IQR of (2-5), coercive/ legitimate position power has a median of 5 and IQR of (3-6), personalized power motive has a median of 5 and IQR of (4-7) and pressure has a median of 6 and IQR of (5-7).

The least important sources of power used in EL according to respondents in the Lebanese academic sector are coercive/ legitimate influence, personalized appeal and pressure. Coercive/ legitimate power is considered by the faculty, staff and students in the Lebanese universities as an undesirable source of power that cannot be used frequently by an ethical leader. In Pfeffer (1993) research on the sources of power, coercive/ legitimate power can cause adverse side effects for the followers as fear, poor performance and turnover, and the urge to take revenge from the unethical leader. Bolman and Deal (1991) believe that coercive power is a typical kind of power used by leaders in the eastern and conventional cultures. As for personalized power motive and pressure, such sources of power are not used frequently by an ethical leader, as they can lead to temporary compliance and not to subordinates' commitment (Yukl and Tracey, 1992; Yukl et al., 1995; Yukl et al., 1996; Yukl et al., 2016). Also, these sources of power exploit power relationship in the concept of ethical leadership and are expected to be at the bottom of the frequency scale (Yukl and Tracey, 1992; Yukl et al., 1995; Yukl et al., 1996; Yukl et al., 2016).

Given all of that and in reference to table 4.3, the null hypothesis, all types of influences exercised by the leader have the same average rank (median) and therefore contribute equally to EL, will be rejected as there is substantial contradictory evidence derived from the sampled data. There is a significant difference (p-value<0.05) between coercive/ legitimate position power and other variables as information/ expert position power, pressure, rational persuasion, power-sharing and socialized power motives. There is a significant difference (p-value<0.05) between information/ expert position power and other variables as pressure, rational persuasion, power-sharing, personalized power motives and socialized power motives. Also, there is a significant difference between pressure and other variables as rational persuasion, power-sharing, personalized power motives and socialized power motives. In addition to that, rational persuasion is significantly different from personalized power motives, personalized power motive is significantly different from socialized power motives, and power-sharing is significantly different from personalized power motives. As a result, the alternative

hypothesis, some types of influences exercised by the leader have higher average ranks (median) and therefore are more important in determining EL, can be selected by the researcher. Nevertheless, results indicate that there is no significant difference between for example coercive/ legitimate position power and personalized power motives (median=5, p-value=0.930), rational persuasion and power-sharing (median=3, p-value=0.999), and rational persuasion and socialized power motives (p-value=0.617). The median and the mean rank for each group (table 4.2) can justify and support the p-values in the Kruskal-Wallis test (table 4.3), where a p-value more than 0.05 indicates that the two different influences have a similar median or mean. Even though there is a difference between the seven influence parameters, and some parameters are more important in determining EL in the Lebanese academic context.

4.3.4. Ethical Leadership Variables: Situation

As for the fourth hypothesis:

H0: All types of situational factors influencing leadership have the same average rank (median) and therefore contribute equally to ethical leadership.
H1: Some situational factors have higher average ranks (median) and it is very crucial for ethical leadership to manage before other situations.

In table 4.2, results have revealed that dealing with complex management situations (where the leader appreciates diverse views and may modify his/ her thinking) is very important for EL. Respondents have recorded a median of three and an IQR of (2-5) for the complex management situation. Dealing with complex management situations is selected by respondents in the Lebanese higher education sector, because for them, an ethical leader is that appreciates diversity, admires creativity, and demonstrates flexibility and open-mindedness. Second, respondents have given a median of four and an IQR of (2-5) for overcoming challenging situation and leading situations requiring change. According to the respondents, an ethical leader has to create conditions that allow the team to perform at its best, explain the reasons behind key decisions and encourage followers to deal constructively with problems. In a study by Hooijberg and Lane (2005), 175 highest-level leaders from the state government department in the north-eastern United States have been surveyed to examine the relationship between some situational factors and the ethics and role of leadership. In this study of Hooijberg and Lane (2005), displaying and practising flexibility and open-mindedness by the

leader (similar to complex management situation) has displayed a good fit with EL. Also, developing consensual resolutions to problems and challenging situations (similar to overcoming challenging situations) and experimenting new inventive ideas and procedures (similar to situations requiring change) has displayed a good fit with EL (Hooijberg and Lane, 2005). In another study by Levine (2000), significant situations confronting a leader has been examined in addition to a full range of other leadership behaviours. Moreover, Levine (2000) has studied the relationship between some situations and the leadership style. Results have indicated that dealing negatively with opposing perspectives and avoiding diversity (complex management situation), failing to contribute help until conflicts are serious (challenging situations) and forcing followers to apply changes (situations requiring change) are related to the type of transactional and laissez-faire leaders (Levine, 2000).

As for the less important situations, respondents in the different Lebanese universities have given a median of 4 and an IQR of (2-6) for dealing with emotionally charged situations and a median of 4 and an IQR of (3-6) for managing situations with complex interrelationship. And finally, respondents have considered managing situations where personal integrity is an issue and handling situations that involve different stakeholders as the least important situations (with a median of 5 and an IQR of (3-6)).

In examining the ethical orientations of directors in 240 academic institutions in Taiwan, Feng (2011) has discovered that academic directors need to provide the best interest for the different stakeholders, treat them equally and develop a harmonious interpersonal relationship with them. In another study, Eisenbeiss et al. (2015) have tried to examine the dimensional structure of ethical leadership. Ethical leader's responsibility towards stakeholders has been assessed by Eisenbeiss et al. using several criteria taken from Kalshoven et al. (2011) and Maak and Pless (2006) responsibility scales. Respondents have agreed on the relative importance of satisfying the different stakeholders for ethical leadership. In other words, the study has shown that EL is contingent on strong corporate/ stakeholders relationships (Eisenbeiss et al., 2015). Moreover, Kalshoven et al. (2011) have examined the correlation between EL and satisfying stakeholders' interests as social work, citizenship behaviour and sustainability. Kalshoven et al. (2011, pg.6) have verified a strong relationship between EL and satisfying stakeholders needs where ethical leaders have to "emphasize the collective, the workgroup, the wider organization, and even society and sustainability". However, the results in this study have conveyed a different stance. Respondents in Lebanese universities have considered satisfying stakeholders for ethical leadership as the least important dimension in

section four. Nevertheless, the reasoning behind this outcome is the lack of a good understanding of the notion of social responsibility and stakeholders among the respondents. The terminology of internal and external stakeholders is new for the respondents, and explaining it in a more straightforward way as the concerned parties that have an interest in the university may change the findings.

Given all of that and in reference to table 4.3, the null hypothesis, all types of situational factors influencing leadership have the same average rank (median) and therefore contribute equally to EL, will be rejected as there is substantial contradictory evidence derived from the sampled data. There is a significant difference (p-value<0.05) between emotionally charged situations and other variables as complex management situation, personal integrity dilemma and conflicting stakeholders interests. There is a significant difference (p-value<0.05) between complex management situation and other variables as complex interrelationship situation, personal integrity dilemma and conflicting stakeholders interests. Also, there is a significant difference between challenging situations and other variables as complex interrelationship situation, personal integrity dilemma and conflicting stakeholders interests. In addition to that, situations involving change is significantly different from complex interrelationship situation, personal integrity dilemma and conflicting stakeholders interests. As a result, the alternative hypothesis, some situational factors have higher average ranks (median), and it is very crucial for EL to manage before other situations, can be selected by the researcher. Nevertheless, results indicate that there is no significant difference between for example emotionally charged situations and challenging situations (median=4, p-value=0.519), emotionally charged situations and situations involving change (median=4, p-value=0.495), and emotionally charged situations and complex interrelationship situations (median=4, p-value=0.873). As well as, there is no significant difference between challenging situations and situation involving change (median=4, p-value=0.999) and personal integrity dilemma and situations involving conflicting stakeholders interests (median=5, p-value=0.999). The median and the mean rank for each group (table two) can justify and support the p-values in the Kruskal-Wallis test (table 4.3), where a p-value more than 0.05 indicates that the two different situations have a similar median or mean. Even though there is a difference between the seven examined situations, and some situations are more important in influencing EL than other situations in the Lebanese academic context.

4.4. Conclusion

Finally, based on the outcomes of this quantitative study, the most significant traits for EL are trustworthy, having integrity and being fair. Important behaviours pertinent for ethical leadership are the role model behaviour, respect and moral identity. Favoured kinds of power for EL are the information/ Expert power, the power-sharing and the rational persuasion power. The most crucial situations for an ethical leader to manage and control are situations with complex management, challenging problems and continuous changes (Figure 4.1). Some of these findings have been perceived by other scholars (Table 4.4) as the empirical investigation of Toor and Ofori (2009) on EL.
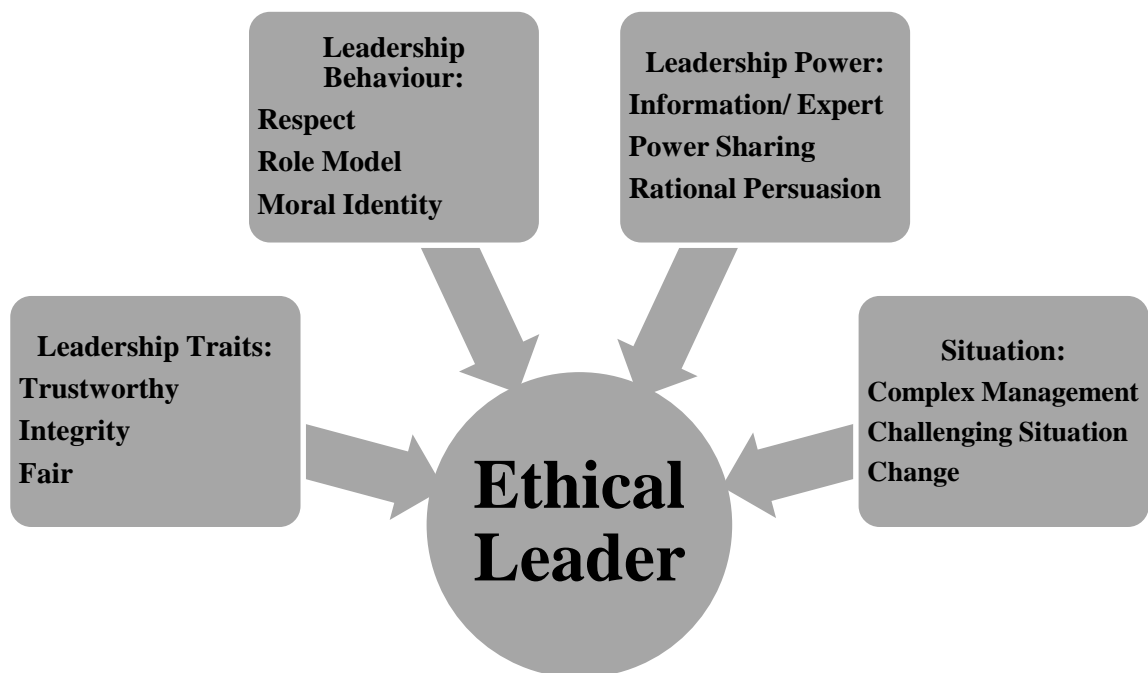
Figure 4.1: Ethical Leadership Characteristics in the Higher Education Sector in Lebanon

Table 4.4: Ethical Leadership Characteristics in the Lebanese Higher Education Sector

Ethical Leadership Characteristics	Findings	Literature
Traits		
Trustworthy	$2(1-3)$	Kalshoven et al. (2011), Brown et al. (2005), Kouzes and Posner (1993), Posner & Schmidt (1984), Dirks & Ferrin (2002), Brown & Trevino (2006), Dehoogh & Denhartog (2008), Trevino et al. (2000, 2003), Hansen et al. (2016)
Integrity	$2(1-4)$	Feng (2011), Christensen et al. (2014), Hooijberg and Lane (2005), Quinn (1988), Becker (1998), Morrison (2001), Parry and Proctor-Thomson (2002), Trevino et al. (2003), Engelbrecht et al. (2018).
Fair	$3(2-5)$	Eisenbeiss et al. (2015), Kalshoven et al. (2011), Mayer et al. (2012).
Behaviour		
Respect	$3(2-5)$	Mayer et al. (2012), Kalshoven et al. (2012), De Hoogh & Den Hartog (2008), Brown et al. (2005), Trevino (2002), Demirtas et al. (2016), Yang et al. (2016).
Role Model Behaviour	$3(2-5)$	Thomas et al. (2004), Kannir (2007), Gardner et al. (2005), Toor and Ofori (2009), Brown et al. (2005), Yukl (2001), Mayer et al. (2012), Yukl et al. (2016), Demirtas et al. (2016).
Moral Identity	$4(2-5)$	Trevino et al. (2003), Brown & Trevino (2006), Christensen et al. (2014), Pearce (2013).
Power		
Information Expert	$2(1-4)$	Pfeffer (1993), Lunenburg (2012), Faeth (2004).
Power Sharing	$3(2-4)$	Karamat (2013), Dereli (2003), (Faeth, 2004), Yang et al. (2016).
Rational Persuasion	$3(2-5)$	(Dereli, 2003),Yukl (2010), Yukl et al. (2016), Brown et al. (2005), Brown and Trevino (2006), Hughes et al. (2012), Giessner and Quaquebeke (2011), Bass and Stodgill (1990), (Faeth, 2004).
Situation		
Complex Management	$3(2-5)$	Hooijberg and Lane (2005), Levine (2000).
Challenging Situation	$4(2-5)$	Hooijberg and Lane (2005), Levine (2000).
Change	$4(2-5)$	Hooijberg and Lane (2005), Levine (2000).

Toor and Ofori (2009) have studied EL within organisations in Singapore's construction industry. They have discovered that idealized attributes, idealized behaviour, idealized influence, supportive climate for ethical practices and healthy organizational context are positively and significantly correlated to EL and leadership effectiveness. Also, these factors are negatively correlated to Laissez-faire leadership and transactional culture of an organization (Toor and Ofori, 2009). Besides, Eisenbeiss et al. (2015) have examined some ethical variables and their relation to ethical leadership. Results have revealed perfect correlation and matching findings between Eisenbeiss et al. (2015) measure of EL and the moral components included in the widely known Ethical Leadership Scale of Brown et al. (2005) and the Ethical Leadership at Work Questionnaire of Kalshoven et al. (2011) which are also used as a basis for this study. For example, integrity, fairness and modesty are an essential virtue for ethical leadership and are negatively related to abusive leaders. Also, Eisenbeiss et al. (2015) have found out that operating an organizational ethical culture of supportability, feasibility and discussability can be positively related to EL.

Through median ranking and Kruskal-Wallis test investigations, the quantitative analysis has uncovered sufficient evidence to reject the null hypotheses (all leadership characteristics have the same average rank (median) and therefore contribute equally to EL) and accept the alternative hypotheses. Significant statistical differences have been reported among the different leadership characteristics where some leadership characteristics have higher average ranks (median) and have been selected as more important in determining EL.

In section 2 and table 4.1, the self-attributes variables have been analysed indicating a well representative sample of young adults (43.5%) and adults (56.5%), males (49.2%) and females (50.8%), undergraduates (48.8%) and graduates (48.5%), students (36%), faculty (20.8%) and staff (44%), and from universities located in Beirut (64%) and universities located outside Beirut (36%). Second, through the Chi-Square analysis in appendix 4, results have revealed that there is no statistically significant relationship between self-attributes variables and the ranking of EL characteristics.

In the end, the main aim of the quantitative study has been to avoid subjectivity in identifying ethical leaders that will be interviewed within the studied universities. Another aim has been to reliably determine how the Lebanese population perceive an ethical leader in the higher education sector. After ranking the characteristics for EL by order of importance, the respondents have been asked to nominate an ethical leader in their university that fulfils these ethical characteristics.

According to the results, these criteria include a leader that is always trustworthy and fair, displays unshakeable integrity, models his/her actions, treats followers with respect and embodies a moral identity. Also, this leader demonstrates the moral influence that depends on the power of expertise and information, persuasion and power-sharing. Moreover, this ethical leader gives priority to situations involving complicated managerial dilemmas, challenging problems and radical changes. In the following qualitative chapter, ethical leaders will be interviewed to examine their role in promoting CSR in the Lebanese higher education sector.

Chapter Five: The Qualitative Analysis

5.1 Introduction

In chapter 4, the most important attributes of EL has been determined concerning the higher education sector in Lebanon. In addition, leaders that fulfil/do not fulfil such criteria have been identified in the different Lebanese universities. After that, the researcher will interview those leaders to examine their role in promoting CSR. In this chapter, a within-case analysis will be conducted for each of the eight universities. This analysis will include the three steps (data reduction, data display and data analysis) that were developed by Miles and Huberman (1994).

5.2   Within-Case Analysis

5.2.1 Case One: AUB

The American University of Beirut (AUB):

The American University of Beirut, founded in 1866, is the first university in the Middle East. The institution presents the American model of well-rounded liberal art education. The university has been founded by Dr Daniel Bliss (a representative of the American Board of Commissioners for Foreign Missions). The aim has been to establish a higher learning college and a medical training centre through American and British funds. Today, the president is Dr Fadlo Khuri, and the operating capital of the university is $380 million.

The mission of the university is to provide excellence in education, advance creative thinking and serve the region and beyond. AUB has a strong belief in forwarding and leading the region in home-grown research that is related to social and public issues. AUB tries to spread values of personal integrity, civic responsibility and compassion among its community members.

The interview has been held with the university's Chairperson, an ethical senior academician and leader for more than 50 followers. He has over 25 years of experience in CSR projects and research.

5.2.1.1. Case One -Data Reduction

As explained in the supplementary information-section 2

5.2.1.2 Case One -Data Display

As explained in appendix 5

5.2.1.3 Case One -Data Analysis

According to the Explanatory Effect Matrix of AUB, the university is a deep green institution with a mission to develop economic, social and environmental sustainability. The chairman, a prominent ethical leader, is dedicated to raise awareness about CSR, build momentum for community engagement and encourage collaborative efforts among university's stakeholders.

Based on the first macro-environment level, AUB is facing global challenges as the introduction of technology, the need for global education and the need for education that supports an ethical ideology. Based on the university's vision, the ethical leader is always striving to introduce technology-based educational programs, expose students to global and multidimensional experiences and promote an ethical working environment. Moreover, AUB is facing local challenges as the economic and financial situation, the environmental pressures, the political instability and lack of governmental support. The leader in the university is playing an active role in promoting citizenship among students. Responsible students can work towards achieving economic progress, advancing environmental sustainability, serving societal needs and improving the local conditions of the population. To achieve that, the university is collaborating with the broader community for students' development, philanthropic activities, community services and environment preservation. According to the Chairperson:

'*Global and local threats are becoming so severe. In establishing a real platform for social responsibility in the academic programs and curricula, innovative solutions to several problems related to human rights, labour conditions and sustainability can be created'.*

At the organizational level and within the formal structure of the university, the leader has the authority and power to initiate, approve and implement CSR Initiatives. CSR forms an integral part of the university's overall plan and is highly related to the university objectives as protecting human conditions, sustainability and natural resources. There is an annual budget for CSR and an annual reporting system for CSR initiatives. In addition, CSR practices are highly supported by the top management of the university. Given that CSR is a forward long-term vision in the university, the leader has the adequate resources to serve the interests of

different stakeholders. AUB covers a multi-faceted approach to CSR, including the seven principles of the PRME. According to the Chairperson:

'*Being a member of the PRME, AUB is trying to promote responsible management education and accelerate the integration of sustainability goals within the vision and mission of the university'.*

At the organizational level and within the informal structure of the university, the corporate culture is characterized by freedom of expression, transparency, accountability, trust and creativity. The organizational culture is based on conduct policies that define relationships and guide decision making. Within this positive culture, the ethical leader is a role-model that practices values of integrity and fairness and inspires his followers to act in good faith and avoid favouritism. Based on that, CSR is reflected in all the organizational practices, in the practical learning experiences for students and the different HR policies.

At the employee and task level, the university recruits and selects followers that are knowledgeable, highly motivated, trustworthy and have a record in community services. Also, Chairperson encourages his followers to engage in social practices based on their field of expertise. To gain responsible followers, the Chairperson has to abide by the university's non-discrimination policy, provide equal opportunities for development to his team and prohibit acts of prejudice. The Chairperson explains:

'*AUB applies strong ethical policies within the university and expects that the management team will enforce these policies when dealing with university members'.*

5.2.2. Case Two: LGU

<u>The Lebanese German University (LGU):</u>

The Lebanese German University, founded in 2008, is a higher education institution. The university has been founded by the Lebanese German Association for the Promotion of Culture (ALAC) and some Lebanese fellows to promote the German culture, methods and discipline and create educational exchange between Germany and Lebanon.

The mission of the university is to develop the Lebanese economic, social and environmental fields through advancing the pursuit of knowledge and intellectual freedom. LGU tries to spread values of integrity and ethics, promote diversity and eliminate

sectarianism. The university is committed to improve the quality of the workplace and support the well-being of the Lebanese community.

The interview has been held with the university's Vice President, an ethical senior academician and leader for more than 50 followers. The VP is trying to foster a culture of research and publication within the university. Also, he focuses on students as responsible citizens and ethical leaders of the future. He wants to create awareness about the current problems in the region and educate the youth to participate in solving these problems.

5.2.2.1. Case Two -Data Reduction

As explained in the supplementary information-section 2

5.2.2.2. Case Two -Data Display

As explained in appendix 5

5.2.2.3. Case Two -Data Analysis

According to the Explanatory Effect Matrix of LGU, the university is a light green institution with some CSR initiatives. LGU has a mission to develop the Lebanese economic, social and environmental fields through advancing intellectual freedom and improving the quality of the workplace. The Vice President, a prominent ethical leader, is concerned with raising responsible citizens and future ethical leaders and creating awareness about the current problems in Lebanon and the region. However, LGU needs to build a real business case for CSR and introduce CSR as a forward long term thinking to be a deep green university.

Based on the first macro-environment level, LGU is facing global challenges as the breaches in ethics and terrorism, the shortage in clean water, the global financial crisis, the economic inequalities, the population growth and scarcity of resources. Based on the university's vision, the ethical leader tries to expose students and future corporate leaders to global and multidimensional experiences, introduce the German Educational Model, and promote an ethical working environment.

Moreover, LGU is facing local challenges as the economic and financial situation, fierce competition, the environmental pressures, the political instability and lack of governmental support. The VP in LGU is trying to address these local challenges by empowering the youth

to work on the economic situation and local conditions of the population. Also, the VP is partnering with business and governmental agencies to be able to serve societal needs.

To achieve that, the university is exploring alignments and collaboration with the broader community for students' development, philanthropic activities and community services. Also, there are dedicated financial and human resources for research projects that address global and local challenges. According to the VP:

"This will lead us to Aristotle's statement that educating the mind without educating the heart is no education at all, and therefore, class-led education is not enough, because it cannot meet future challenges". He adds: "Until CSR is considered as the mainstream, the university will not be able to overcome future threats or meet society demands".

At the organizational level and within the formal structure of the university, the VP cannot implement CSR initiatives without the approval of the owners of the university. CSR initiatives are not underpinned in the corporate strategy, annual budget or annual reporting system of the university. No support from the owners of the university is provided for the VP with respect to CSR activities. CSR is not a mainstream in LGU, and the owners of the university consider it as an unjustified expenditure. According to them, there is no evidence that engaging in CSR activities can increase the number of students' enrolment. LGU, as a light green university, covers some of the seven principles of the PRME with no contribution to the environmental and natural resources conservation fields. According to the VP:

"In Lebanon, CSR is not considered as the best financial investment". He adds "investors' main aim is increased profits and future growth". "Therefore, CSR is still lagging in the different Lebanese institutions, and there is a major debate about how serious they need to take social responsibility".

At the organizational level and within the informal structure of the university, the corporate culture is not well-defined depending more on habits, informal rituals, verbal procedures and common sense. There is no formal policy in place regarding business conduct and ethical compliance as well. The VP is trying to copy the German Module in Education with its clear disciplines and articulated values. Also, the VP is accountable, fair and trustworthy. He exemplifies citizenship to his subordinates. As a result, CSR started to be included in the university's curriculum, in the practical learning experiences for students and the human resources policies.

At the employee and task level, the university aspires to recruit members that are highly qualified and well-motivated. However, other employees are recruited based on nepotism. Despite that, the VP provides his followers with adequate CSR training programs. He always encourages them to lead positive change and contribute to the social well-being of Lebanon. To attract qualified resources, the university tries to apply a non-discrimination policy in treating employees and prohibits acts of sectarianism. According to the VP:

"The CSR starts with personal responsibility. The leader in any institution must support a mission of trust, display a model of integrity and communicate ethical values to all the stakeholders."

In conclusion, in LGU, the VP is considered by his followers as an ethical leader. However, this ethical leader does not have the power or authority, support of management or budget to implement CSR initiatives. Moreover, there is no formal conduct policy or well-defined corporate culture for the university. Nevertheless, the VP, being an ethical leader, believes in the value of CSR. According to him, CSR can enhance the reputation of the university and increases its accountability. For this reason, the VP tries to model the behaviour of fairness and trustworthiness to his followers. He always trains his followers to develop their sense of responsibility and level of citizenship. To do that, he seeks the help of external sponsors, like banks, that finance his CSR programs. His efforts are reflected in having LGU as a light green university, despite all of these obstacles.

5.2.3. Case Three: RHU

The Rafik Hariri University (RHU):

The Rafik Hariri University, founded in 1999, is one of the first ten universities in Lebanon. RHU presents an American-Style higher education model. The founder is Rafik Al-Hariri (the Prime Minister of Lebanon that has been responsible for the massive reconstruction of Lebanon after the war and has been assassinated in 2005). He has aimed to engage in building the Lebanese knowledge, spreading values of citizenship and promoting social responsibility among the youth.

The mission of RHU is to contribute to the development of knowledge, encourage freedom of thoughts and support purposeful research. RHU tries to spread values of shared governance,

personal integrity, diversity and tolerance among its members. Also, the university work on improving human conditions, promoting positive change and advancing green practices.

The interview has been held with the university's Academic Director, an eminent ethical senior academician and leader for more than 200 followers. According to the Academic Director: "we need to integrate the learning mission and the community needs throughout the curriculum and…. we need to empower members to contribute to the advancement of shared vision".

5.2.3.1. Case Three -Data Reduction

As explained in the supplementary information-section 2

5.2.3.2. Case Three -Data Display

As explained in appendix 5

5.2.3.3. Case Three -Data Analysis

According to the Explanatory Effect Matrix of RHU, the university is a deep green institution with a mission to contribute to community enrichment and advance green initiatives. The Academic Director, a prominent ethical leader, is concerned with engaging everyone in CSR to foster a culture of positive change.

Based on the first macro-environment level, RHU is facing global challenges as the introduction of technology, the breaches in ethics and terrorism, climate change, the population growth and scarcity of resources. Based on the university's vision, the ethical leader is always striving to introduce modern learning strategies, expose students to global and multidimensional experiences and promote an ethical working environment. Moreover, RHU is facing local challenges as the economic and financial situation, the environmental pressures, the political instability and lack of governmental support and the new requirements for higher education. The Academic Director in RHU is trying to address these local challenges by empowering the youth and bridging hope to future generations. To achieve that, the university is exploring alignments and collaboration with the broader community for students' development, philanthropic activities, community services and environment preservation. Also, RHU is a leader in home-grown research for several topics that help in solving global and local challenges. According to the Academic Director:

'On the domestic level, we need to invest considerable time and effort with the service sector, independent businesses, banks and public organizations to address Lebanon's challenges'.

At the organizational level and within the formal structure of the university, leaders are granted the power to champion the cause of CSR and serve the interest of different stakeholders. CSR is integrated into all the university's policies and reports. Moreover, CSR plans support the university's objective of developing human capital and addressing social concerns. Also, every year, there is an annual budget allocated for CSR activities. All different kinds of support are provided to leaders within the university to implement the CSR strategy, including the top administration support, CSR training and rewards granted to successful CSR initiatives. RHU covers a multi-faceted approach to CSR, including the seven principles of the PRME. According to the Academic Director:

"Only, smart strategic planning can decode the challenges and the fast pace of changes around us and convince students that RHU can nurture their hopes and shape their dreams".
"Each institution in the country must create a positive change and build a sustainable future. This can be done only if these institutions have visionary leaders that establish a business case for CSR."

At the organizational level and within the informal structure of the university, the corporate culture is characterized by purposeful learning, openness and innovation, responsibility and shared governance. Moreover, conduct policies define relationships and guide decision making. Within this positive culture, the leader is encouraged to leverage human potentials and contribute to community enrichment. Also, the leader is fair, trustworthy, and respectful. He exemplifies responsibility and citizenship to his subordinates. As a result, CSR is ingrained in the university's practices, in the practical learning experiences for students and the different HR policies.

At the employee and task level, the university recruits members that are professional, well-motivated, honest and responsible citizens. Also, the Academic Director encourages his followers to create positive change and aligns CSR activities based on his followers' field of expertise and. To attract responsible resources, the university is highly committed to applying a non-discrimination policy and providing equal opportunities for human development.

The followers *"have to be role models for the students, exemplify high standards in ethics and embrace community problems in pursuit of finding viable solutions. Furthermore, to retain these followers, the university has to behave responsibly through applying fair human resources practices and non-discrimination policies", as explained by the Academic Director.*

5.2.4. Case Four: AU

The AU University (AU):

The AU University, founded in 2001, is a higher education institution. The university has been founded by a leading integrative transitional educator and a provider of learning excellence.

The mission of the university is to provide affordable higher education, diverse learning experience, a dynamic interplay of knowledge and focused research. The university wants to empower and stimulates the youth to be life-long self-actuated learners, innovative and creative scholars, socially responsible citizens and future moral leaders. The interview is held with the university's Dean, a senior academician and leader for more than 400 followers.

5.2.4.1. Case Four -Data Reduction

As explained in the supplementary information-section 2

5.2.4.2. Case Four -Data Display

As explained in appendix 5

5.2.4.3. Case Four -Data Analysis

According to the Explanatory Effect Matrix of AU, the university is a RED institution with less CSR initiatives. AU has a mission (as mentioned on its website) to stimulates the youth to be life-long self-actuated learners and socially responsible citizens. The Dean is overwhelmed with tasks as hiring new faculty members, building regional visibility and reviewing the curriculum and accreditation requirements. Although the Dean is aware of the concept of CSR, he focuses less on social activities, because they are costly and require dedicated human resources.

Based on the first macro-environment level, AU is facing challenges as the introduction of technology (the Dean considers global and local challenges as the same). Other challenges

include the economic and financial situation, fierce competition, the Ministry of Education and Accreditation requirements, the need for having minimum admission criteria for accepting new students and the need for getting external funding for the university. The Dean in AU addresses these challenges by exposing students to global and multidimensional experiences. Also, he contributes to some philanthropic activities and financial aid programs. However, he is so conscious about spending money and believes that cost-cutting can maximize shareholders' return. Moreover, the university is exploring alignments and collaboration with the broader community for students' development, philanthropic activities and community services. Besides, AU has incorporated CSR into the curriculum and organized several workshops on CSR topics. The Dean explains about some of these challenges:

"The Ministry of Education and accreditation committees exert pressure on universities to maintain excellence in education, professional assessment tools, student learning outcomes and evidence of institutional effectiveness. On the other hand, the university has to accept and provide degrees to students with weaker academic abilities in order to survive and expand in Lebanon. In this respect, the university needs to find a balance between economic benefits and institutional effectiveness".

At the organizational level and within the formal structure of the university, the Dean cannot implement CSR initiatives without the approval of the Provost in the university. CSR initiatives are not underpinned in the corporate strategy, annual budget or annual reporting system of the university. No support from the owners of the university is provided for CSR activities. CSR is not a top-to-down priority in AU, and there is a lack of understanding of the notion of CSR. The Dean considers CSR as an advertising tool and implements CSR plans that only produce an immediate benefit to the university. AU, as a RED university, covers less of the seven principles of the PRME with a contribution in the value, purpose and partnership fields only. According to the Dean:

Faculty members submit proposals related to charity. These proposals are evaluated by the Dean and upper management. If we find out that an activity has an immediate benefit to the university and is visible to the public, we implement it. Otherwise, the activity is considered as a waste of time and depletion of our resources".

At the organizational level and within the informal structure of the university, the corporate culture is negative and characterized by lack of trust, less flexibility and rigid procedures, numerous rules and regulations, less innovation and creativity and no freedom of expression.

There is also a highly demanding culture and less tolerance for mistakes or underperformers. There is no formal policy in place regarding business conduct and ethical compliance as well. The Dean micro-manages his followers. He is very demanding and uses the 'command and control' style of management. Also, he does not allow his team to share in power or decision making. Moreover, he does not encourage them to initiate some creative activities or be proactive. Negative communication along the chain of command is usually a common practice in the university. The result is less motivated employees and a hostile working environment in the university. In addition, some members of the university can practice any kind of discrimination without being subject to corrective measures. The Dean, besides the upper management, is accountable for creating the negative culture in the university. As a result, AU is lagging behind other universities in the different PRME fields with only some contribution in the purpose and the value fields.

At the employee and task level, the university recruits members that are highly qualified, well-motivated, and up-to-date with recent advances in education. AU has a very long job hiring and screening process. However, due to several harmful practices by the university, the team has become less motivated. The Dean is also responsible for some of these practices, as supporting the unprofessional behaviour of department heads, negative communication along the chain of command and acts of hostility towards newcomers. The Dean fails to retain the top-calibre members, and the result is a high rate of turnover in the university. As for the PRME principles, the university poorly applies the fairness principle as there are several cases of discrimination based on age, religion and political views.

In conclusion, in AU, the Dean does not have the power or authority, support of management or budget to implement CSR initiatives. Also, CSR initiatives are not underpinned in the institution's strategy. Moreover, culture is negative in the university. As for employees, they are less motivated and less able to display responsible behaviour. In addition to that, the Dean is not considered by his followers as an ethical leader. For him, CSR is a smart advertising campaign for the university, helps in entering new geographical areas and is used to overcome unfavourable publicity. Nevertheless, he is not interested in CSR because it requires dedicated human and financial resources. All of this is reflected in having AU as a RED university. AU covers less of the seven principles of the PRME with a contribution in the value, purpose and partnership fields only.

5.2.5. Case Five: LAU

The Lebanese American University (LAU):

The Lebanese American University, founded in 1835, is one of the oldest universities in Lebanon. LAU presents the American higher education model. The university has been founded by Sarah Smith (a wealthy British girl that has helped the disadvantaged people) to educate Arab girls in the region. Today, the president is Dr Joseph Jabbra, a long-time educator with experience in strategic planning and institutional accreditation.

The mission of LAU is to promote a superior education and provide educational opportunities throughout the institution for diverse students and lifelong learners. Moreover, LAU aims to advance student centred programs, create opportunities for rigours research and encourage social connectedness of the community members to the country of Lebanon.

The interview has been held with the university's Chairperson, an eminent ethical senior academician and leader for more than 50 followers. The Chairperson believes in building authentic education for a better community.

5.2.5.1. Case Five -Data Reduction
As explained in the supplementary information-section 2

5.2.5.2. Case Five -Data Display
As explained in appendix 5

5.2.5.3. Case Five -Data Analysis
According to the Explanatory Effect Matrix of LAU, the university is a deep green institution with a mission to foster economic growth, tackle human rights and protect our planet. The chairman, an ethical leader, is concerned in using CSR as a useful management tool and a value-added for all stakeholders.

Based on the first macro-environment level, LAU is facing global challenges as the introduction of technology, the need for ethical education, the financial and economic crisis and the population growth versus the availability of the natural resources. Based on the university's objectives, the ethical leader is always striving to introduce students' centred programs and multi-disciplinary curriculum, expose students to global and multidimensional experiences and promote an ethical working environment. Moreover, LAU is facing local

challenges as the economic and financial situation, the environmental pressures, the political instability and lack of governmental support. The Chairperson is playing an active role in developing future leaders that will work on promoting the economic growth in the country and advancing environmental engagement. To achieve that, the university is exploring alignments and collaboration with the broader community for students' development, philanthropic activities, community services and environment preservation. Also, LAU is a research-led university with projects that help in solving global and local challenges. According to the Chairperson:

'*Representatives from private firms, NGOs, educational institutions and public bodies can work together to achieve brighter future initiatives and sustainability living plans for Lebanon. Everyone is responsible for minimizing the impact of local and global threats, turning these challenges into opportunities and make Lebanon stronger'.*

At the organizational level and within the formal structure of the university, the leader has the authority and power to initiate, approve and implement CSR Initiatives. CSR is integrated into every aspect of the university's strategy. There is an annual budget for CSR plans and all giving back initiatives are highly supported by the upper management of the university. Given that CSR involves not only small outreach events but also large scale projects, the leader in LAU is provided with adequate resources to serve the interests of stakeholders. LAU covers a multi-faceted approach to CSR, including the seven principles of the PRME. According to the Chairperson:

'*LAU has to adapt a good CSR strategy. This strategy is directed towards contributing not only in some philanthropic activities and fundraising initiatives but also in enhancing the community where it operates and the future for coming generations'.*

At the organizational level and within the informal structure of the university, the corporate culture is characterized by freedom of expression, accountability, trust and creativity. The organizational culture is based on conduct policies that define relationships and guide decision making. Within this positive culture, the leader understands the value of CSR and works with her team to develop future global ethical leaders. The leader is ethical and tries to inspire her team about acting responsibly. Based on that, CSR is reflected in all the organizational practices, in the practical learning experiences for students and the different HR policies.

At the employee and task level, the university recruits and selects followers that are top-calibre, highly motivated, trustworthy and have a record in community services. Also, Chairperson encourages her followers to engage in social practices based on their field of expertise. To gain responsible followers, the Chairperson has to abide by the university's non-discrimination policy. The Chairperson explains:

'I encourage faculty members and students to engage in volunteer programs that will create an impact in our community and set a tone of giving back. Every member of the university has to be the ambassador of goodwill, share success stories in CSR and lead the way towards a greener future'.

5.2.6. Case Six: BU

The BU University (BU - Branch):

The BU University, founded in 2007, is a higher education institution. The university's president is concerned in promoting the search of knowledge and empowering the youth to be good citizens.

The mission of the university is to provide affordable higher education, apply the highest technological advancement in education and internationalize the institution. The interview is conducted with the Managing Director of the BU branch. He has 35 followers and four years of service at the university.

5.2.6.1. Case Six -Data Reduction

As explained in the supplementary information-section 2

5.2.6.2. Case Six -Data Display

As explained in appendix 5

5.2.6.3. Case Six -Data Analysis

According to the Explanatory Effect Matrix of BU, the university is a RED institution with less CSR initiatives. BU has a mission (as mentioned on its website) to guide the youth to become good citizens and agents of social justice. The Branch Director is concerned with

protecting the rights of shareholders, minimizing expenses and reducing students' complaints. BU and all its members need to understand the concept of CSR and introduce it as a forward long term thinking to be a green university.

Based on the first macro-environment level, BU is facing local challenges (the Branch Director did not mention global challenges) as the economic and financial situation, fierce competition, the political instability and lack of governmental support, the Ministry of Education and Accreditation requirements, the need for highly motivated instructors and the need for getting external funding for the university. The Branch Director in BU addresses these challenges by contributing in some charity work. Also, he is partnering with business and governmental agencies to serve the society and the environment. Moreover, the Branch Director is adapting student-centred and functional programs in BU. However, he is so conscious about spending money and believes that cost-cutting is a safe strategy. In addition, whenever he faces a problem with his faculty members (as lack of motivation), he immediately replaces them with new fresh motivated comers. Besides, the university is exploring alignments and collaboration with the broader community for students' development, philanthropic activities and community services. BU has organized several conferences to empower the youth and address local challenges. According to the Branch Director:

"BU offers students on-campus and off-campus activities and practical experiences that will allow them to complement the traditional learning process". Also, he adds "employability skills are necessary for the students to cope with today various challenges, solve business problems, engage in the local and global communities and be prepared for the multidimensional changing workplace".

At the organizational level and within the formal structure of the university, the Branch Director cannot implement CSR initiatives without the approval of the owners of the university. CSR initiatives are not underpinned in the corporate strategy, annual budget or annual reporting system of the university. No support from the owners of the university is provided concerning CSR activities. CSR is not mainstream in BU, and there is a lack of understanding of the notion of CSR. The owners of the university understand CSR as some charity work. Others in BU, as the Branch Director, consider CSR as an advertising tool for the university. BU, as a RED university, covers less of the seven principles of the PRME with a contribution to the purpose and partnership fields only. According to the Branch Director:

"CSR as a charity, you mean. Well, it is necessary to promote BU name and produce a positive impact on society. However, other priorities have to be respected as economic benefits, survival and expansion".

At the organizational level and within the informal structure of the university, the corporate culture is negative and characterized by lack of trust, less flexibility and rigid procedures, numerous rules and regulations, less innovation and creativity and no freedom of expression. There is a formal policy regarding business conduct and ethical compliance that is mentioned on the university's website only. The Branch Director micro-manages his followers. He uses the 'command and control' leadership style to impose his will. Also, he does not allow his team to share in power or decision making. Moreover, he does not encourage them to express their ideas or be proactive. The result is a lack of motivation and less productivity among employees in the university. As for the conduct policy, it is not applied. Some members of the university can practice any kind of discrimination without being subject to corrective measures. The Branch Director is mainly accountable for creating the negative culture in the university. As a result, BU is lagging behind other universities in the different PRME fields with only some contribution in the purpose field.

At the employee and task level, the university recruits members that are highly qualified, well-motivated and up-to-date with recent advances in education. However, due to several harmful practices by the university, the team has become less motivated. Some of these practices are related to deductions in the employees' salaries, forcing the employees to sign on papers against their rights and obliging security members to spy on employees. The Branch Director fails to retain the top-calibre members, and the result is a high rate of turnover in the university. As for the PRME principles, the university poorly applies the fairness principle as there are several cases of discrimination based on age, religion and political views. According to the Branch Director:

"The university cares about recruiting the most proficient and enthusiastic employees. As for the faculty members, they need to show mastery in their filed, creativity, adaptability and lateral thinking".

In conclusion, in BU, the Branch Director does not have the power or authority, support of management or budget to implement CSR initiatives. Also, CSR initiatives are not underpinned in the institution's strategy. Moreover, the culture is negative in the university, and the conduct policy is not applied well. As for employees, they are less motivated and less

able to display responsible behaviour. In addition to that, the Branch Director is not considered by his followers as an ethical leader. For him, CSR is a smart advertising campaign that he does not afford always. All of this is reflected in having BU as a RED university. BU covers less of the seven principles of the PRME with a contribution to the purpose and partnership fields only.

5.2.7. Case Seven: AUL

The Arts, Sciences and Technology University in Lebanon (AUL):

The Arts, Sciences and Technology University in Lebanon, founded in 2000, is a non-profit higher education institution. The university has been founded by Adnan and Mustafa Hamza to provide academic independence, freedom of expression and practical orientation.

The mission of the university is to offer the young scholars the highest academic foundation, comprehensive professional training and affordable education. With an optimistic view of the world, AUL seeks to invest in the unlimited potentials of students, promote ideals and values to the public and integrate itself into society.

The interview has been held with the university's Dean, a renowned senior academician and a leader for more than 50 followers. The Dean is aware of his responsibility in raising awareness of ethical and socially impeccable behaviour.

5.2.7.1. Case Seven -Data Reduction

As explained in the supplementary information-section 2

5.2.7.2. Case Seven -Data Display

As explained in appendix 5

5.2.7.3. Case Seven -Data Analysis

According to the Explanatory Effect Matrix of AUL, the university is a light green institution with some CSR initiatives. AUL has a mission to invest in the unlimited potentials of students and integrate itself into society. The Dean, a prominent ethical leader, is concerned with encouraging the young to support humanitarian causes. However, AUL needs to allocate a sufficient budget for CSR activities to be a deep green university.

Based on the first macro-environment level, AUL is facing global challenges as the introduction of technology, the need for global education, the need for affordable education and the demand for social and economic responsibility. Based on the university's objectives, the leader tries to adopt advanced technology in building the academic infrastructure. Also, he exposes students to global and multidimensional experiences and advances education that supports the social and economic system.

Moreover, AUL is facing local challenges as the economic and financial situation, the political instability and lack of governmental support, the Ministry of Education and Accreditation requirements and the need for practical training and employability skills. The Dean in AUL is trying to address these challenges by empowering the youth to minimize the social, economic and environmental hurdles in Lebanon. Also, the Dean is adapting student-centred programs in AUL that apply the latest international requirements in education. Moreover, the university is exploring alignments and collaboration with the broader community for students' development, philanthropic activities, community services and environment preservation. Also, AUL has incorporated CSR into the curriculum and organized several seminars on CSR topics. According to the Dean:

"Today, as a university, we cannot function in isolation from society. AUL has to make positive contributions first to its neighbourhood, and second to Lebanon and the region. Each team member in AUL must focus on their social and environmental impact, seriously engage in CSR and sustainability, and find new opportunities that may improve lives for good".

At the organizational level and within the formal structure of the university, the leader has the authority and power to initiate, approve and implement CSR Initiatives. CSR is integrated into every aspect of the university's strategy and highly related to the university's objectives. All giving back initiatives are highly supported by the upper management of the university. However, there is a minimal budget for CSR plans. External parties do not financially subsidise AUL as other universities in Lebanon. The owners believe that the income from students' enrolment cannot cover all CSR expenses. AUL, as a light green university, covers some of the seven principles of the PRME with less contribution to the research field. The Dean explains:

"How to finance the CSR expenditures? This is the question. Owners of the university spend money on technological advancements and facilities. They believe in the return of such

investment as increased enrollment and enhanced reputation. However, until now, they are not sure that responsible universities do better according to traditional financial metrics. They are not against CSR; nevertheless, it is not a priority".

At the organizational level and informal structure of the university, the corporate culture is characterized by trust and creativity. The organizational culture is based on conduct policies that define relationships and guide decision making. Within this positive culture, the leader understands the value of CSR and engages his team in community development activities. The ethical leader is also a role-model that practices values of integrity, fairness and trustworthiness. He inspires his followers to show a genuine commitment to the university's values. Based on that, CSR is reflected in academic activities, in the practical learning experiences for students and the different HR policies.

At the employee and task level, the university recruits members that are highly qualified, well-motivated, and responsible citizens. The Dean treats his followers as professionals and assets to AUL. He aligns CSR activities based on their field of expertise. To attract qualified resources, the Dean has to abide by the university's non-discrimination policy.

In conclusion, in AUL, the Dean is considered by his followers as an ethical leader. He is aware of his responsibility in raising consciousness on ethical and socially impeccable behaviour. For him, CSR engagement can achieve a credible image for AUL, enormous cost savings and some degree of control over the society. The Dean tries to be a role model for his followers. He encourages them to contribute to the social well-being of Lebanon. To do that, he seeks the help of external sponsors as banks that finance his CSR events. His efforts are reflected in having AUL as a light green university, despite the limited budget by the University for CSR activities. However, AUL needs to advance CSR to match the deep green universities.

5.2.8. Case Eight: CU

The CU University (CU- Branch):

CU, founded in 2000, is a higher education institution. The university's president have a vision for: "an educational institution that transcends religion and sectarian boundaries, cultural differences, and….politics, to become an institution that presents the great potentials of Lebanese students".

With unmatched internationalization effort, CU aspires to have a location on the global map and provide a first-class student experience. The interview is conducted with the Dean in CU.

5.2.8.1. Case Eight -Data Reduction

As explained in the supplementary information-section 2

5.2.8.2. Case Eight -Data Display

As explained in appendix 5

5.2.8.3. Case Eight -Data Analysis

According to the Explanatory Effect Matrix of CU, the university is a RED institution with less CSR initiatives. CU has a mission (as mentioned on its website) to advance transformational learning where students can gain forward-looking education and lifetime skills. The Dean is overwhelmed with tasks as developing the curriculum and building regional visibility for the university. Although the Dean is aware of the concept of CSR, she focuses only on managing the rights of the shareholders and profit maximization.

Based on the first macro-environment level, CU is facing global challenges as the introduction of technology and the demand for social and economic responsibility. The Dean in CU addresses these challenges by engaging students in global and multidimensional experiences and exposing them to the British model of higher education. CU is facing local challenges as the economic and financial situation, fierce competition, and the political instability and lack of governmental support. Other local challenges include the Ministry of Education and Accreditation requirements and the need for getting external funding for the university. To face these challenges, the Dean contributes in some charity work. Also, the Dean partners with business and governmental agencies to serve the society and the environment. Moreover, she is adapting student-centred and functional programs in CU. However, she is so conscious about spending money and believes that cost-cutting can maximize shareholders' return.

The Dean explains how the university copes with global and local challenges:
"CU offers educational programs that develop students' knowledge, transferable skills and graduate employability. Besides, CU adds to the curriculum an international dimension as mobility and exchange programs. Also, the university offers Dual Degree Programs with British universities".

At the organizational level and within the formal structure of the university, the Dean cannot implement CSR initiatives without the approval of the owners of the university. CSR initiatives are not underpinned in the corporate strategy, annual budget or annual reporting system of the university. CSR is not a top-down priority in CU, and the owners of the university consider it as an unjustified expenditure. The Dean considers CSR as an advertising tool that is used to cover the shady practices of a certain institution against society. CU, as a RED university, covers less of the seven principles of the PRME with a contribution in the value, purpose and partnership fields only. In evaluating CSR, the Dean says:

"CSR is a management fad and a public relation tool……Some institutions play a leading role in CSR to cover practices that may harm the society, abuse the environment or are against the law…….However, unlike direct advertising campaigns, CSR practices can allow the institution to achieve community stewardship. Finally, CSR activities are costly and do not offer tangible benefits".

At the organizational level and within the informal structure of the university, the corporate culture is based on the founder's perception and judgement. He determines the acceptable norms. Also, he imposes high-driving and demanding culture. The Dean continuously monitors her followers. She is very demanding and imposes her will on employees. Also, she does not allow her team to share in power or decision making as she takes the orders from the founder. Negative communication along the chain of command is usually a common practice in the university. The result is less motivated employees and a hostile working environment in the university. In addition to that, there is no formal policy in place regarding business conduct and ethical compliance. Conflicts are resolved using shared norms and verbal procedures. The Dean, besides the upper management, is accountable for creating the negative culture in the university. As a result, CU is lagging behind other universities in the different PRME fields with only some contribution in the purpose field and value field.

At the employee and task level, the university aims to recruit members that are highly qualified, well-motivated, and up-to-date with recent advances in education. However, due to several harmful practices by the university, the team has become less motivated. Some of these practices are related to the large deductions in the remuneration of the employees. Other practices are by the Dean, as supporting the unprofessional behaviour of the department heads, the negative communication along the chain of command and the acts of hostility towards newcomers. The Dean fails to retain the top-calibre members, and the result is a high rate of turnover in the university. As for the PRME principles, the university poorly applies the

fairness principle as there are some cases of discrimination. Nevertheless, there is a diverse team of faculty and staff members in the university.

In conclusion, in CU, the Dean does not have the power or authority, support of management or budget to implement CSR initiatives. Also, CSR initiatives are not underpinned in the institution's strategy. CSR is not a top-down priority in CU, and the owners of the university consider it as an unjustified expenditure. Moreover, the culture is negative in the university, and there is no conduct policy. As for employees, they are less motivated and less able to display responsible behaviour. In addition to that, the Dean is not considered by her followers as an ethical leader. She is not interested in CSR because it requires dedicated human and financial resources. All of this is reflected in having CU as a RED university. CU covers less of the seven principles of the PRME with a contribution in the value, purpose and partnership fields only.

5.3   Cross-Case Analysis

It has been crucial to understanding the dynamics of each case in the previous section. In this section, the researcher will move from the within-case analysis to the multicase comparative analysis, where the outcomes across eight individual cases will be examined. The main benefit of studying multiple-cases is to enhance generalizability and the applicability of findings to other similar settings (Firestone & Herriott, 1983). Also, the cross-case analysis allows the examination of similarities and differences across cases and creates a better understanding of the studied phenomenon (Glaser and Strauss, 1970). In this section, the researcher, according to Mishler (1986) and Ragin (1993), must preserve case configurations during analysis including the causes, conditions, outcomes and sequences and look for typologies or case families that share certain variables. Also, the researcher must avoid aggregation or summarizing cases after removing them from the psychological and social context. Besides, Ragin (1993) recommends analysing cases through both variable-oriented and case-oriented strategies.

 In this study, the researcher will use both strategies: understand the effect of key variables (variable-oriented strategy) while preserving the dynamics and configuration of each case (case-oriented strategy). Also, according to Yin (1984), cases are examined to discover replications and patterns, negative cases are added to reveal where patterns are weak, then cases are grouped into clusters having same configurations and dimensions. To integrate case-oriented and variable-oriented approaches, the researcher will start with the partially ordered

meta-matrix (table 5.19), develop the case-ordered summed indices (table 5.20), present the interrelations between variables table (table 5.21), and finally construct the predictor-outcome consequences matrix (table 5.22). In this cross-case analysis, the researcher will continue in using Miles and Huberman's (1994) three steps (data reduction, data display and data analysis) and tools for analysis (as partitioning the data according to predefined variables, finding intervening variables, clustering, counting, noting patterns and themes, making contrasts, making comparisons, noting relations between variables and using negative or extreme cases).

5.3.1   Partially Ordered Meta-Matrix

Through the partially ordered meta-matrix, the researcher will start with an exploratory display that borrows, according to Rossman and Wilson (1994), some of the quantitative data analysis logic. In the partially ordered meta-matrix, data is grouped into coherent clusters through partitioning the data (expressing data through different levels), and this is done according to the conceptual framework (Miles and Huberman, 1994). In this study, the different levels are the environmental level (global and local challenges), the organizational level (formal and informal structures), the employees-task characteristics level, ethical leadership and the PRME initiatives. Also, in this meta-matrix, other tactics are used which are: noting patterns or recurring regularities (involving similarities and differences in variables and processes) (Guba, 1978), finding negative cases and counting (identifying the number of times a certain pattern occurs) (Saunders et al., 2009). In table 5.19, counting has been done in the background for each different pattern. Findings reveal patterns recurring in the 8 cases to patterns recurring only in 2 cases (Appendix, 6).

Table 5.19: Partially Ordered Meta-Matrix

	Partially Ordered Meta-Matrix
1. Environment	

Global Challenges
 	
 Environmental Level
	• Introduction of Technology and Information Systems 7/8
	     o Virtual Universities 7/8
	     o Internet-Based Educational Programs 7/8
	 • Increase in Violence and Terrorists Attacks 4/8
	 • Breaches in Ethical Principles 4/8
	 • Resource Scarcity and Population Growth 3/8
	 • Growing Gap Between Rich and Poor and the Economic Inequalities 3/8

Local Challenges
 	
 Environmental Level
	• Regional Competition 8/8
	 • Economic and Financial Situation in Lebanon 8/8
	 • Lack of Governmental Support and Corrupted Regimes 7/8
	 • Political Instability and Lack of Safety 7/8
	 • The Ministry of Education Rules and Regulations 5/8
	 • The Accreditation Requirements 5/8
	 • University as a Costly Investment 3/8
	 • High Unemployment Rate among University Graduates 3/8
	 • Environmental Pressures
	     o Random Waste Dumps 3/8
	     o Water and Soil Contamination 3/8
	     o Congestion and Pollution 3/8

2. Positive Corporate Culture: AUB-LAU-AUL-RHU Organizational Level: Informal Structure	• Top-Calibre and Knowledgeable Faculty Members 5/8 • Innovation and Creativity 5/8 • Civic and Environmental Engagement 5/8 • Highly Motivated Team 4/8 • Empowering the Youth and Developing Global Leaders 4/8 • Ethics and Code of Conduct 4/8 • Accountability and Transparency 3/8 • Trust and Freedom of Expression 3/8 • Good Governance 3/8
Negative Corporate Culture: AU-BU-CU- LGU Organizational Level: Informal Structure	• No Well-Defined Corporate Culture • Informal Rituals, Norms and Habits • Verbal Procedures to Resolve Conflicts • Rigid Procedures, Rules and Regulations • Management Style of 'Command and Control' • No Sharing in Authority or Decision-Making • Less Motivated Team • Less Focus on Innovations and Creativity No Trust, Flexibility or Freedom of Expression

3. **Code of Conduct:** AUL-AUB-BU-LAU-RHU Organizational Level: Informal Structure	• Written Code of Conduct • Guide Decision Making and Define Relationships • Formal Policy Regarding Ethical Compliances • Principles of Integrity, Respect, Fairness, Diversity, Trustworthiness, Confidentiality, Stewardship and Citizenship • Refrain from Abusing Authority, Eliminate Inequities and Avoid Favouritism, Commit to Honesty and Accuracy, Adhere to Civility and Decency, Protect the Security and Privacy of Information, Respect the University Property
No Code of Conduct: LGU-CU-AU	• No Code of Conduct • No Formal Policy Regarding Ethical Compliances

4. **Objectives**
 	
Organizational Level: formal Structure
	• Global and Multidimensional Education 8/8
	• Vocational Focus to Academic Programs 8/8
	• Ethical Working Environment 7/8
	    o Build Future Moral Leaders
	• Civic and Environmental Engagement 7/8
	    o Improve Human Conditions
	    o Contribute to the Economic and Social Well-Being of Lebanon
	    o Protect the Environment and Conserve the Natural Resources
	• Students' Centred Programs and Multi-Disciplinary Exposure 6/8
	• Partnering with Businesses and Governmental Agencies 5/8
	• International Affiliation and Exchange Programs 5/8
	• Research-Led Learning and a Leader in Home-Grown Research 4/8
	• Competent Graduates and Capable Future Leaders 3/8
	• Accessible and Affordable Education 3/8

5. **Motivated Followers:** AUB-LAU-RHU-AUL-LGU Employees-Task Characteristics Level	• Qualified Team 8/8 • Leadership and Authority in the Field of expertise 7/8 • Up-to-date with Recent Advances in Education and Research 6/8 • Motivated Team 5/8 • Ethical, Trustworthy, Caring and with High Integrity 4/8 • Have a Record in Community Services 3/8 • Ability to Develop Academic Programs 3/8 • Engage and Guide Students through the Education Process 3/8
5. **Unmotivated Followers:** BU-AU-CU Employees-Task Characteristics Level	• Hostility Towards New Comers from Current Employees 2/8 • Biased and Unprofessional Behaviour by Department Heads 2/8 • Delays, Sick Leaves or Absenteeism of Employees are deducted Immediately 2/8 • No Power Sharing 2/8 • Micromanagement and Continuous Monitoring of Employees 2/8 • No Authority or Freedom for Faculty Members 2/8 • Hostile Working Environment 2/8 • Lower Employee Performance and Work Enjoyment Level 3/8

6. CSR	
Definition Ethical Leadership/ CSR Level	• Serving Societal Needs, Economic Development and Local Conditions of the Population 5/8 • Preserving Cultural and Natural Resources and Promoting the Environment for Future Generations 4/8 • Serving the Interests of the Different Stakeholders 3/8 • Promoting Citizenship among Students 3/8
No Understanding of CSR: AU-BU Ethical Leadership/ CSR Level	• Lack of Understanding of the Notion of CSR • Considered as Charity and Philanthropic Activities
Advantages Ethical Leadership/ CSR Level	• Positive Image and Credible Reputation 7/8 • Vital for Survival, Success and Well-being of the University 4/8 • Cost Savings by Increasing Efficiency and Productivity 4/8 • Mainstream and Forward Long-Term Thinking 4/8 • Strong Competitive Position 3/8 • Safeguard the Interest of Stakeholders 3/8 • Students and Employees' Engagement 3/8
Advantages: BU-AU-CU Ethical Leadership/ CSR Level	• Advertising Campaign for the Organization • A Public Relation Tool
Disadvantages BU-AU-CU Ethical Leadership/ CSR Level	• Costly 4/8 • Dedicated Human Resources 3/8
Barriers Ethical Leadership/ CSR Level	• Inability to Apply Due to Lack of Government Support 3/8 • Lack of Transparency in Public and Private Sectors and Budget Restrictions 2/8 • Negative Consequences if CSR Initiatives Are Not Executed Well 2/8 • Lack of CSR Leadership in Building Responsible Multi-Stakeholder Platforms 2/8

7. CSR Strategy: AUB-LAU-RHU-AUL Organizational Level: formal Structure	• Supports the University Objectives (Protecting Human Conditions, the Society, Sustainability and Natural Resources) • Underpinned in the Corporate Strategy • Annual Budget for CSR • Annual Reporting System for CSR Initiatives (DJSGI, GRI, PRME) (AUB)
No CSR Strategy: BU-AU-LGU-CU Organizational Level: formal Structure	• Not Underpinned in the Corporate Strategy • No Annual Budget for CSR • No Annual Reporting System for CSR Initiatives (DJSGI, GRI, PRME) • CSR Strategy is Only Mentioned in the Website of the University

8. Leadership and CSR: BU-AU- CU
 	
Organizational Level: formal Structure
	• CSR Activities Require the Approval of the Provost/ Owner on the Ideas and Budget
	• Approval is Based on the Outcomes and Benefits of the Event to the University
	• Director is Not Aware or Aware but not Interested in CSR Initiatives
	• No Support from the Owners of the University
	    o CSR is Not Yet Understood in the University
	    o Not a Top-Down Priority
	    o CSR is a Luxury
	    o CSR Expenditures are Unjustified
	    o Nothing Is Clear How to Recoup CSR Costs

Leadership and CSR: AUB-RHU-LAU
 	
Organizational Level: formal Structure
	• Only Ethical and Responsible Leaders are Selected to Champion the Cause of CSR
	• Leader have the Authority to Initiate, Approve and Implement CSR Initiatives
	• CSR Initiatives are Underpinned in the University's Overall plan
	• Included in the Job Description of Key Positions in the University
	• CSR Activities are Aligned Based on Each Faculty Field of Expertise
	• Support are Provided to Leaders within the University to Implement the CSR Strategy as:
	    o Top Administration Support
	    o CSR Training and Ongoing Professional Development
	    o Rewards Granted to Successful CSR Initiatives

Leadership and CSR: AUL Organizational Level: formal Structure	• Leader have the Authority to Initiate, Approve and Implement CSR Initiatives • Support from the Owners of the University • No Financial Support to the University from External Parties

| Leadership and CSR: LGU

Organizational Level: formal Structure | • CSR Activities Require the Approval of Owners on the Ideas and Budget
• No Support from the Owners of the University
    o No Evidence that Engaging in CSR Activities Can Increase the Number of Enrolment
    o CSR Expenditures are Unjustified
    o Nothing Is Clear How to Recoup CSR Costs
• The VP Seeks the Help of External Sponsors to Finance CSR Programs |

PRME Initiatives	
9. Purpose	• Educational Frameworks and CSR Materials • CSR Conferences • CSR Workshops • Clubs, Societies and Centre of Excellence (citizenship, social responsibility and volunteerism)
10. Values	• CSR in the Business Program • CSR Course
10. No Values: BU	• No CSR in the Business Program • No CSR Course
11. Research	• CSR Conceptual and Empirical Research • Research Budget • Dedicated Time for Research
11. No Research: BU-CU-AU	• No CSR Conceptual and Empirical Research • No Dedicated Time for Research
12. Partnership	• Charity • Community Service • Students Development
13. Fairness	• Non-Discrimination Policy • Qualifications are the Base for Recruiting, Promoting and Compensating Employees • Written and Published Non-Discrimination policy • Breaches in this Policy are Subject to Corrective Measures.
13. Discrimination CU-AU-BU	• Discrimination on the Bases of Age, Religion, Political Views and Nepotism

14. Natural Resource Conservation AUB-LAU-RHU-AUL	Sustainable Campus initiative to Manage Natural Resources:
	• Energy Production and Conservation
	• Infrared Proximity Sensors for Controlling Water and Electricity Consumption (3)
	• LEDs (Light Emitting Diodes) or Lower-Energy Lights 3
	• Energy-Efficient Heat/Cooling Systems (3)
	• Solar Energy: Solar Photovoltaic (PV) Plant (3)
	• Natural Lighting (2)
	• Water Recycling and Water Harvesting (3)
	• Healthy and Safe Indoor Environment (2)
	• Increase in Employees and Students Productivity (2)
	• Green Areas and Rooftop Gardens (2)
	
	Several Centres within the University to Study the Efficient use of Natural Resources
	    ○ Studying the Water and Soil Pollution Problem
	    ○ Introducing Water Management Programs
	    ○ Awareness Campaigns on Conserving Nature
	    ○ Awareness Campaigns on Eco-management

No Natural Resource Conservation : LGU-BU-AU-CU	Non

15. **Green Environment** : AUB-LAU-RHU-AUL	• Centres within the University to Study Environmental Preservation (3)
	   o Landscaping and Green Buildings
	   o Studying Land Degradation and Desertification Problems
	   o Reforestation Programs
	• Monitoring Carbonyl Concentration (2)
	• Cleaning-Up Campaigns (4)
	• Waste Management Studies (4)
	   o Generating Income for the University through a Zero-Waste Campus
	   o More Reliance on Electronic Documents (2)
	   o Random Waste Dumps and Burning Practices Effects
	   o Diseases and Health Problems from Burning Waste
	   o Waste Management Solutions
	• Develop the University Neighbourhood (2)
	   o Landscaping Areas
	   o Pedestrian Passages
	   o Hygiene and Cleanliness
	   o Less Pollution and Traffic
	   o Security Team

15.**Green Environment:** LGU-BU-AU-CU	• Very Minimal Actions Limited to Awareness Campaigns

5.3.2. Case-Ordered Summed Indices

Next, the researcher has developed the case-ordered summed indices. According to Miles and Huberman (1994), cases will be ordered according to a certain variable of interest. The researcher in the case-ordered summed indices will coherently array data for CSR involvement across all universities (see table: 5.20). Patterns involve deep green cases with major involvement in CSR, light green cases with some involvement in CSR and red cases with minimal involvement in CSR. It is important to show in a spectrum the degree of CSR integration into curricula and research in the eight universities on the bases of seven principles (Purpose, Value, Research, Partnership, Fairness, Natural Resources Conservation and Green Environment). These seven principles are derived from the Principles for Responsible Management Education (PRME) in 2007 and have been examined in the interviews, observations and secondary resources pertaining to the eight universities. The spectrum ranges from the red colour with universities showing very low engagement to advance CSR to dark green with universities offering a multi-faceted approach in CSR and sustainability practices. Based on these 7 principles, the university will fall on the red side of the spectrum if it fulfils three or less of these principles, on the light green side if it fulfils 4-6 of these principles and on the dark green side if it fulfils seven principles. The results have shown that, out of the eight case studies or universities, three are dark green universities, two are light green universities and three are red universities.

AUB, LAU and RHU are dark green universities where they have aimed at making CSR as a natural part of the thought process of all the university members. These three universities have revised their curricula to add sustainable development education, conducted empirical research on CSR, solved jointly with external parties some environmental challenges and applied fair practices in dealing with university members.

AUB provides a holistic student process through conducting workshops to equip today's students with the understanding of responsible management education and incorporating CSR into the Business program. In AUB, work simulations are conducted in classrooms to encourage students to develop CSR strategies and find solutions to ethical dilemmas (Jamali, 2008). Moreover, AUB is a pioneer in fostering CSR interdisciplinary research. AUB has published several articles on CSR and has developed a Centre of Excellence to institutionalize CSR in the region (Hasrouni, 2012; Chedrawi et al., 2019):

"AUB is one of the few universities in the Middle East that has engaged in systematic academic regional research which has translated into several pioneering publications on the dynamics of CSR in our region", as said by AUB Chairperson.

Also, AUB has been exemplary in interacting with the private sector to stimulate interest in social responsibility (Jamali, 2007; Chedrawi et al., 2019). AUB partnership activities and their relevance to the dissemination of social responsibility are considered more than any other university in Lebanon (Sherif, 2015).

"AUB is in close touch with various NGOs, and there are plans to collaborate with the non-profit sector in taking CSR forward" as said by the AUB Chairperson.

Besides, AUB is home to several excellence centres which aim to solve several problems related to the deterioration of natural resources, water shortage, desertification, pollution, carbonyl concentration, random waste dumps and waste burning practices. As for Fairness, AUB has several policies that protect the rights of all the university members.

LAU offers students hands-on experience in real-world social responsibility practices. LAU adds ethical, social and environmental content to the curricula. Also, LAU organizes workshops on community services to teach students how to take care of their community (Sherif, 2015; El-Bassiouny et al., 2018):

"Business schools need to understand their role as educators of tomorrow's business leaders. Business schools have to integrate CSR into the Business program to fill the gap between what they teach and the workplace" as said by the LAU Chairperson.

Also, LAU is leading original CSR research in the region and engaging with the public and private sector to make a connection between education and society:

"LAU has initiated programs to bridge the gap between the university and the surrounding community. These programs aim at encouraging students to become leaders of change in the society as the LAU Youth Leadership program and the Model United Nation for school students program" as said by the LAU Chairperson.

Moreover, LAU is the home for water, energy and environment conservation centres that involve initiatives to harvest rainwater, use treated wastewater for irrigation, reduce electricity consumption, establish a complete waste management process and adopt a series of eco-friendly practices:

"We are working on campus-wide solar power systems, water filtering systems, recycling programs, clean-up days and carbon emission control." as declared by the LAU Chairperson.

Finally, LAU believes in a social equity system and non-discrimination policy. LAU leads employees through participative and coaching management, fairly treat them and offers them several benefits as professional development (Hejase et al., 2012; El-Bassiouny et al., 2018).

As for RHU, it incorporates CSR into all the university's strategies, policies, and training programs, as well as, into the curricula and students activities. RHU has offered its students the opportunity to apply classroom knowledge and volunteer in sustainability programs (Zein and Alameddine, 2012):

"Universities have an important role in creating awareness about CSR, introducing the concept to the curricula and empowering the youth to implement CSR programs", as explained by the Director.

Moreover, RHU has established different research units within the university to promote the social development of Lebanon:

The aim is "to conduct collaborative studies and interdisciplinary research that solve community problems and have direct implications on the Lebanese context", as explained by the Academic Director.

In addition to academic learning, students contribute to events related to partnership building and entrepreneurial initiatives. Also, the university works extensively on managing natural resources through the "Sustainable Campus Initiative". The initiative involves energy production and conservation, rain harvesting and recycling, organic materials composting, waste management, and environmental clean-up days. Also, according to Sherif (2015), the university has ranked high in promoting sustainability and spreading awareness about environmental issues. Finally, the university focuses on the employees' wellbeing and engages them in the circle of CSR. For this, HR professionals seek to promote a "no discrimination" policy in the workplace.

AUL and LGU are light green universities with some CSR initiatives. AUL and LGU are implementing some scattered CSR activities and trying to build a business case for CSR. However, AUL and LGU need to advance CSR to match the previously discussed universities and other top regional universities.

As for AUL, the university is incorporating CSR into the academic field, exposing students to practical learning experiences and collaborating with external partners to bridge the gap between academia and the surrounding community. Nevertheless, there are only some research attempts to spread knowledge on the importance of CSR:

"*Concerning collaborative and innovative publications on CSR, we are lagging behind other regional universities. AUL has to make some effort in supporting the understanding and practice of CSR in Lebanon. This can be done by encouraging faculty members to conduct conceptual and empirical research on CSR" as declared by the Dean.*

In terms of natural resource conservation and green environment, AUL uses green buildings across their different campuses. Also, AUL tries to develop the university's neighbourhood, reduce pollution, carry on clean-up campaigns and help in solving the garbage crisis. According to Rettab & Mellahi (2019), different universities in Lebanon has started to invest their physical and intellectual resources to serve their local surroundings and promote positive change. As for fairness, AUL emphasizes quality education and selects applicants on the bases of qualifications. There is no discrimination in treating employees.

The other light green university is LGU. In LGU, the university fulfils the principles of purpose (educational frameworks on CSR), values (inclusion of CSR in the curriculum), research (publications on CSR by the university), partnership (collaboration with businesses, civil society and government) and fairness (social equity and non-discrimination policy). Nevertheless, in limited cases, fairness measures are not appropriately applied in recruiting employees. Also, there are no significant practices by the university in conserving natural resources or maintaining a sustainable environment.

As for red universities, AU, BU and CU are focusing on scattered short-term philanthropic activities while ignoring CSR as a strategy that fulfils stakeholder's expectations. These red universities are on occasional basis conducting some workshops on CSR or partnering with other institutions to support philanthropic causes. AU, BU and CU aspire to have extracurricular activities that engage students in social life. However, these activities are not institutionalized at the core of the university strategy.

"By conducting workshops, we aim to empower students. These educational frameworks have addressed topics related to social and national assimilation, peace building, social change, ecotourism and cultural intelligence" as stated by the Dean in AU. As for the Dean in CU, she

says: "CU is concerned in partnering with the wider community to boost students' mental health and enhance their future employability".

AU, BU and CU are not fulfilling the other PRME principles concerning CSR publications, fairness in the workplace and environmental initiatives. Compared to deep green universities, AU, BU and CU have to offer a multi-faceted approach to CSR and deeply integrate it across all functions of the university.

CSR Involvement on a Colour Scheme

Table 5.20: Case-Ordered Summed Indices

University Ranking by CSR Involvement

Deep Green: Good CSR Initiatives			Light green: Some CSR Initiatives		Red: Less CSR Initiatives		
Universities / PRME Principles	**AUB**	**LAU**	**RHU**	**AUL**	**LGU**	**CU**	**AU**	**BU**
1.PURPOSE	X	X	X	X	X	X	X	X
2. VALUE	X	X	X	X	X	X	X	0
3.RESEARCH	X	X	X	some	X	0	0	0
4. PARTNERSHIP	X	X	X	X	X	X	X	X
5. FAIRNESS	X	X	X	X	X	0	0	0
6. NATURAL RESOURCE CON	X	X	X	X	0	0	0	0
7. GREEN ENVIRONMENT	X	X	X	X	0	0	0	0
	7/7	**7/7**	**7/7**	**6/7**	**5/7**	**3/7**	**3/7**	**2/7**

X= Fulfilling this principle   0= Not fulfilling this principle

5.3.3. The Interrelations between Variables

To understand the relationship between Ethical Leadership (Independent Variable) and CSR (Dependent Variable), the researcher has to detect the mediating or intervening variables that fill out the reasonable chain linking the independent and dependent variables together (Miles

and Huberman, 1994). The intervening variables have been predetermined on the bases of the conceptual framework and previous literature (see figure 5.2). After carrying out the cross-case analysis (as per the partially ordered meta-matrix, table 5.19), the researcher has examined the predetermined intervening variables, detected some variables that are more significant in the Lebanese higher education sector, noticed emerging variables and eliminated other candidate variables that are less significant. In table 5.21, the researcher has tried to build a logical chain of evidence by plotting the intervening variables that mediate between the independent variable (Ethical Leadership) and the dependent variable (CSR).

At the environmental level, Hunt and Osborn (1982) have included in their leadership multiple-influence model the global and local challenges as factors influencing the leadership process. Based on the cross-case analysis and the findings in table 5.19, the external environmental variables confronting the leader can impact the leadership effectiveness and the leader's ability to implement CSR initiatives. In deep green universities, ethical leaders have invested in the sustainable development of society. The aim has been to go beyond their legal obligations, fill the gap of a weak government and help in times of economic hardships and environmental issues. On the other hand, leaders in red universities have considered that profits are the fundamental priority for survival and the external situation does not permit increasing their expenditures.

The environment challenges whether technological, economic, legal or social and the degree of changes can complicate the leadership process (Blaza, 1992; Rost, 1991; Weaver et al., 2003; Friedman, 2005). A competent leader must be aware of these variables; however, scholars cannot prescribe a given course of leader action or define precisely the effect of these variables on leadership effectiveness (Heifetz & Linsky, 2002; Friedman, 2005; Northouse, 2019). Nevertheless, global cases of breaches in ethics have created a declining public trust and called for ethical leadership and moral responsibility (Kouzes and Posner, 1993; Johnsen, 2018; Kim, 2019).

Also in Lebanon, the increased rivalry between academic institutions, the downturn of the Lebanese economy (Brin & Nehme 2018), the weak governmental interventions (Hazbun, 2016), the socio-cultural division (ElGammal et al., 2018) and the costly accreditation requirements (Hazbun, 2016) have placed pressure on universities to maintain ethical leadership and social responsiveness (Bateman and Snell, 2009). Nevertheless, the current state of the country is not allowing leaders in the field of education to develop a recognized

base for ethical leadership or invest in CSR (Zein & Alameddine, 2012). In Lebanon, CSR is below the average for the MENA countries (Jamali et al., 2018) and the social interventions of institutions are unfocused and passive (Dirani, 2012; Mellahi & Rettab, 2019).

At the organizational formal structure level, Hunt and Osborn (1982) have included in their model variables affecting the leadership process: the level of authority, the degree of formalization (strategies and operating procedure) and centralization (top-to-down decision making and support). Based on the cross-case analysis and the findings in table 5.19, the leader's level of authority, institutional objectives and strategies (including CSR strategy and CSR budget) and the degree of upper management support can determine the scope of CSR engagement in a certain institution. For example, in AUB, LAU and RHU, the availability of CSR budget, the presence of a CSR strategy and the necessity of having a CSR reporting system have allowed leaders in these universities to engage heavily in CSR initiatives. In AUL, although there are a CSR strategy and a CSR reporting system, the minimal CSR budget has limited the leader's ability in investing heavily in responsible programs. In the other four red universities, the lack of CSR strategy, budget and reporting system have reflected negatively on these universities and in their ability to drive CSR forward.

As for the leader's authority and upper management support, in deep green universities, the leader has the authority to initiate and implement CSR initiatives, and the upper management supports successful CSR plans. In AUL (a light green university), despite the leader's authority and upper management support, the funds for CSR projects are limited, and the university displays average involvement in CSR. In LGU (a light green university), the leader needs the approval of owners on CSR plans and the owners of the university focus more on the financial bottom line. However, still, some CSR activities are done. In AU, BU and CU, the leader needs the approval of the owners on CSR plans while the owners of the university consider CSR as an unjustified expenditure. As a result, AU, BU and CU are not active in most CSR areas and are considered as red universities.

In Lebanon, according to Diarni (2012), CSR initiatives are not built into the corporate strategy. In universities, CSR is carried by individual efforts and considered as an optional add-on to the operations (Charbaji, 2009; Mellahi & Rettab, 2019). Also, only 2% of the Lebanese universities report their long term CSR programs (National Tempus Office, 2016). The non-financial reporting system is not yet a standard practice in Lebanon and the social progress as the Global Reporting Initiative (GRI) is not prepared or communicated to the

public by most academic institutions (Hasrouni, 2012). As 90% of the universities in Lebanon are family-owned, the motivation for spending on CSR is minimal as the owners' top priority is the pressing survival issues (Soundararajan et al., 2018). Owners consider CSR as an additional expense for the university (Jamali and Abdallah, 2010) that will reduce competitiveness and increase the tuition for students (Hejase et al., 2012; El-Kassar et al., 2018). As a result, in most universities, CSR leadership and CSR budget are absent (Chahine & Mowafi, 2015). Therefore, according to Jamili (2007), CSR is not adequately practised yet in the educational sector. Nevertheless, a limited number of private universities that are not family-owned invest in the betterment of society and respond to environmental challenges (Hasrouni, 2012; Jamali et al., 2017). For these universities, CSR is not a charity but has to be embedded in the institution's strategic plan (Jamali et al., 2017). They publish their annual CSR report (GRI) on their website and try to share their experience with other universities (Hejase et al., 2012; Azzi & Azoury, 2017). Also, the top management in these universities supports CSR leadership by dedicating the necessary resources (Azzi & Azoury, 2017).

At the organizational informal structure level, Hunt and Osborn (1982) have included in their model the organizational culture and the organizational climate as affecting the leadership effectiveness. For Hunt and Osborn (1982), the set of shared values and shared experiences and the employees' reaction to these set of values affect and is affected by the leadership process. In this study, the corporate culture (whether ethical or unethical) and the code of conduct (whether available or not) can highly affect the leadership process and the ability of the leader to engage followers in CSR initiatives. In AUB, LAU, RHU and AUL, the corporate culture is positive where these universities try to attract top-calibre team members. To do that, they try to maintain a highly motivating environment that is characterized by creativity, freedom of expression and trust. They invest heavily in ethics, civic engagement and good governance. The code of conduct is written, guides decision making and defines relationships.

BU , AU, LGU and CU have a less defined, informal and negative culture that is characterized by rigid rules and regulations, 'command and control' style of management and less power-sharing. The team is less motivated because there is no trust or freedom of expression. Also, they do not have a written code of conduct or a formal policy regarding ethical compliance. These universities have an unethical working environment and are less engaged in contributing to the social well-being of Lebanon.

The organizational corporate culture and behavioural control systems support the development of ethical leaders (Jamnik, 2011; Tenbrunsel et al. 2003; Victor & Cullen, 1987; Trevino, 1986). Nevertheless, it is difficult to find the best mix of climate, corporate culture and work environment that supports leadership effectiveness (Cuellar, 2011). In the higher education sector in Lebanon, the organizational culture is a reflection of the Lebanese climate that is characterized by sectarian conflicts, profound differences in religion and governmental chaos (Hazbun, 2016). In some universities in Lebanon, the culture of despotism, deception and violation of moral rights is leading to the ethical failure of leadership (Cheah et al., 2011; Elobeid et al., 2016).

Also, the ethical leader highly influences the work atmosphere in the institution (Bryman, 2007). The leader has to positively brand the corporate culture through acting as a role model that invests authentically in employees and engages them in philanthropic ventures (Hasrouni, 2012; Elobeid et al., 2016). The leader has to motivate the ethical behaviour of employees, reinforce desired outcomes (Brown et al., 2005) and create a zero-tolerance policy for tarnishing the image of the institution (Robins and Judge, 2009). However, in some universities in Lebanon, the leader's personalized and coercive power are creating a negative culture that hinders any engagement in citizenship behaviour (Sarkis and Daou, 2013).

At the level of the employees-task characteristic, Hunt and Osborn (1982) have included in their model the task autonomy (the degree of control an employee has over the job) (Hersey and Blanchard, 1993), task structure (rules and procedures governing a certain task) (Yukl, 2010) and task challenges as affecting the leadership process. In this study, the researcher will focus on these variables and their relation to followers' qualifications and level of expertise, job satisfaction and sense of responsibility. In AUB, LAU, RHU, AUL and LGU, the team is professional, highly motivated and satisfied. The team also, mainly in AUB, LAU and RHU, demonstrates a high sense of responsibility and have a record in community service. As for red universities, the team is highly qualified. However, in terms of task autonomy, the team members are continuously monitored and strictly controlled. As for task structure, there are lots of rules and regulations governing jobs with no space for freedom of expression or power-sharing. Also, there is so many work challenges as hostility towards newcomers from senior employees, biased behaviour by the department heads and unfair practices related to the compensation of employees. These variables related to the followers' qualifications and level of expertise, job satisfaction and sense of responsibility are affected by and affects leadership effectiveness and the university's engagement in CSR.

According to Hemphill and Coons (1957) and Hersey and Blanchard (1993), leadership influences followers' development, satisfaction with the work and responsibility. Also, according to Pheffer (1993) and Heifetz (1994), there is a strong relationship between leadership and different outcomes as motivation, organizational commitment and greater responsibility.

Moreover, a leader specifically with a higher level of morality can raise the followers' consciousness and moral values (as equality, liberty, justice, and humanitarianism) (Burns, 1978; Lam et al., 2010). In a study by Brown and Trevino (2016), followers' ethical decision making, satisfaction and commitment have been considered as an outcome of ethical leadership. In addition, an ethical leader with a good understanding of the principles of CSR can impact the citizenship of organizational members (Kohlberg, 1969; Burns, 1978; Moorman and Blakely, 1995; Brown et al., 2005; Kalshoven et al., 2012). The ethical leader needs to provide followers with guidance and professional support to face task challenges, and, at the same time, the leader needs to maintain a reasonable task autonomy and task structure (Bryman, 2007; Javed et al., 2017). According to McCauley et al. (2006) and Stewart et al. (2011), leadership can be neutralized and substituted in the higher education sector, especially when the followers have a need for independence and possess professional orientation.

In a study by Hasrouni (2012) on the Lebanese higher education sector, an ethical leader in academics can play an important role in developing the citizenship behaviour of the team members. However, according to Sarkis and Daou (2013) and Charbaji (2009), top managers in the family-owned universities seek to gain personal rewards, favour the owner's interest and maximize shareholders' wealth. As a result, there is no concern for the interest of the community, employees, customers and the environment where the common goal of these universities has been to optimize the outcomes that flow to a minority of owners (Charbaji, 2009; Chahine & Mowafi (2015). On the other hand, the particular type of followers can influence leadership effectiveness (Northouse, 2019). In some universities in Lebanon, the team members lack of motivation and lower sense of responsibility are influencing the leadership ability to promote CSR.

Table 5.21: The Interrelations between Variables

Independent Variable	Intervening Variables		Dependent Variable	Outcomes (PRME)
Ethical Leadership	Environmental Level		CSR	Purpose
	Global and Local Challenges			Values
	Organizational Formal Structure Level			Research
	Level of Power- Authority			Partnership
	Degree of Formalization: CSR Strategy			Fairness
	Degree of Formalization: CSR Budget			Conserving Resources
	Centralization: Support from Management			Green Environment
	Organizational Informal Structure Level			
	Corporate Culture			
	Code of Conduct			
	Policy to Enforce the Code of Conduct			
	Employee-Task Characteristics Level			
	Qualifications and Level of Expertise			
	Followers Motivation			
	Followers Sense of Responsibility			

5.3.4 The Predictor-Outcome Consequence Matrix

In the previous sections, the researcher has presented the order meta-matrix which will allow, according to Miles and Huberman's (1994), the process of data-formatting, data-standardization and data reduction, as well as, the identifying and understanding of patterns. Next, cases have been ordered according to the level of involvement in CSR through the case-ordered summed indices. The result has been three kinds of cases: deep green, light green and red depending on the engagement of the university in fulfilling the PRME seven principles. Then, the intervening variables that mediate between the independent variable (Ethical Leadership) and the dependent variable (CSR) have been identified through the interrelations between variables table.

 In this section, the researcher will try through the predictor-outcome consequence matrix, in table 5.22, to explain the whole cross-case picture and explore the relationships between the different variables. According to Miles and Huberman's (1994), the predictor-outcome consequence matrix helps in explaining whether the antecedents in the study predict for the criterion variable. Also, the matrix helps in observing how different factors function together and contribute to the different levels of a studied criterion. Specifically, this matrix allows moving from probabilistic predictions to causal reasoning through hooking a chain of

predictors to an outcome and then showing the consequences of that outcome. In table 5.22, the ethical leader is the independent variable, the environmental, the organizational and the employees-task levels are the intervening variables, and the CSR is the dependent variable (outcome). The PRME initiatives are the consequences of the CSR/outcome. In this section, different strategies are used as seeing patterns, making contrasts and comparisons, noting relations between variables, and replicating a finding.

In table 5.22, similar patterns are observed in cases of AUB, LAU and RHU where the 3 deep green universities have displayed a high level of involvement in CSR with similar antecedents and conditions. In the 3 deep green universities, according to followers, the leader fulfils ethical attributes that have been discussed before in chapter four. The leader is trustworthy and fair, displays integrity, models his/her actions, treats followers with respect, and have a moral identity. Also, this leader demonstrates moral influence that depends on the power of expertise and information, persuasion and power-sharing. Moreover, the ethical leader in the three deep green universities has the authority to initiate and implement CSR initiatives. Also, the upper management fully supports successful CSR plans through including CSR in the overall strategic plan of the university, providing a CSR budget, and having a CSR reporting system. According to the LAU Chairperson:

"When you have CSR as a long-term strategic objective that is aligned with the institutional mission and vision and included in the training and development programs of employees…..when CSR is a top-to-down practice that is rewarded by upper management…..when CSR initiatives are to be reported and shared with the community...when there is an allocated CSR budget…it is difficult not to raise the bar on CSR and have a comprehensive CSR approach".

As for the informal structure, the ethical leader is a part of a positive corporate culture guided by ethical norms, conduct policies and good governance. The followers are qualified, motivated and responsible. At the same time, followers enjoy task autonomy and task interdependence where they have enough control over their jobs, a space for freedom and creativity, reasonable rules and procedures and the ability to work as a team. According to Hersy and Blanchard (1993), the task autonomy and task structure depend on the employees' expertise and sense of responsibility. The Chairperson in LAU explains:

"Also, when CSR is a bottom-up practice initiated by the different team members…when the team members are recruited based on their community service record….when the culture

encourages the respect of environmental stewardship and social justice….CSR will be everybody's business at the university."

Therefore in deep green universities, the strategic direction of CSR, allocated financial resources, moral culture and responsible employees have allowed the ethical leader to engage in CSR and fulfil the seven PRME principles.

The ethical leader is the role model figure for followers. An ethical leader needs to practice a certain behaviour that has the appropriate consequences for the leader and the followers (outcome) (Bass & Steidlmeier, 1999). Therefore, in the case of deep green universities, the ethical leader has highly contributed through the authority given by top management in spreading the culture of CSR in the university. The leader can use this authority to help the institution and society or can misuse this authority to gain personal benefits and financial rewards (Burns, 1978; Sturm, 2017). Also, in deep green universities, the ethical leader has empowered followers to produce a positive impact on society. Ethical leaders have a high impact on the lives of the followers, the objectives of the organization and the broader cultural virtue (Rost, 1991; Lleó de Nalda et al., 2016). Leaders in deep green universities have considered CSR as necessary in serving the local conditions of the population and promoting the environment for future generations.

As for light green universities in table 5.22, AUL and LGU have some different patterns. As for AUL, the leader is ethical, and the conditions in the university are similar to the deep green universities. However, the only main constrain is that the CSR budget is small, leading to limited CSR initiatives. AUL does not receive funds from national/international government, philanthropic foundation or private sponsor and relies mainly on the tuition fees as a source of income. Nevertheless, the leader has collaborated with external partners and incorporated CSR into the academic field. Also, the leader has a non-discrimination policy in treating employees and is active in terms of conserving natural resource and protecting the environment.

For LGU, the leader is ethical, but the conditions in the university are more similar to the red universities (AU, BU and CU). The leader cannot implement CSR initiatives without the owners' approval. CSR initiatives are not underpinned in the corporate strategy, annual budget or annual reporting system of the university. Also, the owners of the university do not support CSR activities. The corporate culture is not well-defined, depending more on norms and habits. There is no formal policy in place regarding business conduct and ethical compliance. As for employees, the university cares about attracting and retaining highly qualified team;

however; some are recruited on the basis nepotism. As a result, LGU has a moderately qualified and motivated team. Despite these challenging conditions, the leader incorporates CSR into academics, partners with business and government agencies and support research in the field of social responsibility.

The leader, in both universities (AUL and LGU), exemplifies responsibility and citizenship. Being with high moral identity, the leader provides followers with adequate CSR training and development programs. He always encourages them to lead positive change and contribute to the social well-being of Lebanon. As the leader understands the value of an ethical and responsible culture, he prominently communicates it to all employees and students and threads it through the orientation programs and exemplary behaviour. An ethical leader in the sector of academics has to possess a passion for changing the over-all corporate behaviour (Hasrouni, 2012). Also, despite the limited CSR budget, the ethical leader seeks the help of external sponsors and tries to implement some CSR initiatives. The leader in AUL and LGU consider that the university is liable towards the society, human conditions and the environment. Also, through CSR, the university can achieve a strong competitive position and a credible image.

According to AUL Dean: "CSR is a forward long-term thinking, vital for success, and a win-win situation". He adds that: "CSR is not any more optional for universities" and "parents…will not admit their children to a university that does not contribute to minimizing social, economic and environmental hurdles".

Therefore, despite challenging conditions in these two universities as lack of budget and management support, the presence of an ethical leader has led to some CSR activities. In several studies, leaders that rated high on ethical leadership have also achieved high scores in organizational citizenship (Avey et al., 2010; De Hoogh and Den Dartog, 2008) and multi-stakeholder perspective (Weaver et al., 2003). Ethical leaders with professional and occupational ethics are fundamental in building a sustainable business and contributing to the common welfare (Pearse, 2017; Maak, 2007; Goolsby and Hunt, 1992). Ethical leadership is directly related to the encouragement of CSR (Voegtlin et al., 2012; Kuratko and Hodgetts, 1995).

As for the red universities in table 5.22, AU, BU and CU have similar patterns in terms of conditions and consequences. First, the leaders do not fulfil the criteria for ethical leadership as verified by the followers in the quantitative part of this study. Second, the conditions in red universities are similar. The leader cannot implement CSR activities without

the owners' approval. CSR activities are not underpinned in the corporate strategy, annual budget or annual reporting system of the university. Also, the owners of the university do not support CSR activities. The corporate culture is negative, depending more on verbal procedures to resolve conflicts. There is no policy in place regarding business conduct and ethical compliance. As for employees, they are less motivated, less responsible and not interested in CSR. The consequences are similar in theses universities: limited CSR activities and engagement in only 2 to 3 PRME principles.

In the 3 red universities, leaders may be aware, not aware or not interested in the concept of CSR. In either case, they focus mainly on the rights of the shareholders, cost-saving and profit maximization. Also, they define CSR as philanthropic activities and financial aid programs. Moreover, CSR is a smart advertising campaign for the university that is used to overcome unfavourable practices. As for the owners or upper management, there is a lack of understanding of the notion of CSR. The owners consider CSR as unrecovered cost and luxury that they cannot afford. Going green is expensive and will not add to the bottom line of the business (Simpson and Kohers, 2002; Pope & Waeraas, 2016). The culture is also negative characterized by lack of trust, less flexibility, less innovation and no freedom of expression. There is also a highly demanding culture and less tolerance for mistakes. The leader in these universities micro-manages followers, uses the 'command and control' style of management and does not encourage creativity or allow powersharing. Also, negative communication, discrimination and unnecessary deductions in the remuneration of employees are common practices in the university. The result is unmotivated employees that are less able to display responsible behaviour or initiatives. The leader and the upper management are accountable for creating a negative culture in the university.

In conclusion, the absence of ethical leaders and challenging conditions are real barriers to CSR in the higher education sector in Lebanon. Unlike light green universities where ethical leaders struggle for promoting social activities, leaders in the red universities have a negative attitude and misconception about the concept of CSR. Moreover, leaders in red universities are not interested in any activity outside the traditional practices of education. Some scholars claim that organizations are incapable or not motivated to handle the society's interest (Lepoutre et al., 2007; Andre et al., 2010) where these are considered as separate activities and have to be handled by non-business organizations (Blaza, 1992). Also, the leaders in red universities care only about protecting the rights of shareholders and reducing students' complaints. Berle (1931) and Friedman (1970) have claimed the same stating that

CSR is to generate profits, optimize the company resources and increase the benefits to shareholders. Without ethical leadership, there will be no guidelines that will direct institutions towards serving society (Daft, 1991; Downe et al., 2016).

In the end, this chapter has discussed the qualitative analysis, including the within-case and cross-case study. The researcher has started with the research question and conceptual framework that is derived from previous literature, the PRME principles and the leadership multiple-influence model of Hunt and Osborn, 1982. Then cases have been selected, and the data collection protocol has been designed. After conducting the actual field visits and collecting data (through interviews, observations and secondary data), the researcher has performed the data reduction, data display and data analysis steps. Starting with the within-case analysis, important themes have been identified in the write-ups based on the conceptual framework and research question. Then, data has been displayed in a matrix tabular form (using Miles and Huberman's (1994) descriptive and explanatory effect matrix) that shows the effect of independent (EL) and intervening variables on the dependent variable (CSR). Each case out of the 8 selected cases has been analysed individually where the researcher has linked data to explanations, identified emerging threads of causality, noted patterns, built a logical chain of evidence and looked for negative cases.

After understanding the dynamics of each case, the outcomes across the eight individual cases are examined through the multi-case comparative analysis. In this cross-case analysis, the researcher has followed Miles and Huberman's (1994) methodology including conducting a partially ordered meta-matrix (to see the number of times a certain pattern occurs), developing case-ordered summed indices (to array data in relation to CSR involvement), presenting the interrelations between variables (to find out the intervening variables that link the independent and dependent variables together), and finally constructing the predictor-outcome consequences matrix (to explain the whole cross-case picture).

Based on the cross-case analysis, the research question will be answered in the coming chapter: "what is the role of ethical leadership in promoting CSR in the Lebanese higher education sector?" Also, the preliminary conceptual framework will be revised to match the Lebanese higher education sector.

Table 5.22: Predictor-Outcome Consequence Matrix

CSR Involvement	University	Ethical Leader	Environment Level		Organizational l Level							Employee-Task Level			Corporate Social Responsibility	PRME
			Global Challenges	Local Challenges	Formal Structure			Informal Structure				Qualification	Motivated Followers	Followers Responsibility		
					Power/ Authority	Degree of Formalization		Management Support	Corporate Culture	Code of Conduct	Code of Conduct Policy Enforcement					
						CSR Strategy	CSR Budget									
Deep	AUB	EL	(T)(BE)(VT)(GG)	(C.)(UT)(EF)(EP)(GS)(PS)	Have Authority	Strategy	Available	Support	Positive	Available	Applicable	High	Highly	Responsible	CSR	7
Green	LAU	EL	(T)(BE)(VT)(GG)(FC)(EI)(RS)	(C.)(UT)(EF)(EP)(GS)(PS)(UN)	Have Authority	Strategy	Available	Support	Positive	Available	Applicable	High	Highly	Responsible	CSR	7
University	RHU	EL	(T)(BE)(VT)(SW)(CC)(RS)	(C.)(EF)(EP)(GS)(PS)(UN)(MR)(AR)(SE)	Have Authority	Strategy	Available	Support	Positive	Available	Applicable	High	Highly	Responsible	CSR	7
Light	AUL	EL	(T)(NE)(NS)(NA)	(C.)(EF)(GS)(PS)(MR)(AR)(ES)	Have Authority	Strategy	Small Budget	Support	Positive	Available	Applicable	High	Highly	Responsible	Moderate CSR	6
Green	LGU	EL	(BE)(VT)(SW)(FC)(EI)(RS)	(C.)(UN)(EF)(EP)(GS)(PS)	No Authority	No Strategy	Not Available	No Support	Not Clear	Not Available	Not Applicable	Moderate	Moderate	Training on CSR	Moderate CSR	5
Red	CU	Lack of EL	(T)(NS)	(C.)(EF)(GS)(PS)(MR)(AR)(UC)	No Authority	No Strategy	Not Available	No Support	Negative	Not Available	Not Applicable	Acceptable	Less	Not Interested	No CSR	3
University	AU	Lack of EL	(T)	(C.)(EF)(MR)(AR)(UC)(SS)	No Authority	No Strategy	Not Available	No Support	Negative	Not Available	Not Applicable	Acceptable	Less	Not Interested	No CSR	3
	BU	Lack of EL		(C.)(EF)(GS)(PS)(MR)(AR)(UC)(UP)	No Authority	No Strategy	Not Available	No Support	Negative	Available	Not Applicable	Acceptable	Less	Not Interested	No CSR	2

	Global Challenges	Local Challenges
1	T: Technology	C: Competition
2	BE: Breaches in Ethics	UT: University Tuition
3	VT: Violence and Terrorism	EF: Economic and Financial Situation
4	GG: Short Coming of Global Govern	EP: Environmental Pressure
5	FC: Financial Crisis	GS: No Government Support
6	EI: Economic Inequalities	PS: Political Instability and No Safety
7	RS: Resource Scarcity/ Population G	UN: Unemployment Rate for Fresh Graduates
8	SW: Shortage in Water	MR: Ministry of Education Regulations
9	CC: Climate Change	AR: Accreditation Requirements
10	NE: Need for Global Education	SE: Changing Societal Expectation about Higher Education
11	NS: Need for Social Responsibility	ES: Employability Skills
12	NA: Need for Affordable Education	UC: University as a Costly Investment
13		UP: Unmotivated Professors
14		SS: Standards for Accepting Students

Chapter Six: Conclusion

6.1. Synopsis of the Results

Based on the outcomes of the quantitative study in chapter four, the research question: **"What are the characteristics of ethical leadership in the Lebanese higher education sector**?" will be answered.

The antecedents for ethical leadership include specific traits, behaviour, influence types and situations. The most important traits are trustworthy, integrity and fair. As for the most important behaviour for ethical leadership, it is displaying a role model figure, showing respect and having a moral identity. As for the most important types of influence, it is practising information/expert power, power-sharing and rational persuasion. As for the situation, results have revealed that an ethical leader has to deal with situations that are very complicated, emotionally charged and with complex interrelationship.

In the qualitative study, cases have been classified into three categories: deep green universities, light green universities and red universities. For deep green universities, the framework starts with the ethical leader (figure 6.1). The antecedents for ethical leadership include significant traits (trustworthy, integrity and fair), important behaviour (displaying a role model figure, respect and moral identity), important sources of power (information/ expert power, power-sharing and rational persuasion power) and the most crucial situations for an ethical leader to manage and control (situations with complex management, challenging problems and continuous changes). Findings have also indicated that leaders interviewed in the deep green universities fulfil these ethical leadership characteristics.

Then ethical leadership is affected by several intervening variables divided into three levels. The first level of variables is the environment including global challenges (technology, violence and terrorism and breaches in ethics) and local challenges (competition, economic situation, resources scarcity, lack of government support, political instability, ministry regulations and accreditation). These conditions have been influencing all the higher education sector in Lebanon and affecting the performance of ethical leadership highly. However, in the deep green universities, environmental challenges have presented a higher incentive for ethical leaders to engage in CSR. Ethical leaders try to expose students to global experiences and encourage them to display good citizenship.

Also, leaders are collaborating with the Lebanese community to provide students with development programs. Responsible students can then work towards serving societal needs and advancing environmental sustainability.

The second level of variables is the organizational level including the formal structure (authority of the leader, CSR strategy, CSR budget and management support) and the informal structure (positive corporate culture, code of conduct and policy to enforce the code of conduct). Given that CSR is a long-term vision in deep green universities, leaders have the authority, support and adequate resources to promote CSR. Also, these universities encourage a culture of ethics and responsibility. Within this culture, the ethical leader is a role-model that practices values of respect, integrity, fairness and inspires his followers to act the same. The third level of variables is the employees' characteristics/ task level, including qualified, satisfied and responsible followers. Deep green universities recruit professional, well-motivated and socially responsible members. In addition, leaders encourage followers to make an impact and develop their surroundings.

Ethical leadership, the macro-variables and the micro-variables (listed before) have affected the degree of CSR engagement in the seven PRME principles positively. According to their serious involvement in the seven PRME principles, AUB, LAU and RHU are deep green universities with ethical leaders that are highly involved in promoting CSR. According to Kalshoven et al. (2012), a fair and principled leader will fulfil the institution's ethical obligations, encourage followers' sense of responsibility and promote CSR. Also, Eisenbeiss et al. (2015) have focused on ethical leadership outcomes as decreasing counterproductive work practices, fostering organizational ethical culture and promoting sustainable relationship with stakeholders. Ethical leaders in deep green universities are convinced that CSR can leverage the institutional image and add to the competitiveness of the university. According to Steiner and Steiner (2005) and Porter and Kramer (2006), CSR allows an organization to achieve efficient use of resources, better capital access, employees retention, improved performance and competitiveness.

For the light green university (AUL), the framework is the same as above for all the intervening variables except for the CSR budget that is limited (figure 6.2). Nevertheless, the leader is incorporating CSR into academics and collaborating with external partners. In terms of natural resource conservation and green environment, the university has green buildings and are involved in developing their neighbourhood. As for fairness, there is no

discrimination in treating employees on the bases of age, gender, appearance, religion, political beliefs or nationality.

The leader, being considered by his followers as an ethical leader, is highly engaged in CSR. According to this leader, universities have to embrace CSR because they are non-profit academic institutions that protect the well-being of the youth. His main concern, according to Porter and Kramer (2006), is to improve the corporate image and have a stronger society alliances. Universities can achieve through CSR a good ranking among universities and an advantage over rivals (Sherif, 2015; Jamali et al., 2018). Besides, having a long-term CSR strategy can maximize shareholders wealth, return on equity and performance (Sarkis and Daou, 2013; Al-Abdin et al., 2018). Furthermore, the university will have increased power and a competent triple bottom line (profits, people and planet) (Sarkis and Daou, 2013; Al-Abdin et al., 2018).

In that event, the leader in AUL provides external sponsors for his CSR events. His efforts are reflected in having AUL as a light green university, despite the limited CSR budget. According to Sarkis and Daou (2013), even if the Lebanese universities do not have the required CSR budget, they can engage in using their physical, social and intellectual resources to serve the local surroundings. However, AUL has to advance CSR more if they want to be a deep green university.

For the other light green university (LGU), the situation is more challenging (figure 6.3). The leader is ethical; however, he does not have the authority or support to implement CSR initiatives. Furthermore, CSR plans are not underpinned in the corporate strategy, annual budget or annual reporting system of the university. Besides, the corporate culture is not well-defined and depends more on informal procedures. There is no formal policy in place regarding business conduct and ethical compliance. Also, the team is moderately qualified, somehow motivated and needs extensive training on CSR. Nevertheless, the leader fulfils the principles of purpose, value, research, partnership and fairness. However, in limited cases, fairness measures are not appropriately applied in recruiting employees. So, the question is: how with these challenging conditions, the university is engaged in five of the PRME principles?

As the leader is trustworthy and respectful, he tries to copy the German Module in Education with its clear disciplines, articulated values and ethics. He exemplifies

responsibility and citizenship to his subordinates. Also, he provides them with adequate CSR training and development programs. He inspires them to contribute to the economic and social well-being of Lebanon. For him, CSR adds to the university's reputation, transparency and competitive advantage. Even if the benefits of CSR will not outweigh the incurred costs, these leaders will still invest in serving the local society (Maignan, 2010). Finally, even with these challenging conditions, the ethical leader in LGU is engaged with some CSR initiatives and have contributed in making the institution a light green university.

For red universities, the framework starts with a leader (figure 6.4) that is not identified by his followers as ethical. Then leadership effectiveness is affected by several intervening variables divided into three levels. The first level of variables is the environment including global challenges (technology, violence, terrorism and breaches in ethics) and local challenges (competition, economic situation, resource scarcity, lack of government support, political instability, ministry regulations and accreditation). These conditions have been influencing all the higher education sector in Lebanon. However, in red universities, environmental challenges have presented a higher incentive for leaders to protect the rights of shareholders. The leader in red university may contribute to some charity work. However, he is so conscious about spending money and believes that CSR is a luxury in times of hardship and during the economic crisis in Lebanon.

The second level of variables is organizational, including the formal structure and informal structure. Given that CSR is not a priority in red universities, the leader does not have the authority or support to implement CSR initiatives. Furthermore, CSR plans are not underpinned in the corporate strategy, annual budget or annual reporting system of the university. Besides, the culture is negative characterized by lack of trust, less flexibility, less innovation and no freedom of expression. Also, there is no formal policy in place regarding business conduct and ethical compliance. Within this culture, the leader micro-manages his followers, uses the 'command and control' style of management and does not allow his team to share in power or decision making. The third level of variables is the employees' characteristics/ task level. Although red universities try to recruit professional team members, the negative culture and negative leadership have resulted in unmotivated, unsatisfied and less responsible followers.

Therefore, unethical leadership, macro-variables and micro-variables have affected CSR engagement negatively in the red universities. These universities have minor engagement in the PRME principles. AU and CU have a contribution to the value, purpose and partnership fields. BU has a contribution to the purpose and partnership fields only. According to their limited involvement in the seven PRME principles, AU, BU and CU are red universities, and their leaders are less interested in promoting CSR. These Lebanese universities are short of significant accomplishments in the CSR field, and consider maximizing shareholders interest while serving the society is unrealistic (Sherif, 2015). According to Chahine & Mowafi (2015), leaders in the family-owned universities consider that CSR initiatives have less integrated value and are an add-on to the business. In times of pressing survival issues, their main concern is to deliver shareholders value over lower priority requirements as solving social problems (Jamali, 2007; Jamali, 2019).

As a result, the degree of CSR integration into the eight universities on the bases of seven principles (Purpose, Value, Research, Partnership, Fairness, Natural Resources Conservation and Green Environment) has been clearly displayed in this study. The spectrum ranges from deep green universities with major involvement in CSR and light green universities with some involvement in CSR to red universities with minimal involvement in CSR. The level of social responsiveness by an institution can vary from doing nothing, doing what is required only, being progressive, or being proactive and committed to social responsibility (Carroll, 1991). The spectrum of integrating CSR into the management system ranges from firms focusing on financial and economic wealth to firms fulfilling their responsibilities towards the society (Maignan, 2010). In the middle of this spectrum, there are firms abiding by the law only or firms following the social norms and values (Maignan, 2010). Also in Lebanon, some organizations are not aware or uninterested in the CSR concept, aware of the concept but suffer from the absence of adequate resources, or ready to invest in CSR even if it is costly and supplementary (El-Kassar et al., 2018). In the academic sector, the spectrum of integrating responsible practices into universities ranges from having some chapters on CSR in some business courses to promoting sustainable business education (Zein and Alameddine, 2012; Chedrawi et al., 2019).

In the end, the conceptual framework derived from previous theory, leadership multiple-influence model (Hunt and Osborn, 1982) and PRME principles (2007) has been applied to

the higher education sector in Lebanon. The framework has provided an abstract scheme for conceptualizing the different levels that may affect the leadership process, including the leader's individual attributes, the environmental level, the organisational level and the task level. First, for the leader's individual attributes, results have indicated some attributes as antecedents for ethical leadership in the Lebanese higher education sector. Second, for the environmental level, results have indicated that the most critical global challenges are technology, violence, terrorism and breaches in ethics. As for local challenges, they are competition, economic situation, resources' scarcity, lack of government support, political instability, ministry regulations and accreditation. As global and local challenges increase, findings have revealed that deep green universities will invest more in CSR to minimize the hurdles of these challenges. However, red universities will invest less in CSR to safeguard their survival and protect shareholders' wealth.

Third, the organizational level has included the formal structure variables (authority of the leader, CSR strategy, CSR budget and management support) and the informal structure variables (corporate culture, code of conduct and policy to enforce the code of conduct). These specific variables have been examined after applying Hunt and Osborn's model to the Lebanese higher education sector and to the process of integrating CSR into the traditional educational system. The study shows a direct relationship between the leader's authority, CSR strategy, CSR budget, management support, positive corporate culture and code of conduct policy and the ability of an ethical leader to promote CSR. Fourth, as for the employee and task level, results have identified that the following important variables: task autonomy, the level of expertise, followers' motivation and followers' sense of responsibility are directly related to the ability of an ethical leader to promote CSR.

Fifth, results have shown that the universities in Lebanon are highly involved in the purpose, partnership, value and fairness fields out of the seven PRME principles. Also, universities are less involved in the remaining three PRME principles that are research, natural resources conservation and green environment. With exception to some institutions, most universities believe that conserving natural resources and protecting the environment is the responsibility of the government and individuals rather than universities. For research in the field of CSR, there is some effort done to explore this domain; however, the available research is still in its embryonic stage.

Finally, based on all these findings, the research question: **"what is the role of ethical leadership in promoting CSR in the Lebanese higher educational sector?"** can be answered and the relationship between ethical leadership and CSR can be identified accordingly.

In terms of favourable conditions as management support, ethical corporate culture and responsible followers, the ethical leader will excel in promoting CSR and sustainability practices. Besides, the ethical leader will be involved in all the PRME fields, and the university will be a deep green university. In terms of challenging conditions as lack of CSR budget or less management support, an ethical leader will struggle to promote CSR. In such cases, CSR will not be fully integrated into the university's culture, strategies and processes; however, there will be serious attempts to promote responsible practices. The university will be a light green university with some involvement in the PRME principles. Therefore, ethical leaders are a fundamental variable for promoting CSR in the Lebanese higher education sector because these leaders will still find their way in the most challenging conditions. However, in cases of unethical leaders, there will be minor engagement in the PRME principles and less understanding of the CSR notion. In this study, unethical leaders, along with challenging conditions as less management support, negative culture and irresponsible followers, have resulted in red universities with less interest in social and environmental stewardship. In the end, the conceptual framework in figure 5.2 has been examined concerning the Lebanese higher education context. Based on the findings, the model has been refined to include variables and concepts that are highly related to Lebanon (figure 6.5).

Figure 6.1: Conceptual Framework Deep Green Universities

Environmental Level:

Global and Local Challenges

Global Challenges:

- Technology
- Violence and Terrorism
- Breaches in Ethics

Local Challenges:

- Competition
- Economic Situation
- Resource Scarcity
- Lack of Government Support
- Political Instability
- Ministry Regulations
- Accreditation

Deep Green Conceptual Framework

Organizational Level

Formal Structure

- Have Power- Authority
- Degree of Formalization:
  - CSR Strategy
  - CSR Budget
- Centralization: Support from Management

Informal Structure

- Positive Corporate Culture
- Code of Conduct
- Policy to Enforce the Code of Conduct

Antecedents of Ethical Leadership:

1.Traits

2.Behaviour

3.Power

4.Situation

ETHICAL LEADERSHIP

- Highly Qualified and Expert Employees
- Highly Motivated Followers
- Highly Responsible Followers

Employee Characteristics-Task Level

Corporate Social Responsibility

Principles:

1. Purpose
2. Value
3. Research
4. Partnership
5. Fairness
6. Conserving resources
7. Green Environment

161

Figure 6.2: Conceptual Framework Light Green Universities, AUL

Environmental Level:

Global and Local Challenges

Global Challenges:
- Technology
- Violence and Terrorism
- Breaches in Ethics

Local Challenges:
- Competition
- Economic Situation
- Resource Scarcity
- Lack of Government Support
- Political Instability
- Ministry Regulations
- Accreditation

1 Light Green Conceptual Framework

Organizational Level

Formal Structure
- Have Power- Authority
- Degree of Formalization:
  - CSR Strategy
  - Limited CSR Budget
- Centralization: Support from Management

Informal Structure
- Positive Corporate Culture
- Code of Conduct
- Policy to Enforce the Code of Conduct

Antecedents of Ethical Leadership:
1. Traits
2. Behaviour
3. Power
4. Situation

ETHICAL LEADERSHIP

- Highly Qualified and Expert Employees
- Highly Motivated Followers
- Highly Responsible Followers

Some Corporate Social Responsibility

Principles:
1. Purpose
2. Value
3. Partnership
4. Fairness
5. Conserving resources
6. Green Environment

Employee Characteristics-Task Level

Figure 6.3: Conceptual Framework Light Green Universities, LGU

Environmental Level:

Global and Local Challenges

Organizational Level

Employee Characteristics-Task Level

Global Challenges:
- Technology
- Violence and Terrorism
- Breaches in Ethics

Local Challenges:
- Competition
- Economic Situation
- Resource Scarcity
- Lack of Government Support
- Political Instability
- Ministry Regulations
- Accreditation

2 Light Green Conceptual Framework

Formal Structure
- No Power- Authority
- Degree of Formalization:
  - No CSR Strategy
  - No CSR Budget
- Centralization: No Support from Management

Informal Structure
- Not Clear Corporate Culture
- No Code of Conduct
- No Policy to Enforce the Code of Conduct

Antecedents of Ethical Leadership:
1. Traits
2. Behaviour
3. Power
4. Situation

ETHICAL LEADERSHIP

- Moderately Qualified Employees
- Moderately Motivated Followers
- Training on CSR

Some Corporate Social Responsibility

Principles:
1. Purpose
2. Value
3. Research
4. Partnership
5. Fairness

Figure 6.4: Conceptual Framework Red Universities

Environmental Level:

Global and Local Challenges

Global Challenges:
- Technology
- Violence and Terrorism
- Breaches in Ethics

Local Challenges:
- Competition
- Economic Situation
- Resource Scarcity
- Lack of Government Support
- Political Instability
- Ministry Regulations
- Accreditation

Red Conceptual Framework

Organizational Level

Formal Structure
- No Power- Authority
- Degree of Formalization:
    o No CSR Strategy
    o No CSR Budget
- Centralization: No Support from Management

Informal Structure
- Negative Corporate Culture
- No Code of Conduct
- No Policy to Enforce the Code of Conduct

Antecedents of Ethical Leadership:
1. Traits
2. Behaviour
3. Power
4. Situation

UNETHICAL LEADERSHIP

- Acceptable Employees Qualifications
- Less Motivated Followers
- Followers not Interested in Social Responsibility

No Corporate Social Responsibility

Principles:
1. Purpose
2. Value
3. Partnership

Employee Characteristics-Task Level

Figure 6.5: Conceptual Framework

<u>Environmental Level:</u>

<u>Global and Local Challenges</u>

Global Challenges:
- **Technology**
- **Violence and Terrorism**
- **Breaches in Ethics**

Local Challenges:
- **Competition**
- **Economic Situation**
- **Resource Scarcity**
- **Lack of Government Support**
- **Political Instability**
- **Ministry Regulations**
- **Accreditation**

<u>Organizational</u>

<u>Level</u>

Formal Structure
- **Level of Power- Authority**
- **Degree of Formalization:**
  - **Strategy**
  - **Operating Procedures**
- **Centralization: Top to Down Decisions**

Informal Structure
- **Corporate Culture**
- **Code of Conduct**
- **Policy to Enforce the Code of Conduct**

Leadership

Attributes

ETHICAL LEADERSHIP

Corporate Social Responsibility

Principles:
1. **Purpose**
2. **Value**
3. **Research**
4. **Partnership**
5. **Fairness**
6. **Conserving resources**
7. **Green Environment**

- **Qualifications and Level of Expertise**
- **Followers Motivation**
- **Followers Sense of Responsibility**
- **Task Autonomy**

<u>Employees- Task</u>

<u>Characteristics Level</u>

6.2. Implications

6.2.1 Theoretical Implications

Compared to previous studies on social responsibility that are underdeveloped and primitive and do not state who is responsible for implementing CSR in the organization, this study has displayed a holistic framework that can be applied to the higher education sector in Lebanon. The researcher has noticed that there are very few studies on the relationship between leadership styles & social responsibility, and these studies are embryonic, philosophical, fragmented and normative (Brown & Trevino, 2006; Carter & Greer, 2013; Hemingway & Starkey, 2018). Moreover, these studies do not consider the characteristics of ethical leadership that can foster CSR engagement in a specific institution (Brown & Trevino, 2006; Osagie et al., 2018). Besides, these studies do not focus on cultural variation, addressing mainly CSR in developed countries. As for the Lebanese higher education sector, there is less literature available on the topic of CSR (Saidi, 2004; Karam & Jamali; 2018). Also, the available studies on CSR in Lebanon are considered descriptive, in their early stage of development and less guided by theory or reliable evidence.

This research has tried to fill some of these knowledge gaps and create new insights. The researcher has presented a conceptual framework (figure 6.5) that conceptualized the different levels affecting the leadership process in promoting CSR including the leader's individual attributes, the environmental level, the organisational level and the task level. For the leader's individual attributes, results have indicated that an ethical leader in the Lebanese higher education sector has to be always trustworthy and fair, displays unshakeable integrity, models his/her actions, treats followers with respect, and embodies a moral identity. Also, this leader demonstrates moral influence that depends on the power of expertise and information, persuasion and power-sharing. Moreover, this ethical leader gives priority to situations involving complicated managerial dilemmas, challenging problems and radical changes. In applying the social learning theory in this framework, ethical leaders in the universities must set the pace and provide a good example in adopting high levels of morality (Yilimaz, 2010; Downe et al., 2016). Given that, an ethical leader with a consistent, transparent and open style of leadership will outline acceptable behaviour throughout the organization and develop human resources that are honest and

166

responsible (Aslan & Aslan, 2012; Duane Hansen et al., 2016). According to participants in the academic sector in Lebanon, this study has displayed the individual characteristics, behavioural influences, positions of status and situational conditions that can determine the leadership model effectiveness.

As for the relationship between ethical leadership and CSR, the framework has identified the important role of ethical leadership in maintaining a climate of social responsibility and engaging fairly with different stakeholders. The study focuses on ethical leadership and not on any other leadership style to promote CSR initiatives because ethical leadership is fundamental in gaining the trust of the employees, community and even the competitors (Brown and Trevino, 2006; Friedman et al., 2000). In other terms, ethical leadership is required to produce positive social consequences for the different stakeholders (Mayer et al. 2009). On the other side, toxic unethical leaders will utilize the loopholes in management systems to satisfy their desires and neglect the interest of the organization and society (Padilla et al. 2007). In this research, enough evidence from light green universities is provided to support the importance of ethical leadership in promoting CSR. Despite difficult conditions (as lack of CSR budget or less management support), ethical leaders in light green universities struggle to promote CSR. Although CSR will not be fully integrated into the university's decisions, strategies and processes, there will be still serious attempts to promote responsible and sustainable practices. Therefore, ethical leaders are a basic variable for promoting CSR in the Lebanese higher education sector because these leaders will still find their way in the most challenging conditions. However, in cases of unethical leaders, there will be less understanding of the CSR notion and fewer efforts to promote responsible practices.

As a result, this research has supported the limited work of previous scholars on the relationship between ethical leadership and stakeholders' satisfaction. In applying stakeholders' theory, ethical leaders in deep green universities have displayed serious involvement in the seven PRME principles (Purpose, Value, Research, Partnership, Fairness, Natural Resources Conservation and Green Environment). Leaders in deep green universities have considered the importance of serving the local conditions of the population, preserving cultural and natural resources and promoting the environment for future generations. They are highly dedicated to raising awareness about CSR, building

momentum for community engagement and encouraging collaborative efforts among university's stakeholders.

Finally, as for the intervening variables that are presented in the conceptual framework of this study, these variables affect the ability of ethical leadership in promoting CSR. Intervening variables include the environmental conditions that have been influencing all the higher education sector in Lebanon. Environmental variables involve global challenges (technology, violence and terrorism and breaches in ethics) and local challenges (competition, economic situation, resource scarcity, lack of government support, political instability, ministry regulations and accreditation). Also, there are the organizational variables that include the formal structure (authority of the leader, CSR strategy, CSR budget and management support) and the informal structure (positive corporate culture, code of conduct and policy to enforce the code of conduct). Last is the employees' characteristics/ task variables that include the qualifications and nature of followers.

Therefore, this study has tried to contribute to existing theory and previous literature by identifying a framework that defines the role of ethical leadership in promoting CSR in the Lebanese higher education sector.

6.2.2 Practical Implications

This study shows in a spectrum the degree of CSR integration into curricula and research in the eight universities on the bases of seven principles (Purpose, Value, Research, Partnership, Fairness, Natural Resources Conservation and Green Environment). These seven principles are derived from the Principles for Responsible Management Education (PRME) in 2007 and have been examined in the interviews, observations and visuals/ documents of the eight universities. The spectrum involves deep green cases with major involvement in CSR, light green cases with some involvement in CSR and red cases with minimal involvement in CSR. The University Ranking by CSR Involvement table (5.2) can be used by any university, school or academic institution outside this study. The educational institution will fall on the red side of the spectrum if it fulfils three or less of PRME principles, on the light green side if it fulfils 4-6 of the PRME principles and on the dark green side if it fulfils seven PRME principles. In the following section, the researcher has presented some important action steps for the different kinds of educational institutions in Lebanon and the region. First, the educational institution will determine its location on

the spectrum, whether a deep green, light green or red institution. Second, the educational institution can apply some of these practical steps that can allow them to operate efficiently, increase their social responsiveness and better serve future generations.

6.2.2.1 Deep Green Universities

Deep green universities incorporate CSR into their mission statement, vision and objectives, as well as, into their teaching and research missions. They believe that giving back to society is a necessity to overcome the present challenges in Lebanon. However, deep green universities need to maximise their impact on society. In this study, the recommendations for deep green universities involve the following:

1. Purpose: Deep green universities have to be leading institutions and source of inspiration for other universities to bring CSR to scale. Also, they have to lead the CSR practitioners in the higher education sector in Lebanon. In addition, they can offer guidance to entrepreneurs and business owners on how to address the numerous environmental and socio-economic challenges in Lebanon. Therefore, it is not enough for deep green universities to individually execute a successful CSR program and foster the socialization and cultivation of their students. They have to publicize their CSR efforts through the right channels, disseminate examples of social responsibility regularly and help other institution to take CSR seriously.

2. Values: to incorporate CSR into the different programs in the university and not only in the Business curriculum. CSR knowledge can be added in the Faculty of Health, Faculty of Medicine and Faculty of Engineering. The university can also offer a specific degree in CSR that focuses on different areas as corporate governance, ethics, humanitarian actions and laws, environmental management, ecology and community care. This major or degree in CSR is not available in the Lebanese universities.

3. Research: to move the CSR research from descriptive outreach studies to more empirical and rigours large scale projects. Research activities have to be a roadmap for future decades to heal our planet, transform the future of Lebanon, provide stability, foster economic growth, support humanitarian causes and develop sustainable solutions in all sectors. Investing in collaborative research (between Lebanon and other countries) is highly recommended and will allow the faculty

members in Lebanon to connect with the world's most exponential researchers and create new expert knowledge in CSR.

4. Partnership: to invest intensively in partnership activities to ensure a better future for generations to come. There is a need for leveraging more innovative alliances between academic institutions and other parties as the media, government, non-governmental organizations and businesses. Today, partnering with internal and external stakeholders, building global affiliations, arranging regional events are the platforms for student engagement. Examples can be offering students certificates or awards for sustainability literacy, transformational business innovations, social development or responsible leadership. Moreover, universities have to create initiatives that enable students to interact with inspiring business leaders and responsible entrepreneurs. Collaborative experiences and sharing best practices can deliver shared value to the academic institutions and their broader stakeholders.

5. Fairness: to provide ongoing training programs for the faculty and staff members on social responsibility aspects. Deep green universities have to ensure that all team members in the university are always up-to-date with the latest trends in community services and models of CSR. Also, employees have to be trained on how to deal with inequalities and harassment at the workplace. Employees have to embrace diversity and inclusion, as well.

6. Natural Resources Conservation: to accelerate progress on environmental sustainability goals. Deep green universities in Lebanon promote natural resources conservation, efficiency in consumption, clean sources of energy, carbon reduction, and climate change mitigation. However, deep green universities have to start with the implementation phase on a broader scale. Steps followed by a deep green university may include investing in 100% renewable energy across the university, reducing carbon footprint and creating more innovative sustainability solutions.

7. Green Environment: To encourage and implement more environmentally friendly behaviour. Deep green universities have to advocate a sustainable future and promote the health of the country for the present and the future. They can implement green environment initiatives on a national scope as planting and preserving more trees, increasing the green areas in the cities, minimizing and recycling waste, encouraging sustainable building practices, empowering individuals to go green and protecting the natural eco-system.

8. Reporting CSR initiatives: to be more active in publishing periodical reports involving the achievements of the university in the field of CSR. CSR reports have to be transparent, relevant, accountable and comparable to other institutions locally and internationally. To do that, academic institutions have to adopt international standards in reporting as the ISO 26000 guidance, the UN PRME principles, the global reporting initiatives (GRI), or the United Nations Global Compact (UNGC).

6.2.2.2 Light Green Universities

All the initiatives for deep green universities are also recommended for light green universities. However, light green universities have to solve some problems that hinder their ability to investing heavily in CSR programs. For AUL, CSR is integrated into the university's overall strategy, highly related to the objectives and included in the mission statement. All giving back initiatives are highly supported by the upper management of the university. However, there is a minimal budget for CSR plans. AUL is not financially subsidised by external parties as other universities in Lebanon. The owners believe that the income from students' enrolment cannot cover CSR expenses. Therefore, AUL is a light green university covering some of the seven PRME principles. As a result, the recommendations for light green universities (AUL in this study) involve the following:

1. Ethical leadership: to recruit and retain ethical leaders that are visionary, change-makers and passionate supporters of CSR. Academic leaders in the university have to inspire followers and change the attitude towards CSR. They have to reinvent the whole learning process. With ethical leadership, the university can build a strong CSR program and achieve a fully realized strategy in corporate accountability and citizenship.

2. Turn threats into opportunities: Ethical leaders can manage and change threats into opportunities. This can be done by quitting the traditional way of thinking, investing in CSR, doing more good to the public and exceeding stakeholders' expectations.

3. Savings from going green: Ethical leaders need to convince the owners and board of directors that green practices can minimize the expenses of the university. At the same time, these savings can make the budget for and can be invested in CSR practices. In most universities, the researcher has observed that a big budget is dedicated to print materials including brochures, admission and

registration papers, class resources, exams and advertising materials. Replacing print materials with electronic papers can generate a significant cost saving. Electronic materials are more flexible to change, interactive and easier to carry or store. In addition, being a paperless university can help in conserving natural resources and saving the environment. Other environment-friendly practices as green building (saving energy, power and water), zero-waste campus (turning waste into revenue), neighbourhood initiatives (minimizing traffic and allowing easy access to the university) and sustainable procurement can provide enormous savings for the university. In human resources management, fairness and conduct policies can increase employees' satisfaction. At the same time, a positive organizational culture can decrease costs in recruiting and retaining qualified members.

4. Stories in CSR: All stories of cost-savings, enhancing the image of the university, volunteerism and community development must be shared by leaders. Such stories will encourage employees and convince owners that a sustainability-focused culture is an essential factor for success.

6.2.2.3 Red Universities

All the practices mentioned above (for green universities) are also recommended for red universities. Besides, beyond some charity and philanthropic activities, red universities must align CSR practices with their mission and vision statement. Till today, red universities have not translated CSR objectives into real organizational functions and practices. Also, the term CSR is to be understood well, because the notion seems unpopular in some of these universities. As a result, the recommendations for red universities (including the light green university, LGU) involve the following:

1. To cope with global and local challenges, red universities have to invest heavily in green initiatives, sustainability and community development. Today, Lebanon is facing stagnation, lost opportunities and poor economic conditions. Red universities have to stop any value-destroying practices, understand the value of CSR and help in solving significant social problems. By maximizing human, social and environmental value, red universities can recover from reputation loss and gain a competitive advantage.

2. CSR strategy: to practice CSR within a well-defined strategic framework. Red universities must understand that CSR is more than giving for charity. CSR practices must be aligned with the university's core competencies, and CSR objectives must be an integral part of the organizational process.

3. Responsible employees: to recruit only professional, well-motivated, supportive and responsible team members. These employees must engage in the change process, promote citizenship practices, and contribute to achieving the university's CSR objectives.

4. CSR culture and code of conduct policy: to have CSR values and principles embedded within the organizational culture. Red universities have to promote a culture of integrity, equity, transparency, and good governance. Also, there has to be a formal policy in place regarding business conduct and ethical compliance.

5. Authority and support: to support leaders across the university to champion the cause of CSR and initiate stakeholders' relationship. Owners or upper management in the university must empower their leaders to be the purveyors of change and drivers of community development. Without this support, it will be tough for leaders in the university to invest seriously in CSR.

6. Ethical leadership: to recruit ethical leaders that can help in changing the organizational culture. The ethical leader will define, promote and execute the CSR strategy. Without ethical leadership, it will be difficult to translate the CSR strategy into actual day-to-day responsible practices. An ethical leader can train, develop and engage employees in CSR activities. Also, this leader can increase followers' citizenship by being a role model in doing good. Ethical leadership can increase employees' motivation and overall satisfaction with the university.

7. Upper management understanding of CSR: to link CSR to the image and competitiveness of the university. The upper management has to understand that CSR practices can enhance the reputation of the university among the general public, shareholders and employees. Moreover, in implementing sustainability programs and green practices, universities can save money and create economic value for shareholders. Owners/ upper management has to be

less sceptical about the concept of social responsibility and start investing in organisational virtue and citizenship.

Moreover, this spectrum can be applied by future studies on sectors beyond the higher education sector. Findings can be generalised or will have general application on other sectors that may include different population and organisations. For example, the case-ordered summed indices or ranking by CSR involvement (Table 5.20) can be applied to the banking sector. First, banks will determine their location on the spectrum, whether in the deep green, light green or red zone. The bank will fall on the red side of the spectrum if it fulfils less of certain criteria and on the dark green side if it fulfils all the required criteria. The criteria will involve some principles similar to the 7 PRME principles and others that are highly related to the banking sector and financial industry. Deep green banks will have significant involvement in CSR, light green banks will have some involvement in CSR, and red banks will have minimal involvement in CSR. Second, some action steps are suggested either to sustain the level of CSR engagement in deep green banks or to leverage the level of CSR engagement in red banks. In other terms, future studies will show how deep green banks can maximise their impact on society and how red banks can overcome some challenges and invest more in strategic CSR. Also, the findings of this study can be generalized on other countries within the Middle East region or outside the region.

6.3   Recommendations

The researcher gives recommendations to universities in Lebanon to invest heavily in CSR through fostering the cultivation of students, community engagement, partnering with national and global parties and preserving the environment. Also, the researcher recommends attracting, recruiting and retaining ethical leaders that are visionary, change-makers and passionate supporters of CSR. With ethical leadership, the university can build a strong CSR program and achieve a fully realized strategy in corporate accountability. Moreover, the researcher suggests developing ongoing training programs for the faculty and staff members on social responsibility aspects. Universities have to ensure that all team members in the university are always up-to-date with the latest trends in community services and models of CSR. Last, all stories of cost-savings, enhancing the image of the university, volunteerism and community development must be shared by the leaders. These stories will encourage employees and convince owners that a sustainability-focused culture

is an essential factor for success. Never to forget that investing in CSR initiatives can help universities in coping with global and local challenges, lost opportunities and poor economic conditions in Lebanon.

6.4   Limitations and Future Research

6.4.1 Limitation

While the findings from this study allowed obtaining a plausible explanation for the role of ethical leadership in CSR, it is necessary to acknowledge some limitations in this research paper. First, the notion of CSR is new in Lebanon. The researcher has struggled in some situations to explain the concept where it was confused with charity work and sponsorship. The researcher has used CSR and alternative terms interchangeably (as organizational conscience and citizenship/ social and sustainable performance) to conduct interviews and collect visuals and documents. Second, there is a lack of concrete studies and previous research on the topic of CSR in the Lebanese Higher Education Sector. The research on CSR is still in its embryonic stage in Lebanon. In the literature review section, the researcher has struggled to find enough references compared to the western-based research on CSR that is more abundant and developed.

Another limitation is that this study has a strong regional focus where it is limited to Lebanon and the Middle East region. The role of ethical leadership in promoting CSR has not been investigated in more developed regions. Also, this study has focused on eight private universities that follow the American or British system of higher education. However, other universities in Lebanon follow the French system, including one public university with branches all over Lebanon. This research is also limited to the higher education sector where future studies can apply the same conceptual framework but on other sectors (as the banking sector in Lebanon).

Moreover, this research has been conducted during a severe financial crisis in Lebanon with overwhelming economic and social hurdles. However, during the coming years, this economic collapse will be high in intensity and specialists are expecting a disastrous financial meltdown. When Lebanon reaches this stage, other concerns and variables have to be added to this study, since CSR will be more considered as unnecessary. Specifically, institutions in higher education will consider CSR as expensive, luxury and a waste of

time, and their priority will be survival and tight cost-savings measures. In order to resolve this dilemma, future studies have to focus on the importance of CSR in cutting expenses, conserving and minimizing the use of expensive and non-renewable resources, boosting efficiency and competitiveness, revamping good image and contributing to the welfare of Lebanon.

An additional limitation is that this research explores social responsibility based on seven PRME principles. These principles may be sufficient if the context is the higher education sector. However, if future studies involve other sectors, it is recommended to add additional CSR and sustainability principles.

Besides, this study can be more beneficial if it includes an action-research. Action-research aims to increase the awareness of social responsibility and measure and report the progress in sustainability practices in Lebanese universities. However, in this study, the time-frame, the budget and the required approvals (from the relevant universities) have hindered conducting action research. However, only one action-research has been conducted in one of the red universities to promote positive social change and implement a CSR plan.

Furthermore, future studies can apply more inductive reasoning where this study has focused on a "top-down" research approach and semi-structured interview. Emerging themes have been identified in this research, and the conceptual framework has been modified based on these emerging themes. However, to add more creativity in explaining the social inquiry into the role of EL in CSR, a more inductive and a "bottom-up" study can be conducted with a rich set of emerging themes.

As well, upcoming studies can examine the role of EL in promoting CSR in the higher education sector quantitatively. This research has adopted a qualitative approach for assessing the relationship between ethical leadership and CSR. The process has been time-consuming and challenging, as the researcher has examined hundreds of brochures and historical data, spent days in field observations, conducted interviews with top-leaders (that were busy and difficult to reach) and carried on informal investigations with faculty and staff members in each university. However, the qualitative approach provides depth and openness in recording attitudes and encouraging participants to express their concerns. Also, qualitative research is interactive where the researcher has engaged the participants in exploring the topic of CSR. Besides, qualitative research is interpretive, depending on the personal experience of the researcher. Another option for the researcher was to use the

Nvivo software to classify data, arrange information, identify trends and examine relationships. The manual process of entering and interpreting the data to generate the required outcome has been very long and tedious.

Nevertheless, limitations in this study will be an inspiration for further studies to explore those areas and break new ground.

6.4.2 Future Research

This study provides a rich understanding of the CSR phenomena in a specific context which is the Lebanese higher education sector. However, the body of knowledge in this study can be transferred to future situations and different contexts. The research findings can have further application in different academic institutions, countries and sectors. According to Malhotra (2008), generalizability involves extending scores, conclusions, models or frameworks developed for use in a certain setting to other universes of interest. In this section, the researcher will propose some suggestions for future work within the field of leadership and CSR.

6.4.2.1 Future Implications

This study has presented a holistic framework to be applied by management and decision-makers. The framework conceptualizes the different levels affecting the leadership process in promoting CSR including the leader's individual attributes, the environmental level, the organisational level and the task level. Also, the study has displayed a spectrum or a ranking by CSR involvement table (Table 5.20) that can be applied by future studies on sectors beyond the higher education sector and countries other than Lebanon.

First, the conceptual framework, a perspective model, directs management on how to maintain effective leadership, a responsible workplace and long-term relationship with stakeholders. Learning from each of the 8 cases in this study, transforming data into information, understanding challenges and problems in adopting certain practices and interpreting specific patterns have allowed the researcher to prescribe a comprehensive conceptual framework. The framework prescribes the leadership style and attributes, the characteristics of employees, the tasks' nature and the formal and informal structure that will allow a certain institution to be highly responsible and proactive in serving its stakeholders. The model presents the outcomes of adopting forward-thinking in dealing

with global and local challenges. Also, the framework indicates the areas of interest (the 7 PRME principles) required to address in promoting CSR and serving the community.

The model explains what are the necessary activities and tasks that institutions should do to reap the appropriate benefits and influence futuristic outcomes. To add to the research-informed discourse and collective body of knowledge in leadership and CSR, this study encourages decision-makers to pursue some policies that govern organizational activities and stakeholders concerns. The conceptual framework visualises a specific style of leadership, ethical leadership. Evidence from the research findings supports the importance of ethical leadership in maintaining a climate of social responsibility. Ethical leaders are a basic variable for promoting CSR, because these leaders will still find their way in the most challenging conditions. Therefore, top-management needs to recruit ethical leaders that are visionary, change-makers and passionate supporters of CSR. With ethical leadership, the institution can build a strong CSR program and achieve a fully realized strategy in corporate citizenship. In other terms, if organizations want to achieve effective governance and progress towards CSR, effective and ethical leadership is required (D'amato and Roome, 2009). The policy for recruiting ethical leaders must identify that the leader has to be trustworthy and fair, displays unshakeable integrity, models his/her actions, treats followers with respect, and embodies a moral identity. Also, a leader needs to demonstrate moral influence using power-sharing and the power of expertise and persuasion. Moreover, a leader needs to focus on situations involving complicated managerial dilemmas, challenging problems and radical changes.

To support ethical leadership in promoting CSR, the framework identifies a specific formal organizational structure and emphasizes some guidelines within this structure involving the authority of the leader, the strategic direction of the organization, the allocated budget for CSR and the nature and scope of management support. The leadership skills and moral identity are necessary. However, to create change, the senior leader has to have the authority to make things happen (Adams et al, 2011). In specific words, the leader needs the power to champion the cause of CSR and serve the interest of different stakeholders. Besides, CSR initiatives have to be incorporated into the organizational strategy, targets and key performance indicators (Adams, 2013). CSR activities have to be more strategic in nature and an integral part of the overall organizational plan. Specific budget, as well, has to be allocated for objectives of developing human capital and social

welfare. The upper management has to develop a business case for CSR, support leaders and provide them with the adequate resources. The governing body must understand the relevance and importance of social change, environmental sustainability and stakeholders engagement (Hohnen and Potts, 2007).

The framework proposes an informal structure or an organizational culture that focuses on ethics and social responsibility. To support leaders in promoting positive social change, the organizational culture must involve conduct policies that define relationships and guide decision making. Also, the corporate culture has to be based on values of integrity, accountability, trust, freedom of expression, transparency, diversity and creativity. Upper-level management has to internalize ethics, moral values and social activities within the corporate culture, and this kind of culture is the basic root for promoting CSR and strengthening the relationship with stakeholders (Chahal and Sharma, 2006).

At the employee and task level, employees need to be knowledgeable, highly motivated, trustworthy and have a record in community services. Responsible human resources are identified as an antecedent for organizational citizenship and CSR advancement (Bhandarker, 2003). To attract responsible resources, the organization has to adopt policies as the non-discrimination policy, providing equal opportunity policy and prohibiting acts of prejudice policy. Also, with highly professional employees, the framework proposes having task autonomy. Task autonomy (the degree of control an employee has over the job) is required as it affects employees' sense of responsibility and job satisfaction (Hersey & Blanchard, 1993). The ethical leader needs to provide followers with guidance and professional support while still maintaining a reasonable task autonomy, a space for freedom and creativity, reasonable rules and procedures and the ability to work as a team (Bryman, 2007; Javed et al., 2017).

At the environmental level, some measures are to be taken by the organization to cope with global and local challenges. To be highly responsible and responsive in addressing stakeholders concerns, leaders must adjust and be sensitive to the micro-and macro-environmental circumstances (Alias and Ismail, 2017). Leaders, according to this study, have to go beyond their legal obligations, help governments in times of economic hardships and environmental issues and invest in community enrichment. Ethical leaders have to manage and turn threats into opportunities. This can be done by quitting the

traditional way of thinking, partnering with internal and external stakeholders, building global affiliations and sharing best practices. Organizations with good governance must take the responsibility to solve environmental problems, stop value-destroying practices, leverage human potentials, and improve community welfare (Rao, 2005).

Furthermore, the conceptual framework in this study covers a multi-faceted approach to CSR, including the seven principles of the PRME. For an organization to do 'good' and meet the expectation of different stakeholders, the framework proposes fulfilling seven principles. First, for the purpose principle, the organization needs to stimulate spread wide interest for social responsibility, disseminate examples of citizenship and lead other institutions in bringing CSR to scale. For the value principle, CSR practices must be aligned with the organization's core competencies and an integral part of the organizational process. For the research principle, an organization has to invest in collaborative studies to heal our planet, foster a better future, support humanitarian causes and advance sustainability. For the partnership principle, there is a need for leveraging innovative alliances between the organization and other parties as the media, government and non-governmental institutions. The objective of these alliances is to maximize human, social and environmental values and to ensure a better future for generations to come. For the fairness principle, an organization has to provide ongoing training programs for employees on social responsibility. Also, human resources policies must encourage diversity and inclusion, protect employees against discrimination and inequalities and prevent prejudice and harassment at the workplace. For the natural resources conservation and green environment principles, the organization has to accelerate progress on sustainability goals (as efficiency in consumption, clean sources of energy, carbon reduction, and climate change mitigation) and implement more environment-friendly behaviour (as planting and preserving trees, increasing the green areas in the cities, recycling waste, encouraging sustainable building practices, empowering individuals to go green and protecting the natural eco-system).

In addition to the conceptual framework in this study, there is the spectrum or a ranking by CSR involvement table (Table 5.20). This spectrum can be used by organizations to determine the scope of CSR engagement. The organization will identify its location on the spectrum, whether in the deep green, light green or red zone. The organization will fall on the red side of the spectrum if it fulfils less of certain criteria and on the dark green side if it fulfils all the required criteria. The criteria involve the 7 PRME

principles (Purpose, Value, Research, Partnership, Fairness, Natural Resources Conservation and Green Environment). Based on these 7 principles, the organization will fall on the red side of the spectrum if it fulfils three or less of these principles, on the light green side if it fulfils 4-6 of these principles and on the dark green side if it fulfils seven principles. Deep green organizations will have significant involvement in CSR, light green organizations will have some involvement in CSR, and red organizations will have minimal involvement in CSR. Some action steps are suggested (in section 6.2.2) either to sustain the level of CSR engagement in deep green organizations or to leverage the level of CSR engagement in red organizations.

After discussing the impact of the conceptual framework and the CSR involvement spectrum on management decisions, this section will discuss the applicability of these models to a variety of contextual parameters in the field of leadership and CSR. The researcher will suggest some areas to be explored and give recommendations for future work.

Future research can examine the role of ethical leadership in promoting CSR in different countries within the Middle East region. The findings from this study can be applied to countries that are either rich and stable (as UAE, Kuwait, Qatar) or that are less developed and with chronic widespread conflicts (as Syria, Iraq, Yemen). The reason for that is to do a comparison between countries and transfer the learnings from socially developed to developing countries in the ME region. As for the conceptual framework, it is important to understand how the internal and external environmental factors in different countries can facilitate or hinder the role of ethical leadership in promoting CSR. The question will be what are the elements that affect CSR implementation in different political, legal, economic and social contexts?

Today, while CSR is considered as "charity to the less fortunate" in most of the Arab countries, CSR in UAE goes beyond this stereotyped perspective (Goby and Nickerson, 2016). The government in UAE, leading CSR in the Middle East region, promote CSR culture and sustainability measures (Goby and Nickerson, 2016). In adopting the international guidelines in human rights, labour practices and environmental protection, UAE intends to have a positive national image and competent climate for investments (Almatrooshi et al, 2018). The government provides funds to set regulatory frameworks for CSR across the different authorities in UAE (Almatrooshi et al, 2018). Besides, the

government initiates dialogue, cooperative partnership and knowledge-sharing with the private sector (Katsioloudes and Brodtkorb, 2007). At the same time, the legal authorities encourage organizations to adopt voluntary CSR initiatives by reducing regulatory constraints and introducing forward-looking policies (Duthler and Dhanesh, 2018). This public-private partnership directs contributions from the private sector towards national priority initiatives and community-related projects (Almatrooshi et al, 2018). Companies in UAE are known for their effective and efficient CSR frameworks, holistic approach to CSR, and win-win models involving the interest of the business and community (Emirates NBD, 2019). These companies are compared favourably to companies in the UK and US in terms of embracing their mission and building societal needs into their business blueprint (Emirates NBD, 2019).

From the other side, CSR is still in its infancy stage in other countries in the Middle East Area (Wayne, 2017). For example, in Syria, private institutions are very slow to embrace the idea of giving back to society and there is no support from the government to absorb part of their short-term CSR costs (Massoud and Ayoubi, 2012). The government in Syria, a socialistic republic and a lower-income country, shows less interest in promoting CSR or in introducing CSR facilitating policies (Selvik, 2013). While the government is struggling with conflicts and divisions across the country, it considers CSR as an additional burden and cost (Asseburg, 2020). In times of political oppression and violence, destructive civil war and chaos, economic crisis and poor infrastructure, the private sector has a crucial role in acting responsibly and fulfilling objectives other than profits and survival (Wayne, 2017). However, the private sector in Syria has demonstrated limited CSR accountability and more focus on narrow economic returns and legal responsibilities (Al-Abdin et al., 2018).

Consequently, future studies can classify Middle East countries into deep green areas with major involvement in CSR (for example UAE, Kuwait), light green with some involvement in CSR (for example Lebanon) and red with minimal involvement in CSR (for example Syria, Yemen), and this is based on the case-ordered summed indices or ranking by CSR involvement (Table 5.20). Then, learnings from deep green countries can be transferred to light green and red countries. Learnings will be related to CSR opportunities and ways to overcome CSR challenges. Deep green countries have to lead the region in bringing CSR to scale and offer guidance to institutions on how to address

environmental and socio-economic challenges in the ME region. Besides, deep green countries have to invest in innovative alliances, build global affiliations and arrange regional events to promote sustainability, social development, transformational business innovations and responsible leadership. They have to fund regional projects with the aim of conserving natural resources, achieving efficiency in consumption, finding clean sources of energy, protecting the natural eco-system and creating more sustainable solutions. CSR in deep green countries is not a top-down regulation or law, but rather a cooperative partnership between the government and the private sector (Steurer, 2013). As a result, organizations within these countries must publicize their CSR efforts and disseminate examples of social responsibility across the region.

As for the conceptual framework used to verify the role of ethical leadership in promoting CSR, future studies can extend this framework beyond the Lebanese context. It can be applied to deep green, light green or red countries within the ME region. The purpose will be to explore what are the factors that will allow organizations to have responsible workplace and long-term relationship with stakeholders? In other words, future studies need to examine the applicability of this framework and the determinants of CSR across different contexts including the leadership style and attributes, the characteristics of employees, the tasks nature, the formal and informal structure and the micro-and macro-environmental conditions. It is important for scholars to assess which parameters are more significant and facilitate or hinder organizational citizenship and social engagement? Therefore, future studies need to address the relationship between different cultures and the ability of ethical leadership in promoting CSR and serving stakeholders needs.

Also, further studies may also address the role of ethical leadership in promoting CSR in different private and public sectors. For example, the role of ethical leadership in promoting CSR can be examined in the banking sector, where banks can be ordered based on the case-ordered summed indices or ranking by CSR involvement (Table 5.20). Then, banks can be classified into deep green financial institutions with major involvement in CSR, light green with some involvement in CSR and red with minimal involvement in CSR. Besides, the conceptual framework, developed in this study, can be applied to the banking sector to verify the relationship between ethical leadership and stakeholders' satisfaction. Finally, the conceptual framework with its different levels (the leader's

individual attribute, the environmental level, the organisational level and the task level) can be revised to match the banking sector.

Moreover, this research can present a new window for other scholars to examine different CSR and sustainability values in addition to the PRME-UN principles. Besides, action research can be added to this study to explain the concept of CSR, build a real business case for it and introduce social responsibility as a forward long term thinking in the red universities. Additionally, the learnings and experiences of deep green universities in CSR can be transferred to light green and red universities.

Furthermore, future scholars can study the relationship between the independent variable (ethical leadership), the dependent variable (CSR) and the mediating variables (environmental, organizational and employee levels) quantitatively. In a quantitative approach, more logical and controlled measurements (as the analytical questionnaire) can be used to test and verify the hypothesis that ethical leadership is directly related to the promotion of CSR in the Lebanese higher education sector. The quantitative approach may be used in this respect if a more scientific method is required to articulate facts and if data is to be collected, arranged and analysed in a more simple and quick manner. Also, the sample can include academic leaders, faculty, staff and students in the university, in addition to parents of the students and the surrounding community. The reason for that is to provide a comprehensive understanding of the CSR phenomena and check validity by comparing the outcomes from the leaders' surveys to data collected from different stakeholders.

Finally, this section has tried to address some implications for practice, opportunities and directions for future research. However, to examine the presumed relationship between EL and CSR and test the applicability of the studied models, further work has to be done in the new context. The purpose will be to explore new units of analysis and sources of evidence including descriptive and explanatory data and emerging threads of causality. Therefore, anything outside the higher education sector and the Lebanese context will be subject to vigorous body of evidence, robust work and future empirical research.

6.5   Reflection

It is necessary before the end of this thesis to reflect on the learnings, achievements and challenges faced by the researcher during the research process. Over the last few

decades, reflection became popular and a very fundamental approach to learning and research (Fook et al., 2006). Reflection is explicitly required to look back over individual experiences, question values and assumptions, and discover new meaning schemes, reasoning and common sense (Bray, 2000). The researcher has relied heavily on reflection to learn from mistakes and repeat success stories.

First, the topic of this thesis is very new, imperative and crucial to Lebanon as the country lags in CSR. Also, it is highly related to the interest of the researcher, as it embraces lots of opportunities and has a tremendous impact on the Lebanese social welfare. During this study, the researcher has become more convinced about CSR importance and the primary aim of this research. When the academic institutions comply with the sustainable development of the society, these institutions will set the pace, provide a good example, develop responsible future leaders and satisfy different stakeholders.

Second, in undertaking the literature review, the researcher has read extensive articles and books and started reflecting on the writings of other scholars. The reflection practice has involved the relevance of ideas, the meaningfulness of theories, the validity of evidence and gaps in literature. Reflection has helped the researcher to become a critical thinker and not just a passive receiver of information. In other words, the time spent in reading, analysing, reflecting and synthesising different parts of information has allowed the researcher to apply higher-order thinking skills and discover new horizons of knowledge.

Third, in collecting and analysing data, the researcher has been able to solve problems and answer questions using statistics and numerical skills. The researcher has also excelled in qualitative research techniques. In addition, the researcher has learned new systematic ways for data analysis as SPSS and Nvivo. However, in terms of the qualitative analysis, the process has been time-consuming and challenging, as the researcher has examined hundreds of brochures and historical data, spent days in field observations, conducted interviews with top-leaders (that were busy and difficult to reach) and carried on informal investigations with faculty and staff members in each university. Also, the manual process of entering and interpreting the data to generate the required outcome has been very long and tedious. In terms of the quantitative analysis, the researcher had to acquire the necessary knowledge in SPSS and examine different statistical tests before deciding on the descriptive and non-parametric tests used in this study. Also, the researcher has taken a long time in collecting data and ensuring that all the questionnaires are adequately filled by

the respondents where the response rate was 100%. Nevertheless, findings from both the quantitative and qualitative strategies were beneficial to determine the role of ethical leadership in promoting CSR in the higher education sector in Lebanon.

Fourth, the author's writing style has developed from being descriptive to critically analysing ideas, evaluating strengths and weaknesses, arguing a case according to evidence, comparing different pieces of information and putting separate ideas to form a new whole. The author has acquired new cognitive skills in studying different relationships and combining particular themes into some kind of harmony. Finally, the different stages involved in writing this thesis have helped in building the personality of the author as a critical learner, researcher and higher performer.

6.6   Conclusion

Finally, it was required in this research project to investigate the role of ethical leadership in promoting CSR. The aim was first ***"to study the relationship between certain leadership characteristics and ethical leadership, and then to explore the ability of ethical leadership in promoting CSR in the Lebanese Universities"***.

To do that, the researcher had started with critically reviewing and evaluating the literature and the literature debates on leadership, ethical leadership, CSR, stakeholders, and social learning theory. Then, the researcher had investigated the antecedents and characteristics of ethical leadership in the Lebanese higher educational sector. The quantitative method and the questionnaire technique were used to study the relationship between some traits, behavioural, influential and situational characteristics and ethical leadership. The respondents' profile were the students, staff and faculty of the Lebanese Universities, males and females, and adults at different managerial and academic levels. Based on the outcomes of the quantitative study, the antecedents for ethical leadership in the Lebanese higher education sector have included significant traits (being trustworthy, having integrity and fair), important behaviour (displaying a role model figure, respect and moral identity) and important sources of influence (practising information/ expert power, power-sharing and rational persuasion). Also, results had revealed that the most crucial situations for ethical leadership to manage and control are situations with complex management, challenging problems and continuous changes. Besides, leaders that fulfil (or do not fulfil) such criteria have been identified in the different Lebanese universities.

Following the quantitative study, interviews were conducted with the nominated leaders in the different universities to investigate their willingness to promote CSR. The qualitative method was used to answer the second part of the research question, provide an explanation of the social phenomena of CSR and present an understanding of the participants' behaviour. The qualitative approach had allowed focusing on the universities natural settings and in interacting closely with the participants to explore some significant findings. The strategy used was the multiple case studies, and the data collection technique was mainly the interview (other techniques as observations and visuals and documents were also used). Then, the group of instances related to eight different universities in Lebanon were explored. Through this study of replication, the researcher had tried to test the same proposition and probabilistic relation between the independent variable (ethical leadership) and the dependent variable (CSR) in the different universities. Finally, the researcher had attempted to draw conclusions that support or reject the relationship between ethical leadership and CSR for the sub-domain of instances.

Results have identified the critical role of ethical leadership in maintaining a climate of social responsibility and engaging fairly with different stakeholders. In universities, ethical leadership creates a positive organizational culture, encourages followers to have a sense of responsibility, protect the well-being of the youth and initiate strong society alliances. In the different universities, ethical leadership, the macro-variables and the micro-variables have affected the degree of CSR engagement in the seven PRME principles positively. As global and local challenges increase, findings have revealed that ethical universities will invest more in CSR to minimize the hurdles of these challenges. Also, there is a direct relationship between the leader's authority, CSR strategy, CSR budget, management support, positive corporate culture and code of conduct policy and the ability of an ethical leader to promote CSR. In addition, results have identified that the following important variables: task autonomy, the level of expertise, followers' motivation and followers' sense of responsibility are directly related to the ability of an ethical leader to promote CSR.

As a result, the researcher encourages universities to recruit ethical leaders that are visionary, change-makers and passionate supporters of CSR. With ethical leadership, the university can build a strong CSR program and achieve a fully realized strategy in corporate accountability and citizenship. In addition, universities need to recruit only professional, well-motivated, supportive and responsible team members that adopt

citizenship behaviour. Also, owners and upper management have to empower their leaders to be the purveyors of change and drivers of community development. Without this support, it will be challenging for leaders in the university to invest seriously in CSR. The upper management has to understand that CSR practices can enhance the reputation of the university among the general public, shareholders and employees.

In the end, the researcher recommends conducting future studies that will extend the findings of this study to different countries, other kinds of academic institutions or other sectors. The findings in this study can be generalized to leaders in different regions and sectors. Then in these new sectors and countries, studies can investigate the role of ethical leadership in promoting CSR, the antecedents of ethical leadership, the internal and external environment that affect leadership effectiveness and the opportunities/ challenges faced by leaders in serving the interests of different stakeholders. Comparing the findings from the higher education sector in Lebanon to findings from other sectors or countries can add new insights to the topic of ethical leadership and CSR. Moreover, future studies can use different methodologies to examine the role of ethical leadership in promoting CSR in the Lebanese higher educational sector. During this study, the researcher has become more convinced about CSR importance and the primary aim of this research. When the academic institutions comply with the sustainable development of the society, these institutions will set the pace, provide a good example, develop responsible future leaders and satisfy different stakeholders. Therefore, universities have to be less sceptical about the concept of social responsibility and start investing heavily in organisational virtue and citizenship.

References:

ABOUASSI, K., 2015. Giving in Lebanon: Traditions and Reality in an Unstable Environment. *The Palgrave Handbook of Global Philanthropy.* Springer, pp. 338-353.

ABRAHAMSON, E., 1996. Management fashion. *Academy of management review,* **21**(1), pp. 254-285.

ADAMS, C., 2013. The role of leadership and governance in transformational change towards sustainability. *Global Responsibility,* **9**, pp. 9-12.

ADAMS, C.A., HEIJLTJES, M.G., JACK, G., MARJORIBANKS, T. and POWELL, M., 2011. The development of leaders able to respond to climate change and sustainability challenges. *Sustainability Accounting, Management and Policy Journal.*

ADAMS, G. and SCHVANEVELDT, J., 1991. *Understanding Research Methods.* 2nd edn. New York: Longman.

ADCOCK, R. and COLLIER, D., 2001. Measurement validity: A shared standard for qualitative and quantitative research. *American political science review,* **95**(3), pp. 529-546.

AGUILERA, R., RUPP, D., WILLIAMS, C. and GANAPATHI, J., 2007. Putting the S Back in Corporate Social Responsibility: A Multilevel Theory of Social Change in Organizations. *Academy of Management Review,* **32**(3), pp. 836-863.

AlMATROOSHI, S., HUSSAIN, M., AJMAL, M. and TEHSIN, M., 2018. Role of public policies in promoting CSR: empirical evidence from business and civil society of UAE. *Corporate Governance: The International Journal of Business in Society*.

AL-ABDIN, A., ROY, T. and NICHOLSON, J.D., 2018. Researching corporate social responsibility in the Middle East: the current state and future directions. *Corporate Social Responsibility and Environmental Management,* **25**(1), pp. 47-65.

ALIAS, N. and ISMAIL, A., 2017. The Construct of Policy Leadership: A Conceptual Framework. *International Journal of Academic Research in Business and Social Sciences,* **7**(3), pp. 624-634.

ALLEN, G., 1998. *Supervision.* [Retrieved 11 November] Available at: http://www.ollie.dcccd.edu/mgmt1374/book_contents/4directing/leading/lead.htm edn. Diakses pada.

ALONSO-ALMEIDA, M.D.M., PERRAMON, J. and BAGUR-FEMENIAS, L., 2017. Leadership styles and corporate social responsibility management. *Business Ethics: A European Review,* **26**(2), pp. 147-161.

ALVARADO HERRERA, A., BIGNÉ ALCAÑIZ, E., CURRÁS PÉREZ, R. and RIVERA ALCAMI, J.J., 2010. Latest evolution of academic research in corporate social responsibility: an empirical analysis. *Social Responsibility Journal,* **6**(3), pp. 332-344.

ALVESSON, M., 2011. *Corporate Culture and Organizational Symbolism : An Overview.* Meuchen, DEU: Walter de Gruyter.

AL-WIDYAN, M.I. and MU'TAZ, A., 2009. Institutional aspects of regional energy systems. *Renewable Energy in the Middle East.* Springer, pp. 177-195.

AMARATUNGA, D. and BALDRY, D., 2001. Case Study Methodology As A Means of Theory Building: Performance Measurement in Facilities Management Organisations. *Work Study,* **50**(3), pp. 95-104.

ANDRÉ H.J. NIJHOF and RONALD J.M. JEURISSEN, 2010. The glass ceiling of corporate social responsibility: Consequences of a business case approach towards CSR. *Int J of Soc & Social Policy,* **30**(11), pp. 618-631.

ARAB REGIONAL CONFERENCE ON HIGHER EDUCATION, 2009. *Lebanon's National Report.* May-June. Cairo.

ARJOON, S., 2000. Virtue theory as a dynamic theory of business. *Journal of Business Ethics,* **28**(2), pp. 159-178.

ARNOLD, M.F., 2017. Competitive advantage from CSR programmes. *Innovative CSR.* Routledge, pp. 102-130..

ARONSON, E., 2001. Integrating Leadership Styles and Ethical Perspectives. *Journal of Administrative Sciences,* **18**(4), pp. 244-256.

ASHKANASY, N.M. and GALLOIS, C., 1994. Leader Attributions and Evaluations: Effects of Locus of Control, Supervisory Control, and Task Control. *Organizational Behaviour and Human Decision Processes,* **59**, pp. 27-50.

ASHOUR, A.S. and ENGLAND, G., 1972. Subordinates' Assigned Level of Discretion as a Function of Leader's Personality and Situational Variables. *Journal of Applied Psychology,* **56**, pp. 120-123.

ASLAN, S. and ASLAN, S., 2012. The Mediating Role of Corporates Social Responsibility in Ethical Leader's Effect on Corporate Ethical Values and Behaviour. *Procedia Social and Behavioural Sciences,* **58**(October), pp. 693-702.

ASSEBURG, M., 2020. Reconstruction in Syria: challenges and policy options for the EU and its member states.

AT-TWAIJRI, M.I. and AL-MUHAIZA, I.A., 1996. Hofstede's cultural dimensions in the GCC countries: An empirical investigation. *International Journal of Value-Based Management,* **9**(2), pp. 121-131.

AVEY, J.B., PALANSKI, M.E. and WALUMBWA, F.O., 2010. When leadership goes unnoticed: The moderating role of follower self-esteem on the relationship between ethical leadership and follower behaviour. *Journal of Business Ethics,* **98**(4), pp. 573-582.

AVOLIO, B.J. and GARDNER, W.L., 2005. Authentic leadership development: Getting to the root of positive forms of leadership. *The leadership quarterly,* **16**(3), pp. 315-338.

AZZI, G. and AZOURY, N., 2017. Redefining corporate social responsibility. *Business and society in the Middle East.* Springer, pp. 81-90.

BABALOLA, M.T., STOUTEN, J., CAMPS, J. and EUWEMA, M., 2019. When Do Ethical Leaders Become Less Effective? The Moderating Role of Perceived Leader Ethical Conviction on Employee Discretionary Reactions to Ethical Leadership. *Journal of Business Ethics,* **154**(1), pp. 85-102.

BADARACCO, J. and ELLSWORTH, R.R., 1990. Quest for integrity. *Executive Excellence,* **7**(2), pp. 3-4.

BANDURA, A., 1986. *Social Foundation of Thought and Action.* Englewood Cliffs, NJ: Prentice-Hall.

BANDURA, A., 1977. *Social Learning Theory.* Englewood Cliffs, NJ: Prentice-Hall.

BARAKA, D., 2010. Corporations and the third sector: responsible marriages at last? *Journal of Global Responsibility,* **1**(1), pp. 34-54.

BARKER, R.A., 2002. *On the nature of leadership.* University Press of America.

BARNETT, V., 2002. *Sample survey principles and methods.* Arnold.

BASS, B.M., AVOLIO, B.J., JUNG, D.I. and BERSON, Y., 2003. Predicting Unit Performance by Assessing Transformational and Transactional Leadership. *Journal of Applied Psychology,* **88**, pp. 207-218.

BASS, B.M. and STEIDLMEIER, P., 1999. Ethics, Character, and Authentic Transformational Leadership. *Leadership Quarterly,* **10**, pp. 181-217.

BASS, B.M. and STOGDILL, R.M., 1990. *Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications.* Simon and Schuster.

BASS, B., 1990. *Handbook of Leadership.* 3rd edn. USA: The Free Press.

BATEMAN, T. and SNELL, S., 2009. *Management: Leading & Collaborating in the Competitive World.* 8th edn. New York: McGraw-Hill International Edition.

BAZELEY, P. and JACKSON, K., 2013. *Qualitative data analysis with NVivo.* 2nd edn. Los Angeles: SAGE.

BECKER, T.E., 1998. Integrity in Organizations: Beyond Honesty and Conscientiousness. *Academy of Management Review,* **23**, pp. 154-161.

BECKER, G.K., 2009. Moral Leadership in Business. *Journal of International Business Ethics,* **2**(1), pp. 7-21.

BEE, H.L., 1994. *Lifespan development.* HarperCollins College Publishers.

BENNIS, W.G. and NANUS, B., 1985. *Leaders: The Strategies for Taking Charge.* New York: Harper & Row.

BENNIS, W.G. and THOMAS, R., 2002. Crucibles of Leadership. *Harvard Business Review,* **80**(9), pp. 39-45.

BERG, B.L., 2001. *Qualitative Research Methods for the Social Science.* 4th edn. Boston: Allyn and Bacon.

BERLE, A.A., 1931. Corporate Powers as Powers in Trust. *Harvard Business Review,* **44**.

BERMAN, F.E. and MINER, J.B., 1985. Motivation to Manage at the Top Executives Level: A Test of the Hierarchic Role-motivation Theory. *Personnel Psychology,* **38**, pp. 377-391.

BHANDARKER, A., 2003. Building corporate transformation new HR agenda. *Vision,* **7**(2), pp. 1-23.

BIONDI, L. and BRACCI, E., 2018. Sustainability, Popular and Integrated Reporting in the Public Sector: A Fad and Fashion Perspective. *Sustainability,* **10**(9), pp. 3112.

BITAR, N.J., 2012. Understanding corporate social responsibility in Lebanese family-owned businesses.

BLAKE, R.R. and MOUTON, J.S., 1985. *The managerial grid III: a new look at the classic that has boosted productivity and profits for thousands of corporations worldwide.* Butterworth-Heinemann.

BLAZA, A.J., 1992. Environmental Reporting- a view from the CBI, in: Owen, D. (ed.). *Accounting and the Challenge of the Nineties,* (Chapman and Hall, London),.

BLOOMBERG, B., COOPER, D. and SCHINDLER, P., 2011. Business Research Methods, 3rd European Edition.

BLOOR, M., 1997. Techniques of validation in qualitative research: a critical commentary. *Context and method in qualitative research,* .

BLUMAN, A.G., 2000. *Elementary statistics.* McGraw Hill Publishers.

BOLDEN, R., 2007. Trends and Perspectives in Management and Leadership Development. *Business Leadership Review,* **IV**(II), pp. 1-13.

BOLMAN, L.G. and DEAL, T.E., 1991. Leadership and management effectiveness: A multi-frame, multi-sector analysis. *Human resource management,* **30**(4), pp. 509-534.

BOONE, L. and KURTZ, D., 2011. *Contemporary Business.* 14th Edition edn. Asia: John Wiley & Sons.

BORSBOOM, D., MELLENBERGH, G.J. and VAN HEERDEN, J., 2004. The Concept of Validity. *Psychological review,* **111**(4), pp. 1061-1071.

BOYATZIS, R.E., 1982. *The Competent Manager.* New York: John Wiley.

BOYATZIS, R.E. and SKELLY, F.R., 1983. *The Impact of Changing Values on Organizational Life.* 5th ed. edn. Englewood Cliffs, NJ: Prentice Hall.

BOYATZIS, R. and SKELLY, F., 1991. The impact of changing values on organizational life. *The organizational behaviour reader,* **5**, pp. 1-16.

BRAY, D.W., CAMPBELL, R.J. and GRANT, D.L., 1974. *Formative Years in Business: A Long-term AT&T Study of Managerial Lives.* New York: John Willey.

BRAY, J.N., 2000. *Collaborative Inquiry in Practice: Action, Reflection, and Making Meaning.* USA: Sage Publications.

BRAYNION, P., 2004. Power and leadership. *Journal of health organization and management,* **18**(6), pp. 447-463.

BRIN, P. and NEHME, M., 2018. CORPORATE AND GOVERNMENTAL SOCIAL RESPONSIBILITY: POSSIBLE APPROACHES TO UNEMPLOYMENT REDUCTION. *БІЗНЕС-НАВІГАТОР* , pp. 71.

BROOKS, I., 1996. Leadership of a cultural change process. *Leadership & Organization Development Journal*.

BROWN, M. and TREVINO, L., 2006. Ethical Leadership: A Review and Future Directions. *The Leadership Quarterly,* **17**, pp. 595-616.

BROWN, M.E., TREVIÑO, L.K. and HARRISON, D.A., 2005. Ethical leadership: A social learning perspective for construct development and testing. *Organizational behaviour and human decision processes,* **97**(2), pp. 117-134.

BRUNDTLAND, G., 1987. *Our Common Future.* Oxford: Oxford University Press.

BRYMAN, A., 2017. Quantitative and qualitative research: further reflections on their integration. *Mixing methods: Qualitative and quantitative research.* Routledge, pp. 57-78.

BRYMAN, A., 2007. Effective leadership in higher education: A literature review. *Studies in Higher Education,* **32**(6), pp. 693-710.

BRYMAN, A., 1992. *Charisma and leadership in organizations.* Sage Pubns.

BURNES, B., 2009. Reflections: Ethics and Organisational Change-time for a return to Lewinian Values. *Journal of Change Management,* **9**(4), pp. 359-381.

BURNES, B. and BY, R.T., 2012. Leadership and change: The case for greater ethical clarity. *Journal of Business Ethics,* **108**(2), pp. 239-252.

BURNS, J.M., 1978. *Leadership.* New York: Harper & Row.

CALABRESE, R., 1988. Ethical Leadership: A Prerequisite for Effective Schools. *Nassp Leading Schools,* **72**(1), pp. 1-4.

CALDWELL, C. and JEANE, L., 2007. Ethical Leadership and Building Trust- Raising the Bar for Business. *Procedia Social and Behavioural Sciences,* **5**(1), pp. 1-4.

CAMPBELL, D.T. and STANLEY, J.C., 2015. *Experimental and quasi-experimental designs for research.* Ravenio Books.

CAREW, D.K., PARISI-CAREW, E. and BLANCHARD, K.H., 1986. Group development and Situational Leadership: A model for managing groups. *Training & Development Journal.*

CARROLL, A., 1991. The Pyramid of Corporate Social Responsibility: Toward the Moral Management of Organizational Stakeholders. *Business Horizons,* **34**(4), pp. 9-30.

CARROLL, A., 1979. A Three-Dimensional Conceptual Model of Corporate Performance. *Academy of Management Review,* **4**.

CARROLL, A.B., 1999. Corporate social responsibility evolution of a definitional construct. *Business & Society,* **38**(3), pp. 268-295.

CARTER, D.E. and PORTER, S., 2000. Validity and reliability. *The research process in nursing,* **4**, pp. 29-42.

CARTER, S. and GREER, C., 2013. Strategic Leadership: Values, Styles, and Organizational Performance. *Journal of Leadership and Organisational Studies,* **20**(4), pp. 375-393.

CASTKA, P., BALZAROVA, M.A., BAMBER, C.J. and SHARP, J.M., 2004. How can SMEs effectively implement the CSR agenda? A UK case study perspective. *Corporate Social Responsibility and Environmental Management,* **11**(3), pp. 140-149.

CHAHAL, H. and SHARMA, R., 2006. Implications of corporate social responsibility on marketing performance: A conceptual framework. *Journal of Services Research,* **6**(1).

CHAHINE, T. and MOWAFI, M., 2015. Bridging the gap between commerce and charity: challenges and opportunities in Lebanon and Egypt. *Social entrepreneurship in the Middle East.* Springer, pp. 15-36.

CHAPPELL, T., 1993. *The Soul of a Business: Managing for Profit and the Common Good.* New York: Bantam Books.

CHARBAJI, A., 2009. The effect of globalization on commitment to ethical corporate governance and corporate social responsibility in Lebanon. *Social Responsibility Journal,* **5**(3), pp. 376-387.

CHEAH, E., JAMALI, D., JOHNSON, J.E. and SUNG, M., 2011. Drivers of corporate social responsibility attitudes: The demography of socially responsible investors. *British Journal of Management,* **22**(2), pp. 305-323.

CHEDRAWI, C., HOWAYECK, P. and TARHINI, A., 2019. CSR and legitimacy in higher education accreditation programs, an isomorphic approach of Lebanese business schools. *Quality Assurance in Education,.*

CHERRY, K., 2012. *Leadership Theories-8 Major Leadership Theories.* [Retrieved 2 January] Available at http://psychology.about.com/od/leadership/p/leadtheories.htm edn.

CHIKELEZE, M.C. and BAEHREND, W.R., 2017. Ethical Leadership Style and Its Impact on Decision-Making. *Journal of Leadership Studies,* **11**(2), pp. 45-47.

CHRISTENSEN, L.J., MACKEY, A. and WHETTEN, D., 2014. Taking responsibility for corporate social responsibility: The role of leaders in creating, implementing, sustaining, or avoiding socially responsible firm behaviours. *The Academy of Management Perspectives,* **28**(2), pp. 164-178.

CIULLA, J.B., 2011. *Ethics and Effectiveness.* 2 edn. edn. Thousands Oaks, CA: Sage.

CIULLA, J.B., 2005. The State of Leadership Ethics and the Work That Lies Before Us. *Business Ethics: A European Review,* **14**(4), pp. 323-335.

CIULLA, J.B., 2003. *The Ethics of Leadership.* Belmont, CA: Wadsworth/ Thomson Learning.

CIULLA, J.B., 1998. *Ethics, The Heart of Leadership.* Westport, CT: Greenwood.

CIULLA, J.B. and FORSYTH, J., 2001. *Leadership Ethics.* Thousands Oaks, CA: Sage.

CLARKSON, M.B., 1991. The moral dimension of corporate social responsibility. *Morality, rationality and efficiency: New perspectives on socio-economics. New York: ME Sharpe, Inc,* , pp. 185-196.

COLLIS, J. and HUSSEY, R., 2003. *Business Research: A Practical Guide for Undergraduate and Postgraduate Students .* 2nd edn. Basingstoke: Palgrave Macmillan.

CONGER, J.A., 1998. Qualitative research as the cornerstone methodology for understanding leadership. *The Leadership Quarterly,* **9**(1), pp. 107-121.

COOPER, D. and SCHINDLER, P., 2006. *Business Research Methods.* 9th edn. New York: McGraw-Hill.

COUGHLIN, R.M., 1990. *Morality, rationality, and efficiency: new perspectives on socio-economics.* ME Sharpe.

COVEY, S.R., 1992. *Principle centred leadership.* New York: Simon and Schuster.

CRESWELL, J., 2003. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* 2nd edn. United States of America: Sage Publications.

CRESWELL, J., 2002. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* NJ: Pearson.

CROTTY, M., 1998. *The Foundations of Social Research: Meaning and Perspective in the Research Process.* London: Sage.

CUELLAR, C. and GILES, D.L., 2012. Ethical practice: a study of Chilean school leaders. *Journal of Educational Administration,* **50**(4), pp. 420-436.

DAFT, R.L., 1991. *Leadership: Theory and practice.* Philadephia: Harcourt College Pub.

D'AMATO, A. and ROOME, N., 2009. *Leadership of organizational change toward an integrated model of leadership for corporate responsibility and sustainable development: A process model of corporate responsibility beyond management innovation.*

DAVIES, B., 2004. *The essentials of school leadership.* Paul Chapman Educational Publishing.

DAY, D., 2014. *The Oxford handbook of leadership and organizations.* Oxford University Press.

DE HOOGH, A.H. and DEN HARTOG, D.N., 2008. Ethical and despotic leadership, relationships with leader's social responsibility, top management team effectiveness and subordinates' optimism: A multi-method study. *The Leadership Quarterly,* **19**(3), pp. 297-311.

DE JONG, M.D.T. and VAN DER MEER, M., 2017. How Does It Fit? Exploring the Congruence Between Organizations and Their Corporate Social Responsibility (CSR) Activities. *Journal of Business Ethics,* **143**(1), pp. 71-83.

DE VAUS, D. and DE VAUS, D., 2013. *Surveys in social research.* Routledge.

DEMIRTAS, O., 2015. Ethical leadership influence at organizations: Evidence from the field. *Journal of Business Ethics,* **126**(2), pp. 273-284.

DEMIRTAS, O. and AKDOGAN, A.A., 2015. The effect of ethical leadership behaviour on ethical climate, turnover intention, and affective commitment. *Journal of Business Ethics,* **130**(1), pp. 59-67.

DERELI, M., 2003. *A survey research of leadership styles of elementary school principals,* .

DERUE, D.S., NAHRGANG, J.D., WELLMAN, N. and HUMPHREY, S.E., 2011. Trait and behavioural theories of leadership: An integration and meta-analytic test of their relative validity. *Personnel Psychology,* **64**(1), pp. 7-52.

DION, M., 2012. Are ethical theories relevant for ethical leadership? *Leadership & Org Development J,* **33**(1), pp. 4-24.

DIRANI, A.E., 2012. *Uncovering the role of human resources in corporate social responsibility: case evidence from Lebanon,* .

DIRKS, K.T. and FERRIN, D.L., 2002. Trust in Leadership: Meta-analytic Findings and Implications for Research and Practice. *Journal of Applied Psychology,* **87**(4), pp. 611-628.

DODD, E.M., 1932. For Whom Are Corporate Managers Trustees. *Harvard Law Review,* **45**.

DONOGHUE, S., VAN OORDT, C. and STRYDOM, N., 2016. Consumers' subjective and objective consumerism knowledge and subsequent complaint behaviour. *International Journal of Consumer Studies,* **40**(4), pp. 385-399.

DOWNE, J., COWELL, R. and MORGAN, K., 2016. What Determines Ethical Behaviour in Public Organizations: Is It Rules or Leadership? *Public administration review,* **76**(6), pp. 898-909.

DOWNING, D., CLARK, J. and FRIEDLOB, G., 1988. *Quantitative Methods.* 4th edn. New York: Barrons Business Review Series.

DRUMMOND, J. and BAIN, B., 1994. Managing Business Ethics a Reader on Business Ethics for Managers and Students.

DU, S., BHATTACHARYA, C.B. and SEN, S., 2010. Maximizing Business Returns to Corporate Social Responsibility (CSR): The Role of CSR Communication. *International Journal of Management Reviews,* **12**(1), pp. 8-19.

DUANE HANSEN, S., DUNFORD, B.B., ALGE, B.J. and JACKSON, C.L., 2016. Corporate Social Responsibility, Ethical Leadership, and Trust Propensity: A Multi-Experience Model of Perceived Ethical Climate. *Journal of Business Ethics,* **137**(4), pp. 649-662.

DUL, J. and HAK, T., 2008. Methodology in business research.

DUTHLER, G. and DHANESH, G.S., 2018. The role of corporate social responsibility (CSR) and internal CSR communication in predicting employee engagement: Perspectives from the United Arab Emirates (UAE). *Public relations review,* **44**(4), pp. 453-462.

DWECK, C.S., Motivational Processes Affecting Learning. *American Psychologist,* **1986**(41), pp. 1040-1048.

EBERT, R. and GRIFFIN, R., 2009. *Business Essentials.* 17th Ed edn. USA: Pearson.

EDWARDS, T., TREGASKIS, O., EDWARDS, P., FERNER, A., MARGINSON, A., ARROWSMITH, J., ADAM, D., HEWSON, C., YULE, P., LAURENT, D. and VOGEL, C., 2003. Internet Research Methods: A Practical Guide for the Social and Behavioural Sciences. *Reference Reviews,* **17**(7), pp. 23-24.

EHRICH, L.C., HARRIS, J., KLENOWSKI, V., SMEED, J. and SPINA, N., 2015. The centrality of ethical leadership null. *Journal of Educational Admin,* **53**(2), pp. 197-214.

EISENBEISS, S.A., 2012. Re-thinking ethical leadership: An interdisciplinary integrative approach. *The Leadership Quarterly,* **23**(5), pp. 791-808.

EISENBEISS, S., KNIPPENBERG, D. and FAHRBACH, C., 2015. Doing Well by Doing Good? Analyzing the Relationship Between CEO Ethical Leadership and Firm Performance. *Journal of Business Ethics,* **128**(3), pp. 635-651.

EL-BASSIOUNY, N., MOHAMED, E.K., BASUONY, M.A. and KOLKAILAH, S., 2018. An Exploratory Study of Ethics, CSR, and Sustainability in the Management Education of Top Universities in the Arab Region. *Journal of Business Ethics,* **15**, pp. 49-74.

ELGAMMAL, W., EL-KASSAR, A. and CANAAN MESSARRA, L., 2018. Corporate ethics, governance and social responsibility in MENA countries. *Management Decision,* **56**(1), pp. 273-291.

EL-KASSAR, A., ELGAMMAL, W. and FAHED-SREIH, J., 2018. Engagement of family members, corporate governance and social responsibility in family-owned enterprises. *Journal of Organizational Change Management,* **31**(1), pp. 215-229.

ELOBEID, D.E., LELE, U. and KAIFI, B.A., 2016. Corporate Social Responsibility in Higher Education Institutions: The Experience of the College of Business and Economics at Qassim University. *International Leadership Journal,* **8**(1),.

ELZEIN, H. and ALAMEDDINE, M., 2012. Development of Sustainable Ethics Education in Business: A Framework. *American Academic & Scholarly Research Journal,* **4**(5), pp. 1.

ENGELBRECHT, A.S., KEMP, J. and MAHEMBE, B., 2018. The effect of altruism and integrity on ethical leadership and organisational justice. *Management Dynamics: Journal of the Southern African Institute for Management Scientists,* **27**(4), pp. 2-11.

ENGELBRECHT, A.S., HEINE, G. and MAHEMBE, B., 2017. Integrity, ethical leadership, trust and work engagement. *Leadership & Organization Development Journal,* **38**(3), pp. 368-379.

EXECUTIVE MAGAZINE, 2008. *Corporate Social Responsibility-The Corporate Contribution.* [Retrieved 18 April] Available at: http://www.executivemagazine.com/getarticle.php?article=11014 edn.

FAETH, M.A., 2004. *Power, authority and influence: A comparative study of the behavioural influence tactics used by lay and ordained leaders in the Episcopal Church, .*

FENG-I, F., 2011. A Study on School Leaders' Ethical Orientations in Taiwan. *Ethics & Behaviour,* **21**(4), pp. 317-331.

FERNANDEZ, C.F. and VECCHIO, R.P., 1997. Situational leadership theory revisited: A test of an across-jobs perspective. *The Leadership Quarterly,* **8**(1), pp. 67-84.

FINK, A. and KOSECOFF, J., 1985. How to conduct surveys. Beverly Hills.

FIRESTONE, W.A. and HERRIOTT, R.E., 1983. The formalization of qualitative research: An adaptation of" soft" science to the policy world. *Evaluation review,* **7**(4), pp. 437-466.

FOOK, J., WHITE, S. and GARDNER, F., 2006. *Critical Reflection: A review of Contemporary Literature and Understandings.*

FOOTE, J., GAFFNEY, N. and EVANS, J., 2010. Corporate Social Responsibility: Implications for Performance Excellence. *Total Quality Management,* **21**(8), pp. 799-812.

FORD, J.D., 1981. Departmental context and formal structure as constraints on leader behaviour. *Academy of Management Journal,* **24**(2), pp. 274-288.

FREEMAN, R.E., 2004. Ethical leadership and creating value for stakeholders. *Business Ethics: New Challenges for Business Schools and Corporate Leaders,* , pp. 82.

FREEMAN, R.E., 2004. The stakeholder approach revisited. *Zeitschrift für Wirtschafts-und Unternehmensethik,* **5**(3), pp. 228.

FREEMAN, R.E. and GILBERT, D.R., 1989. Corporate strategy and the search for ethics. *Journal of Business Ethics,* **11**(7), pp. 514-554.

FREEMAN, R.E. and LIEDTKA, J., 1991. Corporate social responsibility: A critical approach. *Business horizons,* **34**(4), pp. 92-98.

FREEMAN, R.E., 1984. *Strategic Management: A Stakeholder Approach.* Boston: Pitman.

FREEMAN, R.E. and REED, D.L., 1983. Stockholders and Stakeholders: A New Perspective on Corporate Governance. *California Management Review,* **25**(3), pp. 88-106.

FRENCH, J. and RAVEN, B., 1959. The bases of social power. *Classics of organization theory,* **7**, pp. 311-320.

FRIEDMAN, H.H., LANGBERT, M. and GILADI, K., 2000. Transformational leadership: Instituting revolutionary change in your accounting firm. *National public accountant,* **45**(3), pp. 8-11.

FRIEDMAN, M., 1970. The Social Responsibility of Business is to Increase its Profits. *The New York Times Magazine,* **September**(13),.

FRIEDMAN, MILTON,, 1962. *Capitalism and freedom.* [Chicago]: University of Chicago Press.

FRIEDMAN, T.L., 2005. The world is flat: A brief history of the twenty-first century. *New York: Farrar, Straus and Giroux,* .

FRISCH, C. and HUPPENBAUER, M., 2014. New insights into ethical leadership: A qualitative investigation of the experiences of executive ethical leaders. *Journal of Business Ethics,* **123**(1), pp. 23-43.

FRY, L.W., 2005. *Toward a Theory of Spiritual Well-being and Corporate Social Responsibility Through Spiritual Leadership.* Greenwich, CN: Information Age Publishing.

FRY, L.W., KERR, S. and LEE, C., 1986. Effects of different leader behaviours under different levels of task interdependence. *Human Relations,* **39**(12), pp. 1067-1081.

FULLER, T. and TIAN, Y., 2006. Social and symbolic capital and responsible entrepreneurship: an empirical investigation of SME narratives. *Journal of Business Ethics,* **67**(3), pp. 287-304.

GARDNER, W.L., AVOLIO, B.J., LUTHANS, F., MAY, D.R. and WALUMBWA, F.O., 2005. Can You See the Real Me? A Self-based Model of Authentic Leadership and Follower Development. *Leadership Quarterly,* **16**(3), pp. 343-372.

GARRIGA, E. and MELÉ, D., 2004. Corporate social responsibility theories: Mapping the territory. *Citation Classics from the Journal of Business Ethics.* Springer, pp. 69-96.

GEORGE, A.L. and BENNETT, A., 2005. *Case studies and theory development in the social sciences.* mit Press.

GEORGE, B., 2003. *Authentic Leadership Rediscovering the Secrets to Creating Lasting Value.* San Francisco, CA: Jossey- Bass.

GHAURI, P. and GRONHAUG, K., 2010. *Research Methods in Business Studies.* 4th edn. England: Prentince Hall.

GIESSNER, S. and VAN QUAQUEBEKE, N., 2011. Using a relational models perspective to understand normatively appropriate conduct in ethical leadership. *Journal of Business Ethics,* **95**(1), pp. 43-55.

GILL, J. and JOHNSON, P., 2002. *Research Methods for Managers* . 3rd edn. London: Sage.

GILLHAM, B., 2000. *Developing a Questionnaire.* London: Continuum International Publishing Group.

GINI, A., 1998. Moral leadership and business ethics. *Journal of Leadership & Organizational Studies,* **4**(4), pp. 64-81.

GLASER, B.G. and STRAUSS, A.L., 1970. Discovery of substantive theory: A basic strategy underlying qualitative research. *Qualitative methodology,* , pp. 288-297.

GOLEMAN, D., 1995. *Emotional Intelligence: Why it Can Matter More Than IQ.* New York: Bantam Books.

GOODPASTER, K.E., 1983. *Ethical Framework for Management.* 2 edn. Boston: Harvard Business School.

GOOLSBY, J.R. and HUNT, S.D., 1992. Cognitive moral development and marketing. *The Journal of Marketing,* , pp. 55-68.

GRAEFF, C.L., 1983. The situational leadership theory: A critical view. *Academy of management review,* **8**(2), pp. 285-291.

GREENLEAF, R.K., 1977. *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness.* Mahwah: Paulist Press.

GROEBNER, D.F., SHANNON, P.W., FRY, P.C. and SMITH, K.D., 2004. Business statistics. *A Decision making approach,* **5**.

GROVES, R.M. and PEYTCHEVA, E., 2008. The Impact of Nonresponse Rates on Nonresponse Bias. *Public opinion quarterly,* **72**(2), pp. 167-189.

GUBA, E.G., 1978. Toward a Methodology of Naturalistic Inquiry in Educational Evaluation. CSE Monograph Series in Evaluation, 8. .

GUMMESSON, E., 2000. *Qualitative Methods in Management Research.* 2nd edn. Thousand Oaks, CA: Sage.

HADJIMANOLIS, A., 2017. A BARRIERS APPROACH TO CORPORATE SOCIAL RESPONSIBILITY (CSR) ADOPTION IN SMES. *Contemporary Perspectives in Corporate Social Performance and Policy: The Middle Eastern Perspective,* , pp. 95.

HANSEN, S.D., DUNFORD, B.B., ALGE, B.J. and JACKSON, C.L., 2016. Corporate social responsibility, ethical leadership, and trust propensity: A multi-experience model of perceived ethical climate. *Journal of Business Ethics,* **137**(4), pp. 649-662.

HARB, A.H. and CHAAYA, L.B., 2015. The Supply Chain's Strategic Importance for AZADEA Group. *Management,* **5**(2), pp. 25-33.

HARKNESS, L., 2000. Ethics of decisions in public schools: A study on principles educational leaders use to make decisions when faced with moral dilemmas related to the use of genetic technology. .

HARRISON, D. and LEWELLYN, P., 2004. Russian Management Training Programs: Do Corporate Responsibility Topics Have a Place? *Management Accounting Quarterly Summer,* , pp. 25-36.

HARTMAN, L. and DESJARDINS, J., 2008. *Business Ethics: Decision Making for Personal Integrity and Social Responsibility.* 5th edn. Singapore: McGraw-Hill.

HASROUNI, L., 2012. Cultivating Values: How Business Schools Can Plant the seeds of Change. *Responsible Business,* (July-September), pp. 56-68.

HAYEK, G., 2014. *Beirut, Imagining the City: Space and Place in Lebanese Literature.* IB Tauris.

HAZBUN, W., 2016. Assembling security in a 'weak state:' the contentious politics of plural governance in Lebanon since 2005. *Third World Quarterly,* **37**(6), pp. 1053-1070.

HEALE, R. and TWYCROSS, A., 2015. Validity and reliability in quantitative studies. *Evidence Based Nursing,* **18**(3), pp. 66-67.

HEIFETZ, R., 1994. *Leadership Without Easy Answers.* Cambridge, MA: Belknap Press of Harvard University Press.

HEIFETZ, R.A. and LINSKY, M., 2002. *Leadership on the line: Staying alive through the dangers of leading.* Harvard Business Press.

HEJASE, H., FARHA, C., HADDAD, Z. and HAMDAR, B., 2012. Exploring the Multiple Benefits of CSR on Organizational Performance: Case of Lebanon. *Journal of Social Sciences, COES&R-JSS,* .

HEMINGWAY, C.A. and STARKEY, K., 2018. A Falling of the Veils: Turning Points and Momentous Turning Points in Leadership and the Creation of CSR. *Journal of Business Ethics,* **151**(4), pp. 875-890.

HEMPHILL, J.K. and COONS, A.E., 1957. *Development of the Leader Behaviour Description Questionnaire.* Columbus: Bureau of Business Research, Ohio State University.

HENRY, G.T., 1990. *Practical sampling.* Sage.

HERSEY, P. and BLANCHARD, K.H., 1993. *Management of organizational behaviour: Utilizing human resources.* Prentice-Hall, Inc.

HISS, S., 2009. From Implicit to Explicit Corporate Social Responsibility: Institutional Change as a Fight for Myths. *Business Ethics Quarterly,* **19**(3), pp. 433-451.

HOFSTEDE, G., 1980. Motivation, leadership, and organization: do American theories apply abroad? *Organizational dynamics,* **9**(1), pp. 42-63.

HOHNEN, P. and POTTS, J., 2007. *Corporate social responsibility: An implementation guide for business.* International Institute for Sustainable Development= Institut international.

HOLLANDER, E.P. and JULIAN, J.W., 1969. Contemporary trends in the analysis of leadership processes. *Psychological bulletin,* **71**(5), pp. 387.

HOLT, D.H. and WIGGINTON, K.W., 2002. *International management.* South-Western Pub.

HOMANS, G.C., 1961. *Social Behaviour: Its Elementary Forms.* New York: Harcourt, Brace & World.

HOOIJBERG, R. and LANE, N., 2005. Leader effectiveness and integrity: Wishful thinking? IMD 2005-1 IMD. *International Institute for Management Development,* .

HOOIJBERG, R., LANE, N. and DIVERSÉ, A., 2005. Leader effectiveness and integrity: Wishful thinking? *International Journal of Organizational Analysis,* **18**(1), pp. 59-75.

HORNER, M., 1997. Leadership theory: past, present and future. *Team Performance Management: An International Journal,* **3**(4), pp. 270-287.

HOUSE, R.J., 1996. Path-goal theory of leadership: Lessons, legacy, and a reformulated theory. *The leadership quarterly,* **7**(3), pp. 323-352.

HOUSE, R.J., SPANGLER, W.D. and WOYCKE, J., 1991. Personality and charisma in the US presidency: A psychological theory of leader effectiveness. *Administrative Science Quarterly,* , pp. 364-396.

HOWARD, A. and BRAD, D.W., 1988. *Managerial Lives in Transition: Advancing Age and Changing Times.* New York: Guilford Press.

HUBBARD, R., VETTER, D.E. and LITTLE, E.L., 1998. Replication in strategic management: Scientific testing for validity, generalizability, and usefulness. *Strategic Management Journal,* **19**(3), pp. 243-254.

HUGHES, R.L., GINNETT, R.C. and CURPHY, G.J., 2012. *Leadership: Enhancing the Lessons of Experience.* 7 ed edn. Singapore: McGrawHill.

HUNT, J.G. and OSBORN, R., 1982. Toward a macro-oriented model of leadership: An odyssey. *Leadership: Beyond establishment views,* , pp. 196-221.

HUNT, W.H., SPARKMAN, R.D. and WILCOX, J.B., 1982. The Pretest in Survey Research: Issues and Preliminary Findings.
. *Journal of Marketing Research,* **19**(2), pp. 269-273.

HUNTER, S.T., 2012. (Un) Ethical Leadership and Identity: What Did We Learn and Where Do We Go from Here? *Journal of Business Ethics,* **107**(1), pp. 79-87.

IMENDA, S., 2014. Is there a conceptual difference between theoretical and conceptual frameworks? *Journal of Social Sciences,* **38**(2), pp. 185-195.

ISSA, N.S.C. and AL ABBAR, S.D., 2015. Sustainability in the Middle East: achievements and challenges. *International Journal of Sustainable Building Technology and Urban Development,* **6**(1), pp. 34-38.

IVANCEVICH, J.M.K. and MATTESON, R., 2011. *Organizational behaviour and management.* 4th edn. London: Irwin.

JACKSON, B., 2001. *Management gurus and management fashions: A dramatistic inquiry.* Psychology Press.

JAMALI, D., 2008. A stakeholder approach to corporate social responsibility: A fresh perspective into theory and practice. *Journal of Business Ethics,* **82**(1), pp. 213-231.

JAMALI, D., 2007. The Case for Strategic Corporate Social Responsibility in Developing Countries. *Business and Society Review,* **112**(1), pp. 1-27.

JAMALI, D. and ABDALLAH, H., 2010. 8 Diversity management rhetoric versus reality: insights from the Lebanese context. *Managing Gender Diversity in Asia: A Research Companion,* , pp. 119.

JAMALI, D., ABDALLAH, H. and MATAR, F., 2018. Opportunities and Challenges for CSR Mainstreaming in Business Schools. *Business Education and Ethics: Concepts, Methodologies, Tools, and Applications.* IGI Global, pp. 613-643.

JAMALI, D. and HOSSARY, M., 2019. CSR Logics in the Middle East. *Practising CSR in the Middle East.* Springer, pp. 53-80.

JAMALI, D. and SIDANI, Y., 2008. Classical vs. Modern Managerial CSR Perspectives: Insights from Lebanese Context and Cross-Cultural Implications. *Business and Society Review,* **113**(3), pp. 329-346.

JAMALI, D., KARAM, C., YIN, J. and SOUNDARARAJAN, V., 2017. CSR logics in developing countries: Translation, adaptation and stalled development. *Journal of World Business,* **52**(3), pp. 343-359.

JAMALI, D., SIDANI, Y. and EL-ASMAR, K., 2009. A Three Country Comparative Analysis of Managerial CSR Perspectives: Insights From Lebanon, Syria and Jordan. *Journal of Business Ethics,* **85**(2), pp. 173-192.

JAMALI, D., ZANHOUR, M. and KESHISHIAN, T., 2009. Peculiar Strengths and Relational Attributes of SMEs in the Context of CSR. *Journal of Business Ethics,* **87**(3), pp. 355-377.

JAMNIK, A., 2011. The Challenges of Business Ethics- Management and The Question of Ethics. *Tourism & Hospitality Management,* **17**(1), pp. 141-152.

JANDA, K.F., 1960. Towards the Explication of the Concept of Leadership in Terms of the Concept of Power. *Human Relations,* **13**, pp. 345-363.

JANKOWICZ, A.D., 1991. *Business Research Projects for Students.* London: Chapman and Hall.

JAVED, B., KHAN, A.A., BASHIR, S. and ARJOON, S., 2017. Impact of ethical leadership on creativity: the role of psychological empowerment. *Current Issues in Tourism,* **20**(8), pp. 839-851.

JENKINS, H., 2004. A critique of conventional CSR theory: An SME perspective. *Journal of general Management,* **29**, pp. 37-57.

JENNINGS, M., 2012. *Business its Legal, Ethical, and Global Environment.* 9th edn. edn. Canada: South-Western Cengage Learning.

JOHNSEN, C.G., 2018. Authenticating the Leader: Why Bill George Believes that a Moral Compass Would Have Kept Jeffrey Skilling out of Jail. *Journal of Business Ethics,* **147**(1), pp. 53-63.

JOHNSON, G. and SCHOLES, K., 1999. *Exploring corporate strategy.* 5th ed. edn. Harlow: Prentice Hall.

JONES, B., 2003. Workforce changes in Lebanon. *Management review,* **87**(1), pp. 6.

JONKER, J. and PENNINK, B.W., 2009. *The Essence of Research Methodology: A Concise Guide for Master and PhD Students in Management Science.* Germany: Springer Berlin Heidelberg.

JUDGE, T.A. and PICCOLO, R.F., 2004. Transformational and transactional leadership: a meta-analytic test of their relative validity. *Journal of applied psychology,* **89**(5), pp. 755.

KALSHOVEN, K., DEN HARTOG, D.N. and DE HOOGH, A.H., 2012. Ethical leadership and followers' helping and initiative: The role of demonstrated responsibility and job autonomy. *European Journal of Work and Organizational Psychology,* **22**(2), pp. 165-181.

KALSHOVEN, K., DEN HARTOG, D.N. and DE HOOGH, A.H., 2011. Ethical leadership at work questionnaire (ELW): Development and validation of a multidimensional measure. *The Leadership Quarterly,* **22**(1), pp. 51-69.

KANEAE-URRABAZO, C., 2006. Management's role in shaping organizational culture. *Journal of nursing management,* **14**(3), pp. 188-194.

KANNAIR, J., 2007. The Ethical Mind. *Harvard business review,* **85**(3), pp. 51-56.

KANTER, R.M., 1979. Power failure in management circuits. *Harvard Business Review,* **57**, pp. 65-75.

KANUNGO, R.N. and MENDONCA, M., 1996. *Ethical dimensions of leadership.* Thousands Oaks: Sage Publications.

KARAM, C. and JAMALI, D., 2018. Corporate social responsibility in developing countries as an emerging field of study. *International Journal of Management Reviews,* **20**(1), pp. 32-61.

KARAMAT, A., 2013. Impact of leadership on organizational performance. *Unpublished doctoral dissertation, University of Applied Sciences, Finland,* .

KATSIOLOUDES, M.I. and BRODTKORB, T., 2007. Corporate social responsibility: an exploratory study in the United Arab Emirates. *SAM Advanced Management Journal,* **72**(4), pp. 9.

KATZ, D. and KAHN, R.L., 1978. The social psychology of organizations.

KELLEY, S.W., FERRELL, O. and SKINNER, S.J., 1990. Ethical behaviour among marketing researchers: An assessment of selected demographic characteristics. *Journal of Business Ethics,* **9**(8), pp. 681-688.

KEMMIS, S. and WILKINSON, M., 1998. Participatory Action Research and the Study of Practice. *Partnerships for Social Justice in Education,* , pp. 21-36.

KERLINGER, F.N., 1964. Foundations of Behavioural Research, 1973. *New York, Holt, Rinehart, Second,* .

KIM, J., KIM, C. and KIM, J., 2011. Analysis of the effect of leadership and organizational culture on the organizational effectiveness of radiological technologist working environments. *Radiography,* **17**(3), pp. 201-206.

KIM, S. and CHOI, S.M., 2018. Congruence Effects in Post-crisis CSR Communication: The Mediating Role of Attribution of Corporate Motives. *Journal of Business Ethics,* **153**(2), pp. 447-463.

KIM, S., 2019. The Process Model of Corporate Social Responsibility (CSR) Communication: CSR Communication and its Relationship with Consumers' CSR Knowledge, Trust, and Corporate Reputation Perception. *Journal of Business Ethics,* **154**(4), pp. 1143-1159.

KIMURA, T. and NISHIKAWA, M., 2018. Ethical Leadership and Its Cultural and Institutional Context: An Empirical Study in Japan. *Journal of Business Ethics,* **151**(3), pp. 707-724.

KIRKMAN, B.L., CHEN, G., FARH, J., CHEN, Z.X. and LOWE, K.B., 2009. Individual power distance orientation and follower reactions to transformational leaders: A cross-level, cross-cultural examination. *Academy of Management Journal,* **52**(4), pp. 744-764.

KLINKER, J.F. and HACKMANN, D.G., 2003. An analysis of principals' ethical decision making using Rest's four component model of moral behaviour. *Journal of School Leadership,* **14**(4), pp. 434-456.

KNAPP, T.R., 1998. *Quantitative nursing research.* Sage Publications.

KODISH, S., 2006. The paradoxes of leadership: The contribution of Aristotle. *Leadership,* **2**(4), pp. 451-468.

KOHLBERG, L., 1969. *State and Sequence: The Cognitive-development Approach to Socialization.* Chicago: Rand-McNally.

KOHLBERG, L., 1984. The psychology of moral development: The nature and validity of moral stages (Vol. 2). *Essays on Moral Development, Harper and Row, San Francisco, .*

KOHLS, L., 2011. *Survival kit for overseas living: For Americans planning to live and work abroad.* Nicholas Brealey Publishing.

KOTTER, J.P., 1990. *A Force for Change: How Leadership Differs from Management.* New York: Free Press.

KOUZES, J.M. and POSNER, B.Z., 1993. *Credibility: How Leaders Gain and Lose it, Why People Demand it.* San Francisco: Jossey- Bass.

KOVACS, G. and SPENS, K.M., 2007. Logistics Theory Building", *The Icafi Journal of Supply Chain Management.* **4**(4), pp. 7-27.

KURATKO, D.F. and HODGETTS, R.M., 1995. *Entrepreneurship: A contemporary approach.* Dryden Press Fort Worth.

LAM, S.K., KRAUS, F. and AHEARNE, M., 2010. The diffusion of market orientation throughout the organization: A social learning theory perspective. *Journal of Marketing,* **74**(5), pp. 61-79.

LAMBERTI, L. and LETTIERI, E., 2009. CSR Practices and Corporate Strategy: Evidence from a Longitudinal Case Study. *Journal of Business Ethics,* **87**, pp. 153-168.

LANGLOIS, L. and LAPOINTE, C., 2007. Ethical leadership in Canadian school organizations: Tensions and possibilities. *Educational Management Administration & Leadership,* **35**(2), pp. 247-260.

LAPLUME, A.O., SONPAR, K. and LITZ, R.A., 2008. Stakeholder theory: Reviewing a theory that moves us. *Journal of management,* **34**(6), pp. 1152-1189.

LARSSON, R., 1993. Case Survey Methodology: Quantitative Analysis of Patterns across Case Studies. *The Academy of Management Journal,* **36**(6), pp. 1515-1546.

LEE, D.R. and SWEENEY, P.J., 2001. An assessment of influence tactics used by project managers. *Engineering Management Journal,* **13**(2), pp. 16-24.

LEPOUTRE, J., DENTCHEV, N. and HEENE, A., 2007. Dealing with uncertainties when governing CSR policies. *Journal of Business Ethics,* **337**(73), pp. 391-408.

LEVINE, M.F., 2000. *The importance of leadership: An investigation of presidential style at fifty national universities,* .

LIETZ, P., 2010. Research into Questionnaire Design: A Summary of the Literature. *International Journal of Market Research,* **52**(2), pp. 249-272.

LINCOLN, Y.S. and GUBA, E.G., 1985. *Naturalistic inquiry.* London: Sage.

LLEÓ DE NALDA, Á., GUILLÉN, M. and GIL PECHUÁN, I., 2016. The influence of ability, benevolence, and integrity in trust between managers and subordinates: the role of ethical reasoning. *Business Ethics: A European Review,* **25**(4), pp. 556-576.

LUNENBURG, F.C., 2012. Power and leadership: an influence process. *International journal of management, business, and administration,* **15**(1), pp. 1-9.

LUTHANS, F. and AVOLIO, B.J., 2003. Authentic leadership: A Positive Developmental Approach. *Positive Organizational Scholarship,* , pp. 241-261.

MAAK, T., 2007. Responsible Leadership, Stakeholder Engagement, and the Emergence of Social Capital. *Journal of Business Ethics,* **74**, pp. 329-343.

MAAK, T. and PLESS, N.M., 2006. Responsible leadership in a stakeholder society–a relational perspective. *Journal of Business Ethics,* **66**(1), pp. 99-115.

MACCOBY, M., 2004. Narcissistic Leaders: The Incredible Pros, the Inevitable Cons. *Harvard Business Review,* **82**(1), pp. 92-101.

MAIGNAN, I., 2001. Consumers' perceptions of corporate social responsibilities: A cross-cultural comparison. *Journal of Business Ethics,* **30**(1), pp. 57-72.

MALHOTRA, N.K., 2008. *Marketing research: An applied orientation, 5/e.* Pearson Education India.

MANZ, C.C., ANAND, V., JOSHI, M. and MANZ, K.P., 2008. Emerging paradoxes in executive leadership: A theoretical interpretation of the tensions between corruption and virtuous values. *The Leadership Quarterly,* **19**(3), pp. 385-392.

MARESCA, J.J., 2000. A new concept of business. *Washington Quarterly,* **23**(2), pp. 153-163.

MARSH, D. and G. STOKER., 2002. *Theories and Methods in Political Science.* Basingstoke: Palgrave.

MASON, J., 2002. *Qualitative researching.* 2nd edn. London: SAGE.

MASSOUD, H.K. and AYOUBI, R.M., 2012. Marketing motivations of CSR: the case of the Syrian private sector. *European Journal of Economics, Finance and Administrative Sciences,* (52), pp. 179-194.

MAXWELL, J., 1996. *Qualitative Research Design: An Interactive Approach.* Thousand Oaks, CA: Sage.

MAYER, D., AQUINO, K., GREENBAUM, R. and KUENZI, M., 2012. Who Displays Ethical Leadership, and Why Does it Matter? An Examination of Antecedents and Consequences of Ethical Leadership. *Academy of Management Journal,* **55**(1), pp. 151-171.

MCCAULEY, C.D., DRATH, W.H., PALUS, C.J., O' CONNOR, P.M. and BAKER, B., 2006. The Use of Constructive-development Theory to Advance the Understanding of Leadership. *Leadership Quarterly,* **17**(6), pp. 634-653.

MCCLELLAND, D.C., 1985. *Human Motivation.* Glenview, IL: Scott Foresman.

MCCLELLAND, D.C., 1965. N-achievement and Entrepreneurship: A Longitudinal Study. *Journal of Personality and Social Psychology,* **1**, pp. 389-392.

MCLEOD, S., 2013. *Kolb's Learning Styles and Experiential Learning Cycle-Simply Psychology.* Available at http://www.simplypsychology.org/learning-kolb.html edn.

MEHE, 2014. *Private Universities and Institutions.* [Retrieved 9 April] Available at www.mehe.gov.lb/Templates/HomePage.aspx edn.

MELLAHI, K. and RETTAB, B., 2019. CSR in the Middle East: From Philanthropy to Modern CSR. *Practising CSR in the Middle East.* Springer, pp. 39-51.

MENASSA, E. and DEBBANEH, J., 2015. Corporate social responsibility. *Journal of Applied Accounting Research,* **11**(1), pp. 4-23.

MERRIAM, S.B., 1998. *Qualitative Research and Case Study Applications in Education.* San Francisco: Jossey-Bass.

MILES, M.B. and HUBERMAN, A.M., 1994. *Qualitative data analysis: an expanded sourcebook.* 2nd edn. Thousand Oaks, Calif; London: Sage.

MILLER, D., BRETON-MILLER, L. and SCHOLNICK, B., 2008. Stewardship vs. stagnation: An empirical comparison of small family and Non-Family businesses*. *Journal of Management Studies,* **45**(1), pp. 51-78.

MINER, J.B., 1965. *Studies in Management Education.* Atlanta: Organizational Measurement System Press.

MINTZBERG, H., 1973. *The Nature of Managerial Work.* New York: Harper & Row.

MINTZBERG, H., 1998. *Covert leadership: Notes on managing professionals.* Boston: Harvard Business Review.

MIOTTO, G. and ROM, J., 2017. CSR in Business Schools: A Theoretical Framework. *business and society,* **16**, pp. 577.

MISHLER, E.G., 1986. *Research interviewing: context and narrative.* Cambridge: Harvard University Press.

MISKA, C., HILBE, C. and MAYER, S., 2014. Reconciling Different Views on Responsible Leadership: A Rationality-Based Approach. *Journal of Business Ethics,* **125**(2), pp. 349-360.

MITCHELL, R.K., AGLE, B.R. and WOOD, D.J., 1997. Toward a Theory of Stakeholder Identification and Salience. *Academy of Management Review,* **22**, pp. 853-886.

MITCHELL, V., 1996. Assessing the reliability and validity of questionnaires: an empirical example. *Journal of Applied Management Studies,* **5**, pp. 199-208.

MOORMAN, R.H. and BLAKELY, G.L., 1995. Individualism-collectivism as an individual difference predictor of organizational citizenship behaviour. *Journal of Organizational Behaviour,* **16**(2), pp. 127-142.

MORGAN, G. and SMIRCICH, L., 1980. The case for qualitative research. *Academy of management review,* **5**(4), pp. 491-500.

MORGAN, R.B., 1989. Reliability and validity of a factor analytically derived measure of leadership behaviour and characteristics. *Educational and Psychological Measurement,* **49**(4), pp. 911-919.

MORRIS, C., 2012. *Quantitative approaches in business studies.* Pearson Education.

MORRISON, A., 2001. Integrity and global leadership. *Journal of Business Ethics,* **31**(1), pp. 65-76.

MULLINS, L.J., 2002. *Management and Organisational Behaviour.* 6th ed. edn. United Kingdom: Prentice Hall.

MUMFORD, M.D. and CONNELLY, M.S., 1991. Leaders as Creators: Leader Performance and Problem Solving in Ill-defined Domains. *Leadership Quarterly,* **2**, pp. 289-315.

MURO, M. and JEFFREY, P., 2008. A critical review of the theory and application of social learning in participatory natural resource management processes. *Journal of Environmental Planning and Management,* **51**(3), pp. 325-344.

MURPHY, A.J., 1941. A study of the leadership process. *American Sociological Review, ,* pp. 674-687.

MURPHY, J.P., 1990. *Pragmatism: From Peirce to Davidson.* Boulder, CO: Westview Press.

NASSER, R.N., KHOURY, B. and ABOUCHEDID, K., 2008. University students' knowledge of services and programs in relation to satisfaction: a case study of a private university in Lebanon. *Quality Assurance in Education,* **16**(1), pp. 80-97.

NATIONAL TEMPUS OFFICE, 2016. *Higher Education in Lebanon.* Lebanon: Education, Audio-visual and Cultural Executive Agency.

NELSON, D.L. and QUICK, J.C., 2012. *Understanding organizational behaviour.* 4th edn. Mason, OH: Cengage Learning.

NEUMAN, L.W., 2007. *Social Research Methods, 6/E.* Pearson Education India.

NEUMAN, W.L., 2000. *Social Research Methods: Qualitative and Quantitative Approaches.* 4th edn. Boston: Allyn and Bacon.

NIX, C.D., 2002. *School Leadership: An Ethical Dilemma*, Texas A & M University, College Station, Texas.

NORTHOUSE, P., 2019. *Leadership.* 5th edn. United States of America: Sage.

O'DONOGHUE, T. and PUNCH, K.F., 2003. *Qualitative educational research in action: doing and reflecting.* London: RoutledgeFalmer.

OGBONNA, E. and HARRIS, L.C., 2000. Leadership style, organizational culture and performance: empirical evidence from UK companies. *international Journal of human resource management,* **11**(4), pp. 766-788.

OLIVIER, A., 2012. How Ethical is Leadership? *Leadership,* **8**(1), pp. 67-84.

OSAGIE, E.R., WESSELINK, R., RUNHAAR, P. and MULDER, M., 2018. Unravelling the Competence Development of Corporate Social Responsibility Leaders: The Importance of Peer Learning, Learning Goal Orientation, and Learning Climate. *Journal of Business Ethics,* **151**(4), pp. 891-906.

OVERALL, J., 2016. Unethical behaviour in organizations: empirical findings that challenge CSR and egoism theory. *Business Ethics: A European Review,* **25**(2), pp. 113-127.

OZANNE, J.L. and SAATCIOLUGU, B., 2008. Participatory Action Research. *Journal of Consumer Research,* **35**, pp. 423-439.

PADILLA, A., HOGAN, R. and KAISER, R.B., 2007. The toxic triangle: Destructive leaders, susceptible followers, and conducive environments. *The Leadership Quarterly,* **18**(3), pp. 176-194.

PAGE, C.G., 2002. The Determination of Organization Stakeholder Salience in Public Health. *Journal of Public Health Management Practice,* **8**(5), pp. 76-84.

PAINE, L.S., 2006. *Ethics: A Basic Framework.* 2 edn. Boston: Harvard Business School.

PARRY, K.W. and PROCTOR-THOMSON, S.B., 2002. Perceived integrity of transformational leaders in organisational settings. *Journal of Business Ethics,* **35**(2), pp. 75-96.

PEARCE, C.L., MANZ, C.C. and SIMS, H.P., 2008. The roles of vertical and shared leadership in the enactment of executive corruption: Implications for research and practice. *The Leadership Quarterly,* **19**(3), pp. 353-359.

PEARCE, J., 2013. Using Social Identity Theory to Predict Managers' Emphases on Ethical and Legal Values in Judging Business Issues. *Journal of Business Ethics,* **112**(3), pp. 497-514.

PEARSE, N.J., 2017. Service of followers as a leadership competency: a social exchange perspective. *Journal of Management Development,* **36**(3), pp. 361-375.

PEAT, J., 2001. *Health science research: A handbook of quantitative methods.* Sage.

PETIT, T., 1966. Making Socially Responsible Decisions. *Academy of Management,* **9**(4), pp. 308-317.

PFEFFER, J., 1993. *Managing with power: Politics and influence in organizations.* Harvard Business Press.

PHILLIPS, D.C. and BURBULES, N.C., 2000. *Postpositivism and Educational Research.* Lanham, MD: Rowman and Littlefield.

PHILLIPS, R.A. and REICHART, J., 2000. The environment as a stakeholder? A fairness-based approach. *Journal of Business Ethics,* **23**(2), pp. 185-197.

PHIRI, O., MANTZARI, E. and GLEADLE, P., 2019. Stakeholder interactions and corporate social responsibility (CSR) practices. *Accounting, Auditing & Accountability Journal,* **32**(1), pp. 26-54.

PICCOLO, R.F., GREENBAUM, R., DEN HARTOG, D.N. and FOLGER, R., 2010. The Relationship Between Ethical Leadership and Core Job Characteristics. *Journal of Organizational Behaviour,* **31**, pp. 259-278.

PODSAKOFF, P.M. and SCHRIESCHEIM, C.A., 1985. Field studies of French and Raven's bases of power: Critique, reanalysis, and suggestions for future research. .

POPE, S. and WÆRAAS, A., 2016. CSR-washing is rare: A conceptual framework, literature review, and critique. *Journal of Business Ethics,* **137**(1), pp. 173-193.

PORRAS, J.I. and HOFFER, S.J., 1986. Common behaviour changes in successful organization development efforts. *The Journal of applied behavioural science,* **22**(4), pp. 477-494.

PORTER, M.E. and KRAMER, M.R., 2006. Strategy and Society. *Harvard Business Review,* **84**(12), pp. 78-92.

POSNER, B.Z. and SCHMIDT, W.H., 1984. Values and the American manager: An update. *California Management Review (pre-1986),* **26**(000003), pp. 202.

QUICK, J.C. and WRIGHT, T.A., 2011. Character-based leadership, context and consequences. *The Leadership Quarterly,* **22**(5), pp. 984-988.

QUINN, R.E., 1988. *Beyond Rational Management: Mastering the Paradoxes and Competing Demands of High Performance.* San Francisco: Jossey-Bass.

RAGIN, C., 1993. *What is a case?: exploring the foundations of social inquiry.* Cambridge university press.

RAIMOND, P., 1993. *Management Projects.* London: Chapman & Hall.

RAO, S., 2005. CSR goes with good governance. *The Economic Times*, pp. 1-4.

RAUCH, C. and BEHLING, O., 1984. Functionalism: Basis for an alternate approach to the study of leadership. *Leaders and managers: International perspectives on managerial behaviour and leadership,* , pp. 45-62.

RAUSCH, E., 2005. A Practical Focus on Leadership in Management. *Management Decision,* **43**(7-8), pp. 988-1000.

RAVEN, B.H., 1992. A power/interaction model of interpersonal influence: French and Raven thirty years later. *Journal of Social Behaviour & Personality,* .

REMENYI, D., WILLIAMS, B., MONEY, A. and SWARTZ, E., 1998. *Doing Research in Business and Management: An Introduction to Process and Method. .* London: Sage.

REST, J.R., 1986. Moral development: Advances in research and theory.

RETTAB, B. and MELLAHI, K., 2019. CSR and Corporate Performance with Special Reference to the Middle East. *Practising CSR in the Middle East.* Springer, pp. 101-118.

RICHARDS, D. and ENGLE, S., 1986. After the vision: Suggestions to corporate visionaries and vision champions. *Transforming leadership,* **199**, pp. 214.

RIGGIO, R.E., ZHU, W., REINA, C. and MAROOSIS, J.A., 2010. Virtue-based measurement of ethical leadership: The Leadership Virtues Questionnaire. *Consulting Psychology Journal: Practice and Research,* **62**(4), pp. 235.

ROBBINS, S., COULTER, M., SIDANI, Y. and JAMALI, D., 2011. *Management.* Arab World edn. England: Pearson Education Limited.

ROBBINS, S. and JUDGE, T., 2009. *Organizational Behaviour.* 14th edn. New Jersey: Pearson..

ROBSON, C., 2002. *Real World Research .* 2nd edn. Oxford: Blackwell.

ROBSON, C., 2011. Real world research: a resource for social scientists and practitioner. *Adapting Open Innovation in ICT Ecosystem Dynamics References Real World Research: A Resource for Social Scientists and Practitioner, ,* pp. 270.

RODRIGUES, C., 2001. Fayol's 14 principles of management then and now: a framework for managing today's organizations effectively. *Management Decision,* **39**(10), pp. 880-889.

ROSSITER, J.R., 2002. The C-OAR-SE procedure for scale development in marketing. *International Journal of Research in Marketing,* **19**(4), pp. 305-335.

ROSSMAN, G.B. and RALLIS, S.F., 1998. *Learning in the Field: An Introduction to Qualitative Research.* Thousands Oaks, CA: Sage.

ROSSMAN, G.B. and WILSON, B.L., 1985. Numbers and Words: Combining Quantitative and Qualitative Methods in a Single Large-scale Evaluation Study. *Evaluation Review,* **9**(5), pp. 627-643.

ROSSMAN, G.B. and WILSON, B.L., 1994. Numbers and words revisited: Being "shamelessly eclectic". *Quality and Quantity,* **28**(3), pp. 315-327.

ROST, J.C., 1991. *Leadership for the Twenty-first Century.* New York: Praeger.

ROWOLD, J. and HEINITZ, K., 2007. Transformational and Charismatic Leadership. *Leadership Quarterly,* **18**, pp. 121-133.

SAGNAK, M., 2017. Authentic Leadership and Altruism: The Mediating Role of Meaningfulness. *Universal Journal of Educational Research,* **5**(3), pp. 447-452.

SAIDI, N., 2004. *Corporate Governance & Business Ethics in Lebanon.* Beirut: Launch of RDCL "Code of Business Ethics".

SALIBA, I.M., 2007. Lebanon: Presidential Election and the Conflicting Constitutional Interpretations, *Law Library of Congress* 2007.

SÁNCHEZ-JANKOWSKI, M., 2002. Representation, responsibility, and reliability in participant-observation.

SARKIS, N. and DAOU, L., 2013. "Giving back to the community, an obligation or an option today?"—Case of the educational sector in Lebanon. *International Strategic Management Review,* **1**(1), pp. 59-64.

SAUNDERS, M., LEWIS, P. and THORNHILL, A., 2009. *Research Methods for Business Students.* England: Pearson Education Limited.

SCHEIN, E.H., 2010. *Organizational culture and leadership.* John Wiley & Sons.

SCHEIN, E.H., 1990. *Organizational culture.* American Psychological Association.

SCHEIN, E.H., 1985. Organisational culture and leadership: A dynamic view. *San Francisco, .*

SCHRODT, P., 2002. The relationship between organizational identification and organizational culture: Employee perceptions of culture and identification in a retail sales organization. *Communication studies,* **53**(2), pp. 189-202.

SCHWARTZ, M.S., 2017. *Business ethics: an ethical decision-making approach.* John Wiley & Sons.

SELVIK, K., 2013. Business and Social Responsibility in the Arab World: the Zakat vs. CSR models in Syria and Dubai. *Comparative sociology,* **12**(1), pp. 95-123.

SELVIK, K., 2013. CSR and Reputation Building in Syria. *Business Politics in the Middle East*, p.133.

SEYRANIAN, V. and BLIGH, M.C., 2008. Presidential Charismatic Leadership: Exploring the Rhetoric of Social Change. *Leadership Quarterly,* **19**, pp. 54-76.

SHERIF, S.F., 2015. The Role of Higher Education Institutions in Propagating Corporate Social Responsibility Case Study: Universities in the Middle East. *American Academic and Scholarly Research Journal,* **4**(5), pp. 1-9.

SIEBER, J.E., 1998. *Planning Ethically Responsible Research.* Thousand Oaks, CA: Sage.

SIMPSON, W.G. and KOHERS, T., 2002. The link between corporate social and financial performance: evidence from the banking industry. *Journal of Business Ethics,* **35**(2), pp. 97-109.

SMITH, B.N., MONTAGNO, R.V. and KUZMENKO, T.N., 2004. Transformational and Servant Leadership: Content and Contextual Comparisons. *Journal of Leadership and Organisational Studies,* **10**(4), pp. 80-91.

SMITH, N.C. and LENSSEN, G., 2010. *Mainstreaming Corporate Responsibility.* England: John Wiley & Sons Ltd.

SMITH, R.E., 2011. Defining Corporate Social Responsibility: A Systems Approach for Socially Responsible Capitalism.

SONNENBERG, F., 1993. An Employees Bill of Rights. *Supervisory Management,* **November 1993**.

SOUNDARARAJAN, V., JAMALI, D. and SPENCE, L.J., 2018. Small business social responsibility: A critical multilevel review, synthesis and research agenda. *International Journal of Management Reviews,* **20**(4), pp. 934-956.

SPICKER, P., 2012. "Leadership": a perniciously vague concept. *International Journal of Public Sector Management,* **25**(1), pp. 34-47.

SREIH, J.F., LUSSIER, R.N. and SONFIELD, M.C., 2019. Differences in management styles, levels of profitability, and performance across generations, and the development of the Family Business Success Model. *Journal of Organizational Change Management,* .

STAKE, R.E., 1995. *The art of Case Study Research.* Thousand Oaks, CA: Sage.

STANWICK, P. and STANWICK, S., 2009. *Understanding Business Ethics.* 1st edn. edn. New Jersey: Pearson Education.

STEINER, G.A. and STEINER, J.F., 2005. *Business, Government, and Society A Managerial Perspective.* New York: McGraw-Hill.

STENMARK, C.K. and MUMFORD, M.D., 2011. Situational impacts on leader ethical decision-making. *The Leadership Quarterly,* **22**(5), pp. 942-955.

STEURER, R., 2013. Disentangling governance: a synoptic view of regulation by government, business and civil society. *Policy Sciences,* **46**(4), pp. 387-410.

STEWART, G.L., COURTRIGHT, S.H. and MANZ, C.C., 2011. Self-leadership: A multilevel review. *Journal of Management,* **37**(1), pp. 185-222.

STOGDILL, R.M., 1974. *Handbook of Leadership: A Survey of the Literature.* New York: Free Press.

STOGDILL, R.M., 1948. Personal Factors Associated with Leadership: A Survey of the Literature. *Journal of Psychology,* **25**, pp. 35-71.

STRAUSS, A.L., 1987. *Qualitative analysis for social scientists.* Cambridge university press.

STRAUSS, A. and CORBIN, J., 1990. *Basics of qualitative research.* Sage publications.

STURM, R.E., 2017. Decreasing Unethical Decisions: The Role of Morality-Based Individual Differences. *Journal of Business Ethics,* **142**(1), pp. 37-57.

STUTELY, R., 2003; 2010. *Numbers guide: the essentials of business numeracy.* 5th edn. Princeton, N.J: Bloomberg Press.

TANNER, C., BRÜGGER, A., VAN SCHIE, S. and LEBHERZ, C., 2010. Actions speak louder than words. *Zeitschrift für Psychologie/Journal of Psychology,* .

TASHAKKORI, A. and TEDDLIE, C., 1998. *Mixed Methodology: Combining Qualitative and Quantitative Approaches.* Thousands Oaks, CA: Sage.

TENBRUNSEL, A.E., SMITH-CROWE, K. and UMPHRESS, E., 2003. Building Houses on Rocks: The Role of the Ethical Infrastructure in Organizations. *Social Justice Research,* **16**, pp. 285-307.

THOMAS, T., SCHERMERHORN, J.R. and DIENHART, J.W., 2004. Strategic leadership of ethical behaviour in business. *The Academy of Management Executive,* **18**(2), pp. 56-66.

THORNE, L., MAHONEY, L.S., GREGORY, K. and CONVERY, S., 2017. A Comparison of Canadian and U.S. CSR Strategic Alliances, CSR Reporting, and CSR Performance: Insights into Implicit–Explicit CSR. *Journal of Business Ethics,* **143**(1), pp. 85-98.

TLQAA, 2014. *The Lebanese Higher Education System - A Short Description.* [Retrieved 3 April] Available at www.tlqaa.org/?q=system/files/LHE_System_v1.1.pdf edn. Tempus European Commission.

TOOR, S. and OFORI, G., 2009. Ethical leadership: Examining the relationships with full range leadership model, employee outcomes, and organizational culture. *Journal of Business Ethics,* **90**(4), pp. 533-547.

TREVINO, L.K., 1986. Ethical Decision Making in Organizations: A Person-situation Interaction-ist Model. *Academy of Management Review,* **11**, pp. 601-617.

TREVINO, L.K., HARTMAN, L.P. and BROWN, M., 2000. Moral Person and Moral Manager: How Executives Develop a Reputation for Ethical Leadership. *California Management Review,* **42**, pp. 128-142.

TREVINO, L.T., BROWN, M. and HARTMAN, L.P., 2003. A Qualitative Investigation of perceived Ethical Leadership. *Human Relations,* **55**, pp. 5-37.

TSAI, Y., 2011. Relationship between organizational culture, leadership behaviour and job satisfaction. *BMC health services research,* **11**(1), pp. 98.

TUCKER, B.A. and RUSSELL, R.F., 2004. The Influence of the Transformational Leader. *Journal of Leadership and Organisational Studies,* **10**(4), pp. 103-111.

TURNER, N., BARLING, J., EPITROPAKI, O., BUTCHER, V. and MILNER, C., 2002. Transformational Leadership and Moral Reasoning. *Journal of Applied Psychology,* **87**, pp. 304-311.

VAN DIERENDONCK, D., 2011. Servant Leadership: A Review and Synthesis. *Journal of Management,* **37**, pp. 1228-1261.

VÁZQUEZ, J.L., LANERO, A. and LICANDRO, O., 2013. CORPORATE SOCIAL RESPONSIBILITY AND HIGHER EDUCATION: URUGUAY UNIVERSITY STUDENTS'PERCEPTIONS1. *Economics & Sociology,* **6**(2), pp. 145.

VECCHIO, R.P. and BOATWRIGHT, K.J., 2002. Preferences for idealized styles of supervision. *The Leadership Quarterly,* **13**(4), pp. 327-342.

VECCHIO, R.P., BULLIS, R.C. and BRAZIL, D.M., 2006. The Utility of Situational Leadership Theory A Replication in a Military Setting. *Small Group Research,* **37**(5), pp. 407-424.

VICTOR, B. and CULLEN, J.B., 1987. *A Theory and Measure of Ethical Cimate in Organizations.* Greenwich, CT: JAI Press.

VOEGTLIN, C., PATZER, M. and SCHERER, A.G., 2012. Responsible Leadership in Global Business: A New Approach to Leadership and its Multi-level Outcomes. *Journal of Business Ethics,* **105**, pp. 1-16.

VOEGTLIN, C. and GREENWOOD, M., 2016. Corporate social responsibility and human resource management: A systematic review and conceptual analysis. *Human Resource Management Review,* **26**(3), pp. 181-197.

VOEGTLIN, C. and SCHERER, A.G., 2017. Responsible Innovation and the Innovation of Responsibility: Governing Sustainable Development in a Globalized World. *Journal of Business Ethics,* **143**(2), pp. 227-243.

VROOM, V.H. and JAGO, A.G., 2007. The role of the situation in leadership. *American Psychologist,* **62**(1), pp. 17.

WADDOCK, S. and BODWELL, C., 2002. From TQM to TRM: Total Responsibility Management Approaches. *Journal of Corporate Citizenship Autumn,* **2002**, pp. 113-126.

WALDMAN, D.A. and GALVIN, B.M., 2008. Alternative Perspectives of Responsible Leadership. *Organizational Dynamics,* **37**, pp. 327-341.

WALSHAM, G., 1995. The Emergence of Interpetivism in IS Research. *Information Systems Research,* **6**(4), pp. 376-394.

WALUMBWA, F.O., AVOLIO, B.J., GARDNER, W.L., WERNSING, T.S. and PETERSON, S.J., 2008. Authentic leadership: Development and validation of a theory-based measure†. *Journal of management,* **34**(1), pp. 89-126.

WATSON, J., 2001-last update, How to Determine a Sample Size [Homepage of Penn State Cooperative Extension], [Online]. Available: http://www.extension.psu.edu/evaluation/pdf/TS60.pdf [1st June 2012].

WAYNE, V., 2017. Corporate Social Responsibility in Developing Countries. *The Oxford Handbook of Corporate Social Responsibility.*

WEAVER, G.R., TREVINO, L.K. and COCHRAN, P.L., 2003. Integrated and decoupled corporate social performance: Management commitments, external pressures, and corporate ethics practices. *Academy of Management Journal,* **42**(5), pp. 539-552.

WEBB, J., 2000. Questionnaires and their Design. *The Marketing Review,* **1**, pp. 197-218.

WELSH, D.H. and RAVEN, P., 2006. Family Business in the Middle East: An Exploratory Study of Retail Management in Kuwait and Lebanon. *Family Business Review,* **19**(1), pp. 29-48.

WILLIAMS, M., 2002. Generalization in interpretive research. *Qualitative research in action,* , pp. 125-143.

WILLIAMSON, O.E., 1984. The economic institutions of capitalism. *The Political Economy Reader: Markets as Institutions,* .

WIMALASIRI, J.S., PAVRI, F. and JALIL, A.A., 1996. An empirical study of moral reasoning among managers in Singapore. *Journal of Business Ethics,* **15**(12), pp. 1331-1341.

WINKLER, I., 2010. *Contemporary leadership theories: Enhancing the understanding of the complexity, subjectivity and dynamic of leadership.* Springer Science & Business Media.

WINSTON, B.E. and PATTERSON, K., 2006. An integrative definition of leadership. *International journal of leadership studies,* **1**(2), pp. 6-66.

WINSTON, M., 2007. Ethical Leadership and Ethical Decision Making: A Meta-analysis of Research Related to Ethics Education. *Library & Information Science Research,* **29**(2), pp. 230-251.

WRIGHT, T. and QUICK, J., 2011. The Role of Character in Ethical Leadership Research. *The Leadership Quarterly,* **22**(5), pp. 975-978.

WRIGHT, A., 2014. *DoD says mountain rescue mission unlikely — Universities chase big defence dollars — DoD IG: Former DARPA boss broke ethics rules.* U.S. edn. Arlington: POLITICO LLC.

YANG, C., DING, C.G. and LO, K.W., 2016. Ethical leadership and multidimensional organizational citizenship behaviours: The mediating effects of self-efficacy, respect, and leader–member exchange. *Group & Organization Management,* **41**(3), pp. 343-374.

YANG, J., 2007. Knowledge sharing: Investigating appropriate leadership roles and collaborative culture. *Tourism management,* **28**(2), pp. 530-543.

YILDIRM, A. and BASTUG, I., 2010. Teachers' Views about Ethical Leadership Behaviours of Primary School Directors. *Procedia Social and Behavioural Sciences,* **2**(2), pp. 4109-4114.

YILMAZ, E., 2010. The Analysis of Organizational Creativity in Schools Regarding Principals' Ethical Leadership Characteristics. *Procedia Social and Behavioural Sciences,* **2**(2), pp. 3949-3953.

YIN, R.K., 2009. *Case Study Research: Design and Method.* 3rd edn. London: Sage.

YOUNESS, H.R., 2012. *Social responsibility of the Lebanese private universities: A qualitative study of Notre Dame University using document analysis of publicly available data.* SAINT LOUIS UNIVERSITY.

YUKL, G., 2010. *Leadership in Organization.* 7th edn. New Jersey: Pearson.

YUKL, G., 2008. How leaders influence organizational effectiveness. *The leadership quarterly,* **19**(6), pp. 708-722.

YUKL, G., GUINAN, P.J. and SOITOLANO, D., 1995. Influence tactics used for different objectives with subordinates, peers, and superiors. *Group & Organization Management,* **20**(3), pp. 272-296.

YUKL, G., KIM, H. and FALBE, C.M., 1996. Antecedents of influence outcomes. *Journal of Applied Psychology,* **81**(3), pp. 309.

YUKL, G. and TRACEY, J.B., 1992. Consequences of influence tactics used with subordinates, peers, and the boss. *Journal of Applied psychology,* **77**(4), pp. 525.

YUKL, G.A., 2013. *Leadership in organizations.* 8th (Global) edn. London: Pearson.

YUKL, G., EAGLY, A. and LORD, R., 2016. The Future of Leadership Research: A Panel of Eminent Leadership Scholars, *Academy of Management Proceedings* 2016, Academy of Management Briarcliff Manor, NY 10510, pp. 17980.

YUKL, G., SEIFERT, C.F. and CHAVEZ, C., 2008. Validation of the extended Influence Behaviour Questionnaire. *The Leadership Quarterly,* **19**(5), pp. 609-621.

ZACCARO, S.J., RITTMAN, A.L. and MARKS, M.A., 2001. Team leadership. *The leadership quarterly,* **12**(4), pp. 451-483.

ZAKKA, J., 2010. Attitudes toward Counterproductive Behaviour in Business and Corporate Social Responsibility: A Developing Country Context. *Oxford Business & Economics Conference Program,* **28**(29), pp. 1-13.

ZALEZNIK, A., 1970. Power and Politics in Organizational Life. *Harvard Business Review,* **May-June**, pp. 47-60.

ZANHOUR, M.M., 2007. Corporate social responsibility in Lebanese family-owned small and medium size enterprises-by Mona Marwan Zanhour.

ZEMKE, R., RAINES, C. and FILIPCZAK, B., 2000. Generations at work. *New York, NY: American Management Association,* .

ZENISEK, T.J., 1979. Corporate Social Responsibility: A Conceptualization Based on Organizational Literature. *Academy of Management Review,* **4**, pp. 359-368.

ZHAO, Z., MENG, F., HE, Y. and GU, Z., 2019. The Influence of Corporate Social Responsibility on Competitive Advantage with Multiple Mediations from Social Capital and Dynamic Capabilities. *Sustainability,* **11**(1), pp. 218.

ZIKMUND, W., 2003. *Business Research Methods.* 7th edn. United States of America: South-Western.

Appendix1: Antecedents of Ethical Leadership in the Past Literature

Ethical Leader Survey

Section 1: Traits

An ethical leader needs to possess a higher level of morality and specific traits that will raise the followers' consciousness and moral values and contribute to leadership effectiveness. Please rank the following leadership traits from 1 to 7. One is the most important trait for an ethical leader, and 7 is the least important trait for an ethical leader.

	Ranking
1. **Trustworthy:** *Being reliable, dependable and worthy of confidence*	
2. **Integrity:** *honest and with a high level of morality*	
3. **Compassionate:** *caring, empathetic and considerate*	
4. **Fair:** *unbiased, objective and just*	
5. **Altruistic:** *selfless with non-egoistic motives or self-interest*	
6. **Conscientious:** *thorough, careful and organized*	
7. **Temperate:** *moderate, agreeable and self-controlled*	

Section 2: Behaviour

Leader's behaviour is a predictor of leadership effectiveness. An ethical leader needs to practise certain behaviour that has the appropriate consequences for the leader and the followers. Please rank the following leadership behaviours from 1 to 7. One is the most important behaviour for an ethical leader, and 7 is the least important behaviour for an ethical leader.

	Ranking
1. **Moral Identity:** *shows a strong concern for ethical and moral values*	
2. **Role Model Behaviour:** *sets an example of ethical behaviour in his/her decisions and actions*	
3. **Communication of Ethical Values:** *communicates clear ethical standards for members*	
4. **Ethical Guidance:** *holds members accountable for using ethical practices in their work*	
5. **Supportive Relationship:** *takes time to instruct new staff members (shares information and expertise with followers)*	
6. **Objectivity:** *ensures that unpopular tasks are assigned to everyone (workloads are distributed evenly including new tasks)*	
7. **Respect:** *includes employees in decisions that affect them*	

Section 3: Power

Power-influence is the power exercised by the leader on his followers. The power approach investigates the leadership effectiveness in relation to the objective of power

possessed, the type of power possessed, and how power is exercised by the leader. Please rank the following types of power from 1 to 7. One is the most appropriate type of power that can be used by an ethical leader, and 7 is the least appropriate type of power for an ethical leader.

	Ranking
1. **Coercive/ Legitimate Position Power:** *The leader's power comes from his/her title/position in the organization or the ability to punish*	
2. **Information/ Expert Position Power:** *The leader's power comes from his/her knowledge, experience, talent or expertise*	
3. **Pressure:** *The leader uses threats or warnings when trying to get followers to do something*	
4. **Rational Persuasion:** *The leader uses facts and logic to make a persuasive case for a request or proposal*	
5. **Power Sharing:** *The leader shares power and responsibility with employees*	
6. **Personalized Power Motives:** *The leader pursues his/her own success at the expense of others*	
7. **Socialized Power Motives:** *The leader influences employees to participate in the ethical development of the company*	

Section 4: Situation

This section concentrates on contextual or situational factors that influence leadership effectiveness. Please rank the following situations from 1 to 7. One is the most important behaviour for an ethical leader and critical situation, and 7 is the least important behaviour and situation.

	Ranking
1. **Dealing with emotionally charged situation:** *The leader takes conscious steps to manage his/her emotions and pressure.*	
2. **Dealing with complex management situation:** *The leader appreciates diverse views and may modify his/her thinking*	
3. **Overcoming challenging situations:** *The leader encourages followers to find ways of dealing constructively with problems/ anxiety.*	
4. **Leading situations requiring change:** *The leader creates conditions that enable the team to perform at its best and explain the reasons behind key decisions.*	
5. **Managing situations with complex interrelationships:** *The leader is aware of the importance of culture and uses this to spread ethical values among key influencers.*	
6. **Managing situations where personal integrity is an issue** *The leader stands up for what he/she believes is right even if this involves a personal cost.*	
7. **Handling situations that involve different stakeholders:** *The leader expresses his/her expectations of internal and external stakeholders whilst acknowledging & respecting their diverse perspective.*	

Section 5: General Background Information:

1. Age:
    1. 18- 23
    2. 24- 29
    3. 30- 36
    4. More than 36

2. Gender:
    1. Female
    2. Male

3. Educational Level:
    1. Secondary
    2. Undergraduate
    3. Master's
    4. Doctorate
    5. Professional Degree
    6. None of the above, please specify………

4. Geographical Area:
    1. North
    2. Beirut
    3. South
    4. Mountain
    5. Biqaa

5. Occupation:
    1. Student
    2. Faculty
    3. Marketing/ Public Relation
    4. Finance/ Accounting
    5. Administrative
    6. Another job, please specify…………..

---

6. Please specify the name of a leader in your university that you consider as an ethical leader, and that fit the criteria you have specified in section one to four……………………….

Appendix 2: Sample Size Calculation

To determine the sample size, there are several methods. In this appendix, the researcher will use Watson method, as one example, on how to calculate the sample size.

Watson Method:

$$n = \frac{\dfrac{P\,(1-P)}{\dfrac{A_{square}}{Z_{square}} + \dfrac{P(1-P)}{N}}}{R}$$

Where:
n = sample size required
N = number of all cases in the population
P = estimated variance in population, as a decimal: (0.5 for 50-50, 0.3 for 70-30)
A = Precision desired, expressed as a decimal (i.e., 0.03, 0.05, 0.1 for 3%, 5%, 10%)
Z = Based on confidence level: 1.96 for 95% confidence, 1.6449 for 90% and 2.5758 for 99%
R = Estimated Response rate, as a decimal

Source: Watson (2001

N (the number of the students, staff and faculty in the thirsty Lebanese Universities) = 100,000
P (usually when it is unknown, a conservative percentage is applied which is 50%) = 0.5 in decimals.
A square (the desired precision "is the range in which the true value of the population is estimated to be" (Watson 2001, p.17) = 0.05 in decimals
Z square (the confidence level "is the statistical measure of the number of times out of 100 that results can be expected to be within a specified range" (Watson 2001, p.17). Usually, in social sciences, it is 95% with a corresponding Z value of 1.96 (Watson, 2001)) = 1.96
R (given the researcher network, the estimated response rate is determined as 100%) = 1%
Then to calculate n (the sample size), it will be by applying the Watson Formula above = 383 individuals out of the 100,000 population.

Appendix 3: Data Collection Tools (Qualitative Analysis)

Interview Questions

Section 1

1. **Environment:** What is your opinion on the various current local and global challenges facing the educational sector?
2. **Corporate Culture:** Describe your University corporate culture?
3. **Code of Conduct:** Does your University have a Code of Conduct in place?
   If yes, Follow-up question: Does your University have a formal policy in place regarding business conduct and ethical compliance?
4. **Objectives:** Give us your impression on the kind of objectives that are to be achieved in the University.
5. **Followers:** Can you describe your subordinates traits and abilities?
   Follow- up question: Are they qualified? Highly motivated? Satisfied? Responsible? Able to work with minimal supervision?
6. **CSR:** Tell me what you understand about the concept of corporate social responsibility?
   Follow- up question: What are the advantages and disadvantages of incorporating CSR into the organization?
7. **Strategy:** Are CSR initiatives underpinned by the corporate strategy?
   Follow- up question: Who supports decisions related to social responsibility?

Section 2

Below are some areas of social responsibility based on the Principles for Responsible Management Education (PRME) in 2007. For which of the following social issues, does your University have a policy or started some actual initiatives?

8. **Purpose:** Developing students' capabilities to be future generators of sustainable value for the society through educational frameworks, workshops and materials.
9. **Values:** Incorporating CSR courses and sustainability values into the curriculum to better prepare students for future employment.
10. **Research:** Conducting conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environment and economic value.
11. **Partnership:** Engaging the students in promoting CSR initiatives in their community through the University partnership with businesses, civil society and government.
12. **Fairness:** A no discrimination policy while treating the employees of the University in a fair, respectful, and non-biased manner.
13. **Natural Resource Conversation**: reducing the consumption of energy, power and water, and finding alternative sources of energy (as waste management).

14. **Green Environment:** Maintaining a better sustainable environment (as campus recycling initiatives, zero-waste events, carbon emission control, and clean-up days).

<u>**Section 3**</u>

1. Name:
2. Sex: Male   Female
3. Year of birth:
4. Position:
5. Years of service in the University:
6. Number of followers:
7. Educational background: High school Some college Bachelor's degree Master's Doctorate

Data Collection Tools

<u>Observation</u>

The researcher will do field observations to examine the following data:
- Is the organizational culture in the university positive (characterized by innovation, accountability, transparency, trust, freedom of expression and good governance) or negative (characterized by less focus on innovation, no power-sharing, no trust, no freedom of expression, rigid procedures, command and control style of management and demanding leaders)?
- If there is a code of conduct, does it guide decision making and define relationships?
- What kind of values are defined by the organizational culture (integrity, respect, diversity and equity or hostility and negativity)?
- Does the university actually pursue what is mentioned in their website in terms of their mission, vision and objectives?
- Are the followers highly qualified and motivated, or there are lower employee performance and less work enjoyment?
- What kind of PRME initiatives has the university actually started implementing? For example, does the university actually conduct CSR seminars and workshops? Is there a green campus, cleaning-up campaigns and environmental engagement? Is the non-discrimination policy actually applied? Are the qualifications the base for recruiting, promoting and compensating? Or, there is discrimination on the basis of age, religion and political views.

<u>Visuals and Documents</u>

The researcher has used some information from visuals and documents available on the university website or printed brochures to examine the following:

- The university history, founder, location, facilities, accreditation, programs, faculties, degrees, affiliations and exchange programs, tuition and number of employees, faculty and students.
- The university mission, vision and objectives.
- The leader's profile, experience and publications.

(As per the introduction available for each university in the supplementary section 2: within-case analysis)

- The university's code of conduct and formal policy regarding ethical compliance.
- The faculty and staff job description if it includes civic and environmental engagement.
- The university CSR strategy.
- The CSR courses, publication and activities.
- The written and published fairness policy.

<u>Interviews</u>

The researcher has conducted eight formal interviews with the nominated leaders in each of the selected universities. The interview questions are mentioned earlier in this appendix. The answers to these questions are available in the supplementary information- section 2 (the within-case analysis) under segments that start with according to the leader. The followers of the leader are asked the same questions, and their input is used to validate the results of the formal interview. The answers to these questions are available in the supplementary information- section 2 (the within-case analysis) under segments that start with according to the followers. For example: for AUB (pg. 11 and pg.13), for AU (pg. 38 and pg.42), for BU (pg. 56, pg.57, pg.58 and pg.61) and for CU (pg. 74 and pg.77) in the supplementary information- section 2.

Appendix 4: Self-Attributes Chi-square Tables

Age and Leadership Characteristics:

Age group	18 – 23 (n=167)	24 – 29 (n=99)	30 – 36 (n=62)	More than 36 (n=56)	p-value
	Traits				
Trustworthy					0.368
Most important	132(79.0)	84(84.8)	49(79.0)	41(73.2)	
Least important	35(21.0)	15(15.2)	13(21.0)	15(26.8)	
Integrity					0.358
Most important	112(67.1)	74(74.7)	48(77.4)	39(69.6)	
Least important	55(32.9)	25(25.3)	14(22.6)	17(30.4)	
Compassionate					0.301
Most important	42(25.1)	34(34.3)	18(29.0)	20(35.7)	
Least important	125(74.9)	65(65.7)	44(71.0)	39(64.3)	
Fair					**0.019**
Most important	92(55.1)	45(45.5)	40(64.5)	22(39.3)	
Least important	75(44.9)	54(54.5)	22(35.5)	34(60.7)	
Altruistic					0.483
Most important	42(25.1)	22(22.2)	10(16.1)	11(19.6)	
Least important	125(74.9)	77(77.8)	52(83.9)	45(80.4)	
Conscientious					0.066
Most important	45(26.9)	21(21.2)	15(24.2)	23(41.1)	
Least important	122(73.1)	78(78.8)	47(75.8)	33(58.9)	
Temperate					0.238
Most important	38(22.8)	19(19.2)	7(11.3)	12(21.4)	
Least important	129(77.2)	80(80.8)	55(88.7)	44(78.6)	
	Behaviour				
Moral Identity					0.697
Most important	87(52.1)	49(49.5)	31(50.0)	24(42.9)	
Least important	80(47.9)	50(50.5)	31(50.0)	32(57.1)	
Role Model Behaviour					0.967
Most important	84(50.3)	49(49.5)	31(50.0)	30(53.6)	
Least important	83(49.7)	50(50.5)	31(50.0)	26(46.4)	
Communication					0.356
Most important	63(37.7)	40(40.4)	27(43.5)	16(28.6)	
Least important	104(62.3)	59(59.6)	35(56.5)	40(71.4)	
Ethical Guidance					0.478
Most important	60(35.9)	31(31.3)	18(29.0)	23(41.1)	
Least important	107(64.1)	68(68.7)	44(71.0)	33(58.9)	
Supportive Relationship					0.969
Most important	62(37.1)	37(37.1)	22(35.5)	19(33.9)	
Least important					
Objectivity					0.101
Most important	51(30.5)	35(35.4)	25(40.3)	27(48.2)	
Least important	116(69.5)	64(64.6)	37(59.7)	29(51.8)	
Respect					0.933
Most important	94(56.3)	55(55.6)	33(53.2)	29(51.8)	

Least important	120(71.9)	69(69.7)	37(59.7)	49(87.5)	
Power					
Coercive Legitimate					**0.006**
Most important	47(28.1)	30(30.3)	25(40.3)	7(12.5)	
Least important	120(71.9)	69(69.7)	37(59.7)	49(87.5)	
Information Expert					0.853
Most important	110(65.9)	61(61.6)	41(66.1)	38(67.9)	
Least important	57(34.1)	38(38.4)	21(33.9)	18(32.1)	
Pressure					0.137
Most important	21(12.6)	18(18.2)	12(19.4)	4(7.1)	
Least important	146(87.4)	81(81.8)	50(80.6)	52(92.9)	
Rational Persuasion					0.251
Most important	91(54.5)	58(58.6)	37(59.7)	39(69.6)	
Least important	76(45.5)	41(41.4)	25(40.3)	17(30.4)	
Power Sharing*					0.095
Most important	108(64.7)	62(63.3)	29(46.8)	33(58.9)	
Least important	59(35.3)	36(36.7)	33(53.2)	23(41.1)	
Personalized Power*					0.265
Most important	46(27.7)	21(21.2)	10(16.1)	14(25.0)	
Least important	120(72.3)	78(78.8)	52(83.9)	42(75.0)	
Socialize Power					0.499
Most important	76(45.5)	47(47.5)	31(50.0)	32(57.1)	
Least important	91(54.5)	52(52.5)	31(50.0)	24(42.9)	
Situation					
Emotion Charged					0.131
Most important	83(49.7)	48(48.5)	28(45.2)	18(32.1)	
Least important	84(50.3)	51(51.5)	34(54.8)	38(67.9)	
Complex Management					0.613
Most important	88(52.7)	57(57.6)	33(53.2)	26(46.4)	
Least important	79(47.3)	42(42.4)	29(46.8)	30(53.6)	
Challenging					0.081
Most important	73(43.7)	50(50.5)	39(62.9)	28(50.0)	
Least important	94(56.3)	49(49.5)	23(37.1)	28(50.0)	
Change					0.151
Most important	72(43.1)	43(43.4)	35(56.5)	31(55.4)	
Least important	95(56.9)	56(56.6)	27(43.5)	25(44.6)	
Interrelationship					0.201
Most important	65(38.9)	38(38.4)	18(29.0)	27(48.2)	
Least important	102(61.1)	61(61.6)	44(71.0)	29(51.8)	
Personal Integrity					0.328
Most important	57(34.1)	28(28.3)	16(25.8)	22(39.3)	
Least important	110(65.9)	71(71.7)	46(74.2)	34(60.7)	
Stakeholders					0.539
Most important	62(37.1)	33(33.3)	18(29.0)	16(28.6)	
Least important	105(62.9)	66(66.7)	44(71.0)	40(71.4)	

Gender and Leadership Characteristics:

	Male (n=194)	Female (n=188)	p-value
Traits			
Trustworthy			0.091
Most important	144(76.6)	162(83.5)	
Least important	44(23.4)	32(16.5)	
Integrity			0.447
Most important	131(69.7)	142(73.2)	
Least important	57(30.3)	52(26.8)	
Compassionate			0.517
Most important	58(30.9)	54(27.8)	
Least important	130(69.1)	140(72.2)	
Fair			0.187
Most important	91(48.4)	107(55.2)	
Least important	97(51.6)	87(44.8)	
Altruistic			0.162
Most important	47(25.0)	37(19.1)	
Least important	141(75.0)	157(80.9)	
Conscientious			0.055
Most important	59(31.4)	44(22.7)	
Least important	129(68.6)	150(77.3)	
Temperate			0.982
Most important	37(19.7)	38(19.6)	
Least important	151(80.3)	156(80.4)	
Behaviour			
Moral Identity			0.838
Most important	95(50.5)	96(49.5)	
Least important	93(49.5)	98(50.5)	
Role Model Behaviour			0.840
Most important	94(50.0)	99(51.0)	
Least important	94(50.0)	95(49.0)	
Communication			0.195
Most important	78(41.5)	68(35.1)	
Least important	110(58.5)	126(64.9)	
Ethical Guidance			0.996
Most important	64(34.0)	66(34.0)	
Least important	124(66.0)	128(66.0)	
Supportive Relationship			0.848
Most important	68(36.2)	72(37.1)	
Least important	120(63.8)	122(62.9)	
Objectivity			0.531
Most important	64(34.0)	72(37.1)	
Least important	124(66.0)	122(62.9)	
Respect			0.629
Most important	101(53.7)	109(56.2)	
Least important	87(46.3)	85(43.8)	
Power			
Coercive Legitimate			0.674
Most important	55(29.3)	53(27.3)	
Least important	133(70.7)	141(72.7)	
Information Expert			0.130

Most important	116(61.7)	134(69.1)	
Least important	72(38.3)	60(30.9)	
Pressure			0.476
Most important	29(15.4)	25(12.9)	
Least important	159(84.6)	169(87.1)	
Rational Persuasion			0.497
Most important	114(60.6)	111(57.2)	
Least important	74(39.4)	83(42.8)	
Power Sharing			0.403
Most important	110(58.5)	121(62.7)	
Least important	78(41.5)	72(37.3)	
Personalized Power			0.939
Most important	44(23.5)	45(23.2)	
Least important	143(76.5)	149(76.8)	
Socialize Power			0.545
Most important	94(50.0)	91(46.9)	
Least important	94(50.0)	103(53.1)	
Situation			
Emotion Charged			0.130
Most important	94(50.0)	82(42.3)	
Least important	94(50.0)	112(57.7)	
Complex Management			0.078
Most important	109(58.0)	95(49.0)	
Least important	79(42.0)	99(51.0)	
Challenging			0.608
Most important	91(48.4)	99(51.0)	
Least important	97(51.6)	95(49.0)	
Change			0.422
Most important	93(49.5)	88(45.4)	
Least important	95(50.5)	106(54.6)	
Interrelationship			0.307
Most important	67(35.6)	79(40.7)	
Least important	121(64.4)	115(59.3)	
Personal Integrity			0.060
Most important	51(27.1)	70(36.1)	
Least important	137(72.9)	124(63.9)	
Stakeholders			0.386
Most important	59(31.4)	69(35.6)	
Least important	129(68.6)	125(64.4)	

Geographical Area and Leadership Characteristics:

	Beirut (n=245)	Other governorates (n=138)	p-value
Traits			
Trustworthy			**0.032**
Most important	187(76.3)	118(85.5)	
Least important	58(23.7)	20(14.5)	
Integrity			0.638
Most important	167(71.8)	96(69.6)	
Least important	69(28.2)	42(30.4)	
Compassionate			0.526
Most important	75(30.6)	38(27.5)	
Least important	170(69.4)	100(72.5)	
Fair			0.881
Most important	128(52.2)	71(51.4)	
Least important	117(47.8)	67(48.6)	
Altruistic			0.027
Most important	63(25.7)	22(15.9)	
Least important	182(74.3)	116(84.1)	
Conscientious			0.715
Most important	65(26.5)	39(28.3)	
Least important	180(73.5)	99(71.7)	
Temperate			0.134
Most important	43(17.6)	33(23.9)	
Least important	202(82.4)	105(76.1)	
Behaviour			
Moral Identity			0.374
Most important	118(48.2)	73(52.9)	
Least important	127(51.8)	65(47.1)	
Role Model Behaviour			0.194
Most important	118(48.2)	76(55.1)	
Least important	127(51.8)	62(44.9)	
Communication			0.546
Most important	90(36.7)	55(39.9)	
Least important	155(63.3)	83(60.1)	
Ethical Guidance			0.106
Most important	91(37.1)	40(29.0)	
Least important	154(62.9)	98(71.0)	
Supportive Relationship			0.154
Most important	96(39.2)	44(31.9)	
Least important	149(60.8)	94(68.1)	
Objectivity			0.546
Most important	91(37.1)	47(34.1)	
Least important	154(62.9)	91(65.9)	
Respect			0.254
Most important	129(52.7)	81(58.7)	
Least important	116(47.3)	57(41.3)	
Power			
Coercive Legitimate			0.056

Most important	61(24.9)	47(34.1)	
Least important	184(75.1)	91(65.9)	
Information Expert			0.701
Most important	161(65.7)	88(63.8)	
Least important	84(34.3)	50(36.2)	
Pressure			0.077
Most important	41(16.7)	14(10.1)	
Least important	204(83.3)	124(89.9)	
Rational Persuasion			0.477
Most important	140(57.1)	84(60.9)	
Least important	105(42.9)	54(39.1)	
Power Sharing			0.137
Most important	155(63.5)	77(55.8)	
Least important	89(36.5)	61(44.2)	
Personalized Power			0.873
Most important	59(24.1)	32(23.4)	
Least important	186(75.9)	105(76.6)	
Socialize Power			0.525
Most important	116(47.3)	70(50.7)	
Least important	129(52.7)	68(49.3)	
Situation			
Emotion Charged			0.171
Most important	119(48.6)	57(41.3)	
Least important	126(51.4)	81(58.7)	
Complex Management			0.807
Most important	131(53.5)	72(52.2)	
Least important	114(46.5)	66(47.8)	
Challenging			0.058
Most important	112(45.7)	77(55.8)	
Least important	133(54.3)	61(44.2)	
Change			0.061
Most important	107(43.7)	74(53.6)	
Least important	138(56.3)	64(46.4)	
Interrelationship			0.772
Most important	96(39.2)	52(37.7)	
Least important	149(60.8)	86(62.3)	
Personal Integrity			0.225
Most important	84(34.3)	39(28.3)	
Least important	161(65.7)	99(71.7)	
Stakeholders			0.433
Most important	86(35.1)	43(31.2)	
Least important	159(64.9)	95(68.8)	

Education and Leadership Characteristics:

	Undergraduates (n=187)	Graduate (n=186)	Other (n=10)	p-value
	Traits			
Trustworthy				0.353
Most important	153(81.8)	143(76.9)	9(90.0)	
Least important	34(18.2)	43(23.1)	1(10.0)	
Integrity				0.540
Most important	128(68.4)	137(73.7)	7(70.0)	
Least important	59(31.6)	49(26.3)	3(30.0)	
Compassionate				0.887
Most important	53(28.3)	57(30.6)	3(30.0)	
Least important	134(71.7)	129(69.4)	7(70.0)	
Fair				0.721
Most important	99(52.9)	96(51.6)	4(40.0)	
Least important	88(47.1)	90(48.4)	6(60.0)	
Altruistic				0.542
Most important	46(24.6)	37(19.9)	2(20.0)	
Least important	141(75.4)	149(80.1)	8(80.0)	
Conscientious				0.146
Most important	43(23.0)	59(31.7)	2(20.0)	
Least important	144(77.0)	127(68.3)	8(80.0)	
Temperate				0.120
Most important	41(21.9)	31(16.7)	4(40.0)	
Least important	146(78.1)	155(83.3)	6(60.0)	
	Behaviour			
Moral Identity				0.817
Most important	94(50.3)	92(49.5)	4(40.0)	
Least important	93(49.7)	94(50.5)	6(60.0)	
Role Model Behaviour				0.493
Most important	90(48.1)	99(53.2)	4(40.0)	
Least important	97(51.9)	87(46.8)	6(60.0)	
Communication				0.961
Most important	70(37.4)	72(38.7)	4(40.0)	
Least important	117(62.6)	114(61.3)	6(60.0)	
Ethical Guidance				0.621
Most important	65(34.8)	65(34.9)	2(20.0)	
Least important	122(65.2)	121(65.1)	8(80.0)	
Supportive Relationship				**0.033**
Most important	73(39.0)	60(32.3)	7(70.0)	
Least important	114(61.0)	126(67.7)	3(30.0)	
Objectivity				0.079
Most important	59(31.6)	77(41.4)	2(20.0)	
Least important	128(68.4)	109(58.6)	8(80.0)	
Respect				0.143
Most important	110(58.8)	93(50.0)	7(70.0)	
Least important	77(41.2)	93(50.0)	3(30.0)	
	Power			
Coercive Legitimate				0.359
Most important	51(27.3)	56(30.1)	1(10.0)	
Least important	136(72.7)	130(69.9)	9(90.0)	

Information Expert				0.950
Most important	122(65.2)	121(65.1)	7(70.0)	
Least important	65(34.8)	65(34.9)	3(30.0)	
Pressure				0.417
Most important	27(14.4)	28(15.1)	0(0.0)	
Least important	160(85.6)	158(84.9)	10(100.0)	
Rational Persuasion				0.412
Most important	104(55.6)	114(61.3)	7(70.0)	
Least important	83(44.4)	72(38.7)	3(30.0)	
Power Sharing				0.711
Most important	117(62.6)	108(58.4)	6(60.0)	
Least important	70(37.4)	77(41.6)	4(40.0)	
Personalized Power				0.354
Most important	46(24.7)	40(21.5)	4(40.0)	
Least important	140(75.3)	146(78.5)	6(60.0)	
Socialize Power				0.963
Most important	92(49.2)	89(47.8)	5(50.0)	
Least important	95(50.8)	97(52.2)	5(50.0)	
Situation				
Emotion Charged				0.289
Most important	92(49.2)	79(42.5)	6(60.0)	
Least important	95(50.8)	107(57.5)	4(40.0)	
Complex Management				0.408
Most important	102(54.5)	94(50.5)	7(70.0)	
Least important	85(45.5)	92(49.5)	3(30.0)	
Challenging				0.130
Most important	83(44.4)	102(54.8)	5(50.0)	
Least important	104(55.5)	84(45.2)	5(50.0)	
Change				0.082
Most important	77(41.2)	98(52.7)	5(50.0)	
Least important	110(58.8)	88(47.3)	5(50.0)	
Interrelationship				0.508
Most important	77(41.2)	87(36.0)	3(30.0)	
Least important	110(58.8)	119(64.0)	7(70.0)	
Personal Integrity				0.957
Most important	59(31.6)	61(32.8)	3(30.0)	
Least important	128(68.4)	125(67.2)	7(70.0)	
Stakeholders				0.122
Most important	70(37.4)	58(31.2)	1(10.0)	
Least important	117(62.6)	128(68.8)	9(90.0)	

Occupation and Leadership Characteristics:

Occupation	Student (n=138)	Faculty (n=80)	Staff (n=122)	Other (n=44)	p-value
Traits					
Trustworthy					0.572
Most important	114(82.6)	60(75.0)	98(80.3)	34(77.3)	
Least important	24(17.4)	20(25.0)	24(19.7)	10(22.7)	
Integrity					0.917
Most important	96(69.6)	59(73.8)	86(70.5)	32(72.7)	
Least important	42(30.4)	21(26.2)	36(29.5)	12(27.3)	
Compassionate					0.105
Most important	33(23.9)	22(27.5)	46(37.7)	13(29.5)	
Least important	105(76.1)	58(72.5)	76(62.3)	31(70.5)	
Fair					0.994
Most important	72(52.2)	42(52.5)	63(51.6)	22(50.0)	
Least important	66(47.8)	38(47.5)	59(48.4)	22(50.0)	
Altruistic					0.384
Most important	37(26.8)	17(21.2)	22(18.0)	9(20.5)	
Least important	101(73.2)	63(78.8)	100(82.0)	35(79.5)	
Conscientious					0.052
Most important	36(26.1)	31(38.8)	26(21.3)	11(25.0)	
Least important	102(73.9)	49(61.3)	96(78.7)	33(75.0)	
Temperate					0.291
Most important	29(21.0)	10(12.5)	26(21.3)	11(25.0)	
Least important	109(79.0)	70(87.5)	96(78.7)	33(75.0)	
Behaviour					
Moral Identity					0.062
Most important	77(55.8)	32(40.0)	56(45.9)	26(59.1)	
Least important	61(44.2)	48(60.0)	66(54.1)	18(40.9)	
Role Model Behaviour					0.132
Most important	67(48.6)	49(61.3)	60(49.2)	18(40.9)	
Least important	71(51.4)	31(38.8)	62(50.8)	26(59.1)	
Communication					0.654
Most important	49(35.5)	29(36.2)	52(42.6)	16(36.4)	
Least important	89(64.5)	51(63.7)	70(57.4)	28(63.6)	
Ethical Guidance					0.684
Most important	44(31.9)	26(32.5)	44(36.1)	18(40.9)	
Least important	94(68.1)	54(67.5)	78(63.9)	26(59.1)	
Supportive Relationship					0.544
Most important	49(35.5)	26(32.5)	45(36.9)	20(45.5)	
Least important	89(64.5)	54(67.5)	77(63.1)	24(54.5)	
Objectivity					0.260
Most important	46(33.3)	35(43.8)	45(36.9)	12(27.3)	
Least important	92(66.7)	45(56.2)	77(63.1)	32(72.7)	
Respect					0.527
Most important	82(59.4)	43(53.8)	65(53.3)	21(47.7)	
Least important	56(40.6)	37(46.2)	57(46.7)	23(52.3)	
Power					
Coercive Legitimate					0.959
Most important	40(29.0)	21(26.2)	36(29.5)	12(27.3)	

Least important	98(71.0)	59(73.8)	86(70.5)	32(72.7)	
Information Expert					0.264
Most important	96(69.6)	49(61.3)	81(66.4)	24(54.5)	
Least important	42(30.4)	31(38.8)	41(33.6)	20(45.5)	
Pressure					0.124
Most important	15(10.9)	9(11.2)	25(20.5)	6(13.6)	
Least important	123(89.1)	71(88.8)	97(79.5)	38(86.4)	
Rational Persuasion					0.154
Most important	73(52.9)	55(68.8)	71(58.2)	26(59.1)	
Least important	65(47.1)	25(31.2)	51(41.8)	18(40.9)	
Power Sharing*					0.333
Most important	87(63.0)	45(57.0)	69(56.6)	31(70.5)	
Least important	51(37.0)	34(43.0)	53(43.4)	13(29.5)	
Personalized Power*					0.548
Most important	32(23.4)	15(18.8)	31(25.4)	13(29.5)	
Least important	105(76.6)	65(81.2)	91(74.6)	31(70.5)	
Socialize Power					0.208
Most important	70(50.7)	45(56.2)	51(41.8)	20(45.5)	
Least important	68(49.3)	35(43.8)	71(58.2)	24(54.5)	
Situation					
Emotion Charged					**0.045**
Most important	68(49.3)	26(32.5)	63(51.6)	20(45.5)	
Least important	70(50.7)	54(67.5)	59(48.4)	24(54.5)	
Complex Management					0.783
Most important	78(56.5)	40(50.0)	63(51.6)	23(52.3)	
Least important	60(43.5)	40(50.0)	59(48.4)	21(47.7)	
Challenging					0.307
Most important	60(43.5)	43(53.8)	62(50.8)	25(56.8)	
Least important	78(56.5)	37(46.2)	60(49.2)	19(43.2)	
Change					**0.015**
Most important	52(37.7)	48(60.0)	60(49.2)	21(47.7)	
Least important	86(62.3)	32(40.0)	62(50.8)	23(52.3)	
Interrelationship					0.632
Most important	59(42.8)	29(36.2)	45(36.9)	15(34.1)	
Least important	79(57.2)	51(63.7)	77(63.1)	29(65.9)	
Personal Integrity					0.699
Most important	42(30.4)	30(37.5)	38(31.1)	13(29.5)	
Least important	96(69.6)	50(62.5)	84(68.9)	31(70.5)	
Stakeholders					0.351
Most important	54(39.1)	24(30.0)	36(29.5)	15(34.1)	
Least important	84(60.9)	56(70.0)	86(70.5)	29(65.9)	

Appendix 5: Within Case Analysis

5.2.1.2 Case One -Data Display
Table 5.3: Effect Matrix
Table 5.11: Explanatory Effect Matrix

Table 5.3: AUB Effect Matrix

	Issues	Ethical Leadership	PRME Compliance
Environmental Level			
Global Challenges			
	Technology-Information System	To safeguard the interests of stake-holders and overcome unfavourable publicity, EL has to develop human capital and encourages students to learn about global threats and challenges.	Collaborates with the wider community for students development (P). Also, AUB is a research-led learning university and a leader in home-grown research that addresses several global challenges ®.
	Breaches in Ethics		
	Violence and Terrorism		
	Shortcoming of Global Governance		
Local Challenges			
	Competition	To attain a strong competitive position, positive image and credible reputation, EL needs to address, with all the university members, the local challenges in Lebanon and the region.	Students contribute in events related to philanthropic activities (P)
	Cost of AUB Tuition		
	Economic and Financial Situation		
	Environmental Pressures		Several centres within the university to study the efficient use of Natural Resources and Environment Preservation (E.)
	Random Waste Dumps		
	Water /Soil Contamination		
	Congestion /Pollution		
	Crumbling Infrastructure/		
	Lack of Greenery		
	No Governmental Support/ Corruption		Students contribute in events related to community service (P)
	Political Instability/ No Safety		A leader in home-grown research that addresses several local challenges ®.
Organizational Level			
Formal Structure			
	Power- Authority	Leader have the authority to put CSR at its core	Deep Green University fulfilling the seven principles of the PRME. A multi-faceted approach in CSR and sustainability practices
	Degree of Formalization:		
	CSR Strategy	CSR initiatives are within the corporate strategy and support the university's objectives. Annual Reporting System for CSR Initiatives	
	CSR Budget	Annual Budget for CSR	
	Centralization: Management Support	Reinforcement for successful CSR plans	
Informal Structure			
	Positive Corporate Culture	A culture of accountability, trust, transparency, freedom of expression, innovation and creativity.	CSR in academic programs (V), vocational programs (P) and human resources policies (F).
	Code of Conduct	Guide Decision Making /Relationships	Non-Discrimination Policy (F)
	Code of Conduct Policy Enforcement	Formal Policy regarding ethics	Breaches subject to corrective measures (F)
Employee-Task Level			
	High Qualifications and Expertise	Only top-calibre and knowledgeable employees are recruited. Diversified professional team	Qualifications are the base for recruitment, promotion and compensation. Also, there is a non-discrimination policy and breaches in this policy are subject to corrective measures (F).
	Motivated Followers	Good governance	
	Followers Sense of Responsibility	CSR included in the job description. Community Services is a job specification.	

EL= Ethical Leadership

P= Purpose

V= Value

F= Fairness

E= Natural Resource Conservation and Green Environment

Table 5.11: AUB Explanatory Effect Matrix

	Issues	Ethical Leadership	PRME Compliance	Explanation
Environmental Level				
Global Challenges				
	Technology-Information System	To safeguard the interests of stake-holders and overcome unfavourable publicity, EL has to develop human capital and encourages students to learn about global threats and challenges.	Collaborates with the wider community for students development (P). Also, AUB is a research-led learning university and a leader in home-grown research that addresses several global challenges ®.	EL is working on adapting an advanced technology in building the academic infrastructure
	Breaches in Ethics			EL is reinforcing an ethical environment within the university
	Violence and Terrorism			through promoting citizenship
	Shortcoming of Global Governance			among students and engaging them in a global and multidimensional education
Local Challenges				
	Competition	To attain a strong competitive position, positive image and credible reputation, EL needs to address, with all the university members, the local challenges in Lebanon and the region.	Students contribute in events related to philanthropic activities (P)	Ethical leader aims at promoting the economic progress in the country.
	Cost of AUB Tuition			
	Economic and Financial Situation			
	Environmental Pressures		Several centres within the university to study the efficient use of Natural Resources and Environment Preservation (E.)	Ethical leader advances civic and environmental engagement to improve human conditions, protect natural resources and stewardship sustainability.
	Random Waste Dumps			
	Water /Soil Contamination			
	Congestion /Pollution			
	Crumbling Infrastructure/			
	Lack of Greenery			
	No Governmental Support/ Corruption		Students contribute in events related to community service (P)	Leader partners with Business and governmental agencies to serve
	Political Instability/ No Safety		A leader in home-grown research that addresses several local challenges ®.	societal needs and local conditions of the population as protecting health in armed conflict areas, supporting refugees and minimizing the suffering of working children
Organizational Level				
Formal Structure				
	Power- Authority	Leader have the authority to put CSR at its core	Deep Green University fulfilling the seven principles of the PRME.	Leader have the authority to initiate and implement CSR plans
	Degree of Formalization:			
	CSR Strategy	CSR initiatives are within the corporate strategy and support the university's objectives. Annual Reporting System for CSR Initiatives	A multi-faceted approach in CSR and sustainability practices	The leader has management's support and adequate resources to serve the interests of different stakeholders. Given that CSR is a mainstream in the university, the leader can promote CSR as forward long-term thinking
	CSR Budget	Annual Budget for CSR		
	Centralization: Management Support	Reinforcement for successful CSR plans		
Informal Structure				
	Positive Corporate Culture	A culture of accountability, trust, transparency, freedom of expression, innovation and creativity.	CSR in academic programs (V), vocational programs (P) and human resources policies (F).	The leader works with his team to empower the youth and develop global ethical leaders
	Code of Conduct	Guide Decision Making /Relationships	Non-Discrimination Policy (F)	Ethical leader is a role-model that practices values of respect integrity, fairness and equity and inspires his followers to act in good faith, eliminate inequities & avoid favouritism
	Code of Conduct Policy Enforcement	Formal Policy regarding ethics	Breaches subject to corrective measures (F)	
Employee-Task Level				
	High Qualifications and Expertise	Only top-calibre and knowledgeable employees are recruited. Diversified professional team	Qualifications are the base for recruitment, promotion and compensation. Also, there is a non-discrimination policy and breaches in this policy are subject to corrective measures (F).	CSR activities are aligned based on each employee expertise
	Motivated Followers	Good governance		Engage in and lead CSR activities
	Followers Sense of Responsibility	CSR included in the job description Community Services is a job specification.		Leader encourages followers to engage in civic and environmental practices

EL= Ethical Leadership

P= Purpose

V= Value

F= Fairness

E= Natural Resource Conservation and Green Environment

5.2.2.2. Case Two -Data Display
Table 5.4: Effect Matrix

Table 5.12: Explanatory Effect Matrix

Table 5.4: LGU Effect Matrix

	Issues	Ethical Leadership	PRME Compliance
Environmental Level			
Global Challenges			
	Breaches in Ethics	To serve the interests of stakeholders and achieve a strong competitive position , the EL has to encourage students to learn about and manage global threats.	Collaborates with the wider community for students development (P). Dedicated budget and time for research projects that address global challenges (R).
	Violence and Terrorism		
	Shortage in Clean Water		
	Global Financial Crisis		
	Economic Inequalities		
	Resource Scarcity/ Population Growth		
Local Challenges			
	Competition	To gain a degree of accountability, transparency,positive image, and credible reputation for the university,the EL needs to address local challenges in Lebanon and the region.	Students contribute in events related to philanthropic activities (P)
	Unemployment Rate among Graduates		
	Economic and Financial Situation		
	Environmental Pressures		
	Congestion and Pollution		
	Climate Change		
	No Governmental Support/ Corruption		Students contribute in events related to community service (P) Dedicated budget and time for research projects that address local and regional issues (R)
	Political Instability/ No Safety		
Organizational Level			
Formal Structure			
	Power- Authority	The leader have no authority to implement CSR initiatives on his own	Light Green University fulfilling some of the seven principles of the PRME. LGU needs to advance CSR to match the previously discussed universities in this study
	Degree of Formalization:		
	CSR Strategy	CSR initiatives are not underpinned in the Corporate Strategy No Annual Reporting System for CSR initiatives	
	CSR Budget	No Annual Budget for CSR	
	Centralization: Management Support	No support from the owners on CSR	
Informal Structure			
	Positive Corporate Culture	Not well-defined corporate culture with less common understanding of what LGU stands for	CSR in academic programs (V), vocational programs (P) and human resources policies (F).
	Code of Conduct	No Code of Conduct	Informal rituals, norms and habits .
	Code of Conduct Policy Enforcement	No Formal Policy regarding ethics	Verbal procedures to resolve conflicts
Employee-Task Level			
	High Qualifications and Expertise	Only top-calibre and knowledgeable employees are recruited.	Qualifications are the base for recruitment, promotion and compensation (F). However, sometimes recruitment is done on the basis of other considerations as nepotism.
	Motivated Followers	Training and Development programs	
	Followers Sense of Responsibility	Training programs, conferences and seminars for faculty members/employees to introduce the concept of CSR	

EL= Ethical Leadership

P= Purpose

V= Value

F= Fairness

E= Natural Resource Conservation and Green Environment

Table 5.12: LGU Explanatory Effect Matrix

	Issues	Ethical Leadership	PRME Compliance	Explanation
Environmental Level				
Global Challenges				
	Breaches in Ethics	To serve the interests of stakeholders and achieve a strong competitive position , the EL has to encourage students to learn about and manage global threats.	Collaborates with the wider community for students development (P). Dedicated budget and time for research projects that address global challenges (R).	EL is reinforcing an ethical environment within the university through bringing up future corporate citizens and engaging them in a global and multidimensional education
	Violence and Terrorism			
	Shortage in Clean Water			
	Global Financial Crisis			
	Economic Inequalities			
	Resource Scarcity/ Population Growth			
Local Challenges				
	Competition	To gain a degree of accountability, transparency,positive image, and credible reputation for the university,the EL needs to address local challenges in Lebanon and the region.	Students contribute in events related to philanthropic activities (P)	Ethical leader aims at developing the economic situation and the local conditions of the population
	Unemployment Rate among Graduates			
	Economic and Financial Situation			
	Environmental Pressures Congestion and Pollution Climate Change			
	No Governmental Support/ Corruption Political Instability/ No Safety		Students contribute in events related to community service (P) Dedicated budget and time for research projects that address local and regional issues (R)	Leader partners with Business and governmental agencies to serve societal needs and protect the well-being of the youth.
Organizational Level				
Formal Structure				
	Power- Authority	The leader have no authority to implement CSR initiatives on his own	Light Green University fulfilling some of the seven principles of the PRME. LGU needs to advance CSR to match the previously discussed universities in this study	The leader must take the approval of the owners on CSR ideas and plans. CSR is considered by the owners as unjustified expenditure, cost that can not be recouped again and that there is no evidence that engaging in CSR activities can increase the number of students' enrolment. The leader seeks the help of sponsors to finance CSR programs
	Degree of Formalization: CSR Strategy	CSR initiatives are not underpinned in the Corporate Strategy No Annual Reporting System for CSR initiatives		
	CSR Budget	No Annual Budget for CSR		
	Centralization: Management Support	No support from the owners on CSR		
Informal Structure				
	Positive Corporate Culture	Not well-defined corporate culture with less common understanding of what LGU stands for	CSR in academic programs (V), vocational programs (P) and human resources policies (F).	The leader works with his team to copy the German module in education that is based on clear discipline/articulated values.
	Code of Conduct	No Code of Conduct	Informal rituals, norms and habits .	Ethical leader is a role-model that practices values of respect integrity, fairness and trustworthiness and inspires his followers to promote diversity and eliminate sectarianism.
	Code of Conduct Policy Enforcement	No Formal Policy regarding ethics	Verbal procedures to resolve conflicts	
Employee-Task Level				
	High Qualifications and Expertise	Only top-calibre and knowledgeable employees are recruited.	Qualifications are the base for recruitment, promotion and compensation (F). However, sometimes recruitment is done on the basis of other considerations as nepotism.	CSR activities are aligned based on each employee expertise
	Motivated Followers	Training and Development programs		Engage in and lead CSR activities
	Followers Sense of Responsibility	Training programs, conferences and seminars for faculty members/employees to introduce the concept of CSR		Leader encourages followers and trains them to contribute to the economic and social well-being of Lebanon.

EL= Ethical Leadership

P= Purpose

V= Value

F= Fairness

E= Natural Resource Conservation and Green Environment

5.2.3.2. Case Three -Data Display
Table 5.5: Effect Matrix
Table 5.13: Explanatory Effect Matrix

Table 5.5: RHU Effect Matrix

	Issues	Ethical Leadership	PRME Compliance
Environmental Level			
Global Challenges			
	Technology-Information System	To safeguard the interests of stake-holders and for the well-being of the university, the EL has to develop competent graduates and future leaders by encouraging them to learn about global threats.	Collaborates with the wider community for students development (P). Dedicated budget and time for research projects that address global challenges (R).
	Breaches in Ethics		
	Violence and Terrorism		
	Shortage in Clean Water		
	The Climate Change		
	Resource Scarcity		
	Population Growth		
Local Challenges			
	Competition	To achieve increased productivity, positive image, credible reputation and success for the university, EL needs to address the local challenges in Lebanon and the region.	Students contribute in events related to philanthropic activities (P)
	Unemployment Rate among Graduates		
	Economic and Financial Situation		
	Environmental Pressures		Sustainable campus initiatives within the university to manage the use of natural resources and other initiatives to preserve the surrounding environment (E.)
	Random Waste Dumps		
	Water /Soil Contamination		
	No Governmental Support/ Corruption		Students contribute in events related to community service (P) Dedicated budget and time for research projects that address local and regional issues ®
	Political Instability/ No Safety		
	The Ministry of Education Regulations		Ensuring that educational frameworks include CSR topics (V). Also, conducting conferences and workshops that create awareness on CSR areas (P).
	The Accreditation Requirements		
	Changing Societal Expectations about Higher Education		
Organizational Level			
Formal Structure			
	Power- Authority	Leader have the authority to put CSR at its core	Deep Green University fulfilling the seven principles of the PRME. A multi-faceted approach in CSR and sustainability practices
	Degree of Formalization:		
	CSR Strategy	CSR initiatives are within the corporate strategy and support the university's objectives.	
	CSR Budget	Annual Budget for CSR	
	Centralization: Management Support	Reinforcement for successful CSR plans	
Informal Structure			
	Positive Corporate Culture	A culture of accountability, trust, innovation, creativity. Focus on common purpose and harmonious relationships.	CSR in academic programs (V), vocational programs (P) and human resources policies (F).
	Code of Conduct	Guide Decision Making /Relationships	Non-Discrimination Policy (F)
	Code of Conduct Policy Enforcement	Formal Policy regarding ethics	Breaches subject to corrective measures (F)
Employee-Task Level			
	High Qualifications and Expertise	Only top-calibre and knowledgeable employees are recruited. Diversified professional team	Qualifications are the base for recruitment, promotion and compensation. Also, there is a non-discrimination policy and breaches in this policy are subject to corrective measures (F).
	Motivated Followers	Good governance	
	Followers Sense of Responsibility	CSR included in the job description Community Services is a job specification.	

EL= Ethical Leadership

P= Purpose

V= Value

F= Fairness

E= Natural Resource Conservation and Green Environment

Table 5.13: RHU Explanatory Effect Matrix

	Issues	Ethical Leadership	PRME Compliance	Explanation
Environmental Level				
Global Challenges				
	Technology-Information System	To safeguard the interests of stake-holders and for the well-being of the university, the EL has to develop competent graduates and future leaders by encouraging them to learn about global threats.	Collaborates with the wider community for students development (P).	EL is working on adapting an advanced technology in building the academic infrastructure
	Breaches in Ethics		Dedicated budget and time for research projects that address global challenges (R).	EL is reinforcing an ethical environment within the university
	Violence and Terrorism			through promoting citizenship
	Shortage in Clean Water			among students and engaging them
	The Climate Change			in a global and multidimensional
	Resource Scarcity			education
	Population Growth			
Local Challenges				
	Competition	To achieve increased productivity, positive image, credible reputation and success for the university, EL needs to address the local challenges in Lebanon and the region.	Students contribute in events related to philanthropic activities (P)	Ethical leader aims at promoting the economic progress in the country.
	Unemployment Rate among Graduates			
	Economic and Financial Situation			
	Environmental Pressures		Sustainable campus initiatives within the university to manage the use of natural resources and other initiatives to preserve the surrounding environment (E.)	Ethical leader advances civic and environmental engagement to improve human conditions, protect natural resources and stewardship sustainability.
	Random Waste Dumps			
	Water /Soil Contamination			
	No Governmental Support/ Corruption		Students contribute in events related to community service (P) Dedicated budget and time for research projects that address local and regional issues (R)	Leader partners with Business and governmental agencies to serve societal needs and protect the well-being of the youth.
	Political Instability/ No Safety			
	The Ministry of Education Regulations		Ensuring that educational frameworks include CSR topics (V). Also, conducting conferences and workshops that create awareness on CSR areas (P).	The leader in RHU is adapting modern learning strategies and contemporary educational innovations that involves the academic and social perspectives.
	The Accreditation Requirements			
	Changing Societal Expectations about Higher Education			
Organizational Level				
Formal Structure				
	Power- Authority	Leader have the authority to put CSR at its core	Deep Green University fulfilling the seven principles of the PRME. A multi-faceted approach in CSR and sustainability practices	Leader have the authority to initiate and implement CSR plans
	Degree of Formalization:			All kinds of support are provided to leaders within the university to implement the CSR Strategy including the top administration support, CSR and ongoing professional training, and rewards granted to successful CSR initiatives
	CSR Strategy	CSR initiatives are within the corporate strategy and support the university's objectives.		
	CSR Budget	Annual Budget for CSR		
	Centralization: Management Support	Reinforcement for successful CSR plans		
Informal Structure				
	Positive Corporate Culture	A culture of accountability, trust, innovation, creativity. Focus on common purpose and harmonious relationships.	CSR in academic programs (V), vocational programs (P) and human resources policies (F)	The leader works with his team to empower the youth and develop global ethical leaders
	Code of Conduct	Guide Decision Making /Relationships	Non-Discrimination Policy (F)	Ethical leader is a role-model that practices values of respect integrity, fairness and trustworthiness and inspires his followers to refrain from abusing authorities, favouritism and dishonesty.
	Code of Conduct Policy Enforcement	Formal Policy regarding ethics	Breaches subject to corrective measures (F)	
Employee-Task Level				
	High Qualifications and Expertise	Only top-calibre and knowledgeable employees are recruited. Diversified professional team	Qualifications are the base for recruitment, promotion and compensation. Also, there is a non-discrimination policy and breaches in this policy are subject to corrective measures (F).	CSR activities are aligned based on each employee expertise
	Motivated Followers	Good governance		Engage in and lead CSR activities
	Followers Sense of Responsibility	CSR included in the job description Community Services is a job specification.		Leader encourages followers to engage in civic and environmental practices

EL= Ethical Leadership

P= Purpose

V= Value

F= Fairness

E= Natural Resource Conservation and Green Environment

5.2.4.2. Case Four -Data Display

Table 5.6: Effect Matrix   Table 5.14: Explanatory Effect Matrix

Table 5.6: AU Effect Matrix

	Issues	Ethical Leadership	PRME Compliance
Environmental Level			
Global Challenges			
	Technology-Information System	To be able to open new branches for the university in new regions, the leader has to encourage students to learn about and manage global threats.	Collaborates with the wider community for students development (P).
Local Challenges			
	Competition Economic and Financial Situation	To make some advertising for the university and gain good public relation, the leader needs to address some local challenges in Lebanon and the region.	Students contribute in events related to philanthropic activities and community services (P).
	The Ministry of Education Regulations The Accreditation Requirements University as a Costly Investment No Standards for Accepting New Students		Ensuring that educational frameworks include CSR topics (V). Also, conducting conferences and workshops that create awareness on CSR areas (Pu).
Formal Structure			
	Power- Authority	The leader have no authority to implement CSR initiatives on his own	Red University that is lagging behind in CSR. LIU needs to invest heavily in the seven principles of PRME to match the deep green or light green universities in this study. LIU contributes to only few principles of the PRME.
	Degree of Formalization: CSR Strategy	CSR initiatives are not underpinned in the Corporate Strategy No Annual Reporting System for CSR initiatives	
	CSR Budget	No Annual Budget for CSR	
	Centralization: Management Support	No support from the owners on CSR	
Informal Structure			
	Negative Corporate Culture	Lack of trust, less flexibility, rigid procedures, many rules and regulations, no freedom of expression, and less focus on innovations and creativity. There is also a high demanding culture and less tolerance for mistakes or underperformers	CSR in academic programs (V) and vocational programs (Pu) only.
	Code of Conduct	No Code of Conduct	There is so many cases of discrimination (F).
	Code of Conduct Policy Enforcement	No Formal Policy regarding ethics	There is specific members that are above any policy and that can practice any kind of discrimination or misconduct.
Employee-Task Level			
	High Qualifications and Expertise	The aim is to recruit top-calibre and knowledgeable employees through a mulit-stage hiring process.	Qualifications as the base for recruiting, promoting and compensating employees is only a claim. There is discrimination on the bases of age, religion and political views. Also, there is many cases of nepotism and favouritism.
	Less Motivated Followers	Due to several negative practices as supporting the biased and unprofessional behaviour of department heads and other reasons mentioned in the culture section.	

EL= Ethical Leadership

P= Purpose

V= Value

F= Fairness

E= Natural Resource Conservation and Green Environment

Table 5.14: AU Explanatory Effect Matrix

Issues	Ethical Leadership	PRME Compliance	Explanation
Environmental Level			
Global Challenges			
Technology-Information System	To be able to open new branches for the university in new regions, the leader has to encourage students to learn about and manage global threats.	Collaborates with the wider community for students development (P).	The Leader engages students in global and multidimensional education and provide for them international affiliations.
Local Challenges			
Competition Economic and Financial Situation	To make some advertising for the university and gain good public relation, the leader needs to address some local challenges in Lebanon and the region.	Students contribute in events related to philanthropic activities and community services (P).	Within the university system of affordable and accessible education, the leader tries to help in providing some financial aid to needy students
The Ministry of Education Regulations The Accreditation Requirements University as a Costly Investment No Standards for Accepting New Students		Ensuring that educational frameworks include CSR topics (V). Also, conducting conferences and workshops that create awareness on CSR areas (Pu).	Leader is adapting programs in LIU that are student-centred/ vocationally-focused. Leader is spending less to minimize expenses and maximize shareholders' return.
Formal Structure			
Power- Authority	The leader have no authority to implement CSR initiatives on his own	Red University that is lagging behind in CSR. LIU needs to invest heavily in the seven principles of PRME to match the deep green or light green universities in this study. LIU contributes to only few principles of the PRME.	The leader must take the approval of the Provost on CSR ideas and plans. CSR is not yet understood in the university and not a top-down priority. Approval for CSR plans depends on the outcomes and benefits to the university. The Dean considers only some CSR events that produce immediate benefits to the university and could be used as a propaganda or public relation tool.
Degree of Formalization: CSR Strategy	CSR initiatives are not underpinned in the Corporate Strategy No Annual Reporting System for CSR initiatives		
CSR Budget	No Annual Budget for CSR		
Centralization: Management Support	No support from the owners on CSR		
Informal Structure			
Negative Corporate Culture	Lack of trust, less flexibility, rigid procedures, many rules and regulations, no freedom of expression, and less focus on innovations and creativity. There is also a high demanding culture and less tolerance for mistakes or underperformers	CSR in academic programs (V) and vocational programs (Pu) only.	The leader uses the style of micro-management and continuous monitoring of employees. He is very demanding and uses the 'command and control' style of management. He does not allow sharing in power or decision making. He cannot allow his followers to freely express their ideas. Also, he uses negative and aggressive correspondence with his subordinates. The result is hostile working environment and less work enjoyment by employees.
Code of Conduct	No Code of Conduct	There is so many cases of discrimination (F).	
Code of Conduct Policy Enforcement	No Formal Policy regarding ethics	There is specific members that are above any policy and that can practice any kind of discrimination or misconduct.	
Employee-Task Level			
High Qualifications and Expertise	The aim is to recruit top-calibre and knowledgeable employees through a multi-stage hiring process.	Qualifications as the base for recruiting, promoting and compensating employees is only a claim. There is discrimination on the bases of age, religion and political views. Also, there is many cases of nepotism and favouritism.	The Leader fails to retain the top-calibre and knowledgeable employees. There is a high rate of turnover.
Less Motivated Followers	Due to several negative practices as supporting the biased and unprofessional behaviour of department heads and other reasons mentioned in the culture section.		The Leader shows acts of hostality and discrimination towards the most qualified new comers as he thinks they pose a threat on him. This has resulted in lower employee performance.

EL= Ethical Leadership

P= Purpose

V= Value

F= Fairness

E= Natural Resource Conservation and Green Environment

5.2.5.2. Case Five -Data Display
Table 5.7: Effect Matrix
Table 5.15: Explanatory Effect Matrix

Table 5.7: LAU Effect Matrix

Issues	Ethical Leadership	PRME Compliance
Environmental Level		
Global Challenges		
Technology-Information System	To safeguard the interests of stake-holders and for the well-being of the university, the EL has to develop competent graduates and future leaders by encouraging them to learn about global threats.	Collaborates with the wider community for students development (P). Also, LAU is a research-led learning university and a leader in home-grown research that addresses several global challenges ®.
Breaches in Ethics		
Violence and Terrorism		
Shortcoming of Global Governance		
Global Financial Crisis		
Economic Inequalities		
Resource Scarcity/ Population Growth		
Local Challenges		
Competition	To achieve increased productivity, positive image, credible reputation and success for the university, EL needs to address the local challenges in Lebanon and the region.	Students contribute in events related to philanthropic activities (P)
Cost of LAU Tuition		
Unemployment Rate among Graduates		
Economic and Financial Situation		
Environmental Pressures		Sustainable campus initiatives within the university to manage the use of natural resources and other initiatives to preserve the surrounding environment (E.)
Random Waste Dumps		
Water /Soil Contamination		
Congestion /Pollution		
Crumbling Infrastructure/ Lack of Greenery		
No Governmental Support/ Corruption		Students contribute in events related to community service (P)
Political Instability/ No Safety		A leader in home-grown research that addresses several local challenges ®.
Organizational Level		
Formal Structure		
Power- Authority	Leader have the authority to put CSR at its core	Deep Green University fulfilling the seven principles of the PRME. A multi-faceted approach in CSR and sustainability practices
Degree of Formalization: CSR Strategy	CSR initiatives are within the corporate strategy and support the university's objectives.	
CSR Budget	Annual Budget for CSR	
Centralization: Management Support	Reinforcement for successful CSR plans	
Informal Structure		
Positive Corporate Culture	A culture of accountability, trust, transparency, freedom of expression, innovation and creativity.	CSR in academic programs (V), vocational programs (P) and human resources policies (F).
Code of Conduct	Guide Decision Making /Relationships	Non-Discrimination Policy (F)
Code of Conduct Policy Enforcement	Formal Policy regarding ethics	Breaches subject to corrective measures (F)
Employee-Task Level		
High Qualifications and Expertise	Only top-calibre and knowledgeable employees are recruited. Diversified professional team	Qualifications are the base for recruitment, promotion and compensation. Also, there is a non-discrimination policy and breaches in this policy are subject to corrective measures (F).
Motivated Followers	Good governance	
Followers Sense of Responsibility	CSR included in the job description Community Services is a job specification.	

EL= Ethical Leadership

P= Purpose

V= Value

F= Fairness

E= Natural Resource Conservation and Green Environment

240

	Issues	Ethical Leadership	PRME Compliance	Explanation
Table 5.15: LAU Explanatory Effect Matrix				
Environmental Level				
Global Challenges				
	Technology-Information System	To safeguard the interests of stake-holders and for the well-being of the university, the EL has to develop competent graduates and future leaders by encouraging them to learn about global threats.	Collaborates with the wider community for students development (P). Also, LAU is a research-led learning university and a leader in home-grown research that addresses several global challenges ®.	EL is working on adapting an advanced technology in building the academic infrastructure
	Breaches in Ethics			EL is reinforcing an ethical environment within the university through promoting citizenship among students and engaging them in a global and multidimensional education
	Violence and Terrorism			
	Shortcoming of Global Governance			
	Global Financial Crisis			
	Economic Inequalities			
	Resource Scarcity/ Population Growth			
Local Challenges				
	Competition	To achieve increased productivity, positive image, credible reputation and success for the university, EL needs to address the local challenges in Lebanon and the region.	Students contribute in events related to philanthropic activities (P)	Ethical leader aims at promoting the economic progress in the country.
	Cost of LAU Tuition			
	Unemployment Rate among Graduates			
	Economic and Financial Situation			
	Environmental Pressures		Sustainable campus initiatives within the university to manage the use of natural resources and other initiatives to preserve the surrounding environment (E.)	Ethical leader advances civic and environmental engagement to improve human conditions, protect natural resources and stewardship sustainability.
	Random Waste Dumps			
	Water /Soil Contamination			
	Congestion /Pollution			
	Crumbling Infrastructure/ Lack of Greenery			
	No Governmental Support/ Corruption		Students contribute in events related to community service (P)	Leader partners with Business and governmental agencies to serve societal needs and local conditions of the population.
	Political Instability/ No Safety		A leader in home-grown research that addresses several local challenges ®.	
Organizational Level				
Formal Structure				
	Power- Authority	Leader have the authority to put CSR at its core	Deep Green University fulfilling the seven principles of the PRME. A multi-faceted approach in CSR and sustainability practices	Leader have the authority to initiate and implement CSR plans
	Degree of Formalization:			
	CSR Strategy	CSR initiatives are within the corporate strategy and support the university's objectives.		The leader has management's support and adequate resources to serve the interests of different stakeholders. Given that CSR is a mainstream in the university, the leader can promote CSR as forward long-term thinking
	CSR Budget	Annual Budget for CSR		
	Centralization: Management Support	Reinforcement for successful CSR plans		
Informal Structure				
	Positive Corporate Culture	A culture of accountability, trust, transparency, freedom of expression, innovation and creativity.	CSR in academic programs (V), vocational programs (P) and human resources policies (F).	The leader works with his team to empower the youth and develop global ethical leaders
	Code of Conduct	Guide Decision Making /Relationships	Non-Discrimination Policy (F)	Ethical leader is a role-model that practices values of respect integrity, fairness and equity and inspires his followers to act in good faith, eliminate inequities & avoid favouritism
	Code of Conduct Policy Enforcement	Formal Policy regarding ethics	Breaches subject to corrective measures (F)	
Employee-Task Level				
	High Qualifications and Expertise	Only top-calibre and knowledgeable employees are recruited. Diversified professional team	Qualifications are the base for recruitment, promotion and compensation. Also, there is a non-discrimination policy and breaches in this policy are subject to corrective measures (F).	CSR activities are aligned based on each employee expertise
	Motivated Followers	Good governance		Engage in and lead CSR activities
	Followers Sense of Responsibility	CSR included in the job description Community Services is a job specification.		Leader encourages followers to engage in civic and environmental practices

EL= Ethical Leadership

P= Purpose

V= Value

F= Fairness

E= Natural Resource Conservation and Green Environment

5.2.6.2. Case Six -Data Display

Table 5.8: Effect Matrix   Table 5.16: Explanatory Effect Matrix

Table 5.8: BU Effect Matrix

	Issues	Ethical Leadership	PRME Compliance
Environmental Level			
Global Challenges			
Local Challenges			
	Competition Economic and Financial Situation	To make some advertising for the university and gain good public relation, the leader needs to address some local challenges in Lebanon and the region.	Students contribute in events related to philanthropic activities (P)
	No Governmental Support/ Corruption Political Instability/ No Safety		Students contribute in events related to community service (P)
	The Ministry of Education Regulations The Accreditation Requirements University as a Costly Investment Unmotivated and Mistrustful Professors		Collaborates with the wider community for students development (P). Also, conducting conferences and workshops that create awareness on CSR areas (Pu).
Organizational Level			
Formal Structure			
	Power- Authority	The leader have no authority to implement CSR initiatives on his own	Red University that is lagging behind in CSR. AUST needs to invest heavily in the seven principles of PRME to match the deep green or light green universities in this study. AUST contributes to only few principles of the PRME.
	Degree of Formalization: 　CSR Strategy	CSR initiatives are not underpinned in the Corporate Strategy No Annual Reporting System for CSR initiatives	
	CSR Budget	No Annual Budget for CSR	
	Centralization: Management Support	No support from the owners on CSR	
Informal Structure			
	Negative Corporate Culture	Lack of trust, less flexibility, rigid procedures, many rules and regulations, no freedom of expression, and less focus on innovations and creativity.	CSR in vocational programs (Pu) only
	Code of Conduct (in the university website)	Guide Decision Making /Relationships	There is so many cases of discrimination (F).
	Code of Conduct Policy Enforcement (web)	Formal Policy regarding ethics	Breaches subject to corrective measures (F) is not applicable in all cases. There is specific members that are above any policy and that can practice any kind of discrimination or misconduct.
Employee-Task Level			
	High Qualifications and Expertise	The aim is to recruit top-calibre and knowledgeable employees.	Qualifications as the base for recruiting, promoting and compensating employees is only a claim. There is discrimination on the bases of age, religion and political views. Also, there is many cases of nepotism and favouritism.
	Less Motivated Followers	Due to several negative practices by the university in relation to remuneration of faculty and employees and other reasons mentioned in the culture section	

EL= Ethical Leadership

P= Purpose

V= Value

F= Fairness

E= Natural Resource Conservation and Green Environment

Table 5.16: BU Explanatory Effect Matrix			
Issues	**Ethical Leadership**	**PRME Compliance**	**Explanation**
Environmental Level			
Global Challenges			
Local Challenges			
Competition Economic and Financial Situation	To make some advertising for the university and gain good public relation, the leader needs to address some local challenges in Lebanon and the region.	Students contribute in events related to philanthropic activities (P)	The leader contributes when possible with some philanthropic activities and charity work.
No Governmental Support/ Corruption Political Instability/ No Safety		Students contribute in events related to community service (P)	Leader partners with Business and governmental agencies to serve the society and environment.
The Ministry of Education Regulations The Accreditation Requirements University as a Costly Investment Unmotivated and Mistrustful Professors		Collaborates with the wider community for students development (P). Also, conducting conferences and workshops that create awareness on CSR areas (Pu).	Leader is adapting programs in AUST that are student-centred/ vocationally-focused. Leader is spending less to minimize costs Leader continuously changes his team
Organizational Level			
Formal Structure			
Power- Authority	The leader have no authority to implement CSR initiatives on his own	Red University that is lagging behind in CSR. AUST needs to invest heavily in the seven principles of PRME to match the deep green or light green universities in this study. AUST contributes to only few principles of the PRME.	The leader must take the approval of the Provost on CSR ideas and plans. CSR is not yet understood in AUST, and is only mentioned in the Website of the university. The Director is not aware or interested in promoting CSR or implementing CSR initiatives.
Degree of Formalization: CSR Strategy	CSR initiatives are not underpinned in the Corporate Strategy No Annual Reporting System for CSR initiatives		
CSR Budget	No Annual Budget for CSR		
Centralization: Management Support	No support from the owners on CSR		
Informal Structure			
Negative Corporate Culture	Lack of trust, less flexibility, rigid procedures, many rules and regulations, no freedom of expression, and less focus on innovations and creativity.	CSR in vocational programs (Pu) only	The leader uses the style of micro-management and continuous monitoring of employees. He imposes his will on employees by using the 'command and control' style of management.
Code of Conduct (in the university website)	Guide Decision Making /Relationships	There is so many cases of discrimination (F).	He does not allow sharing in power or decision making. He cannot allow his followers to freely express their ideas. The result is lower employee performance and work enjoyment level.
Code of Conduct Policy Enforcement (web)	Formal Policy regarding ethics	Breaches subject to corrective measures (F) is not applicable in all cases. There is specific members that are above any policy and that can practice any kind of discrimination or misconduct.	
Employee-Task Level			
High Qualifications and Expertise	The aim is to recruit top-calibre and knowledgeable employees.	Qualifications as the base for recruiting, promoting and compensating employees is only a claim. There is discrimination on the bases of age, religion and political views. Also, there is many cases of nepotism and favouritism.	The Leader fails to retain the top-calibre and knowledgeable employees. There is a high rate of turnover.
Less Motivated Followers	Due to several negative practices by the university in relation to remuneration of faculty and employees and other reasons mentioned in the culture section		The Leader's different practices as using the spying system to micromanage his followers and other negative practices has resulted in lower employee performance

EL= Ethical Leadership

P= Purpose

V= Value

F= Fairness

E= Natural Resource Conservation and Green Environment

5.2.7.2. Case Seven -Data Display
Table 5.9: Effect Matrix
Table 5.17: Explanatory Effect Matrix

Table 5.9: AUL Effect Matrix

	Issues	Ethical Leadership	PRME Compliance
Environmental Level			
Global Challenges			
	Technology-Information System	To safeguard the interests of stake-holders and for the well-being of the university, the EL has to develop competent graduates and future leaders by encouraging them to learn about global threats.	Collaborates with the wider community for students development (P).
	Need for Global Education		
	Need for Social and Economic Responsibility		
	Need for Affordable Education		
Local Challenges			
	Competition	To achieve differential advantage, positive image, credible reputation and success for the university, EL needs to address the local challenges in Lebanon and the region.	Students contribute in events related to philanthropic activities (P)
	Economic and Financial Situation		Sustainable campus initiatives within the university to manage the use of natural resources and other initiatives to preserve the surrounding environment (E.)
	No Governmental Support/ Corruption		Students contribute in events related to community service (P)
	Political Instability/ No Safety		
	The Ministry of Education Regulations		Ensuring that educational frameworks include CSR topics (V). Also, conducting conferences and workshops that create awareness on CSR areas (Pu).
	The Accreditation Requirements		
	Need for Employability Skills		
Organizational Level			
Formal Structure			
	Power- Authority	Leader have the authority to put CSR at its core	Light Green University fulfilling some of the seven principles of the PRME. AUL needs to advance CSR to match the previously discussed universities in this study
	Degree of Formalization:		
	CSR Strategy	CSR initiatives are within the corporate strategy and support the university's objectives.	
	CSR Budget	Annual Minimal Budget for CSR	
	Centralization: Management Support	Reinforcement for successful CSR plans	
Informal Structure			
	Positive Corporate Culture	A culture of accountability, trust, innovation, creativity. A young team with the youth spirit.	CSR in academic programs (V), vocational programs (Pu) and human resources policies (F
	Code of Conduct	Guide Decision Making /Relationships	Non-Discrimination Policy (F)
	Code of Conduct Policy Enforcement	Formal Policy regarding ethics	Breaches subject to corrective measures (F)
Employee-Task Level			
	High Qualifications and Expertise	Only top-calibre and knowledgeable employees are recruited.	Qualifications are the base for recruitment, promotion and compensation. Also, there is a non-discrimination policy and breaches in this policy are subject to corrective measures (F).
	Motivated Followers	Treated as professionals & assets to AUL	
	Followers Sense of Responsibility	Followers are selected on the basis of being trustworthy, caring, attentive and with high integrity,	

EL= Ethical Leadership

Pu= Purpose

V= Value

F= Fairness

E= Natural Resource Conservation and Green Environment

P= Partnership

Table 5.17: AUL Explanatory Effect Matrix

	Issues	Ethical Leadership	PRME Compliance	Explanation
Environmental Level				
Global Challenges				
	Technology-Information System	To safeguard the interests of stake-holders and for the well-being of the university, the EL has to develop competent graduates and future leaders by encouraging them to learn about global threats.	Collaborates with the wider community for students development (P).	EL is working on adapting an advanced technology in building the academic infrastructure
	Need for Global Education			EL is reinforcing an ethical environment within the university
	Need for Social and Economic Responsibility			through engaging students in an education
	Need for Affordable Education			that is multidimensional and supports the social and economic system.
Local Challenges				
	Competition	To achieve differential advantage, positive image, credible reputation and success for the university, EL needs to address the local challenges in Lebanon and the region.	Students contribute in events related to philanthropic activities (P)	Within the university system of affordable and accessible education, the ethical leader tries to help in tackling some of the financial & economic hurdles in the country
	Economic and Financial Situation		Sustainable campus initiatives within the university to manage the use of natural resources and other initiatives to preserve the surrounding environment (E.)	Ethical leader advances civic engagement in the university to minimize social, economic and environmental hurdles in Lebanon.
	No Governmental Support/ Corruption		Students contribute in events related to community service (P)	Leader partners with Business and governmental agencies to serve societal needs and protect the well-being of the youth.
	Political Instability/ No Safety			
	The Ministry of Education Regulations		Ensuring that educational frameworks include CSR topics (V). Also, conducting conferences and workshops that create awareness on CSR areas (Pu).	Leader is adapting programs in AUL that apply the latest accreditation and inter-national standards in education and that are student-centred and vocationally-focused
	The Accreditation Requirements			
	Need for Employability Skills			
Organizational Level				
Formal Structure				
	Power- Authority	Leader have the authority to put CSR at its core	Light Green University fulfilling some of the seven principles of the PRME. AUL needs to advance CSR to match the previously discussed universities in this study	Leader have the authority to initiate and implement CSR plans
	Degree of Formalization: CSR Strategy	CSR initiatives are within the corporate strategy and support the university's objectives.		There is no sufficient budget for CSR plans as the university does not get any financial support from external parties as other universities in Lebanon
	CSR Budget	Annual Minimal Budget for CSR		The leader seeks the help of sponsors to finance CSR programs
	Centralization: Management Support	Reinforcement for successful CSR plans		
Informal Structure				
	Positive Corporate Culture	A culture of accountability, trust, innovation, creativity. A young team with the youth spirit.	CSR in academic programs (V), vocational programs (Pu) and human resources policies (F)	The leader works within this culture with students, employees and faculty to engage in community development activities
	Code of Conduct	Guide Decision Making /Relationships	Non-Discrimination Policy (F)	Ethical leader is a role-model
	Code of Conduct Policy Enforcement	Formal Policy regarding ethics	Breaches subject to corrective measures (F)	that practices values of respect integrity, fairness and trustworthiness and inspires his followers to show genuine commitment to the university values and policies.
Employee-Task Level				
	High Qualifications and Expertise	Only top-calibre and knowledgeable employees are recruited.	Qualifications are the base for recruitment, promotion and compensation. Also, there is a non-discrimination policy and breaches in this policy are subject to corrective measures (F).	CSR activities are aligned based on each employee expertise
	Motivated Followers	Treated as professionals & assets to AUL		Engage in and lead CSR activities
	Followers Sense of Responsibility	Followers are selected on the basis of being trustworthy, caring, attentive and with high integrity,		Leader encourages followers to have positive impact on the society

EL= Ethical Leadership

Pu= Purpose

V= Value

F= Fairness

E= Natural Resource Conservation and Green Environment

P= Partnership

5.2.8.2. Case Eight -Data Display

Table 5.10: Effect Matrix   Table 5.18: Explanatory Effect Matrix

Table 5.10: CU Effect Matrix

Issues		Ethical Leadership	PRME Compliance
Environmental Level			
Global Challenges			
	Technology-Information System	To serve the interests of stakeholders, the leader has to encourage students to learn about and manage global threats.	Collaborates with the wider community for students development (P).
	Need for Social and Economic Responsibility		
Local Challenges			
	Competition	To make some advertising for the university and gain good reputation, the leader needs to address some local challenges in Lebanon and the region.	Students contribute in events related to philanthropic activities (P)
	Economic and Financial Situation		
	The Ministry of Education Regulations		Ensuring that educational frameworks include CSR topics (V). Also, conducting conferences and workshops that create awareness on CSR areas (Pu).
	The Accreditation Requirements		
	University as a Costly Investment		
	No Governmental Support/ Corruption		Students contribute in events related to community service (P)
	Political Instability/ No Safety		
Organizational Level			
Formal Structure			
	Power- Authority	The leader have no authority to implement CSR initiatives on his own	Red University that is lagging behind in CSR. MUBS needs to invest heavily in the seven principles of PRME to match the deep green or light green universities in this study. MUBS contributes to only few principles of the PRME.
	Degree of Formalization:		
	CSR Strategy	CSR initiatives are not underpinned in the Corporate Strategy. No Annual Reporting System for CSR initiatives	
	CSR Budget	No Annual Budget for CSR	
	Centralization: Management Support	No support from the owners on CSR	
Informal Structure			
	Negative Corporate Culture	The culture is based on the founder's perception and judgement. He determines the acceptable norms and behaviour. He imposes high-driving and demanding culture	CSR in academic programs (V) and vocational programs (Pu) only.
	Code of Conduct (only for students)	Guide students' academic behaviour	Informal rituals, norms and habits .
	Code of Conduct Policy Enforcement student	Formal Policy regarding students' code of conduct. Serious measures in cases of breach by the students.	Verbal procedures to resolve conflicts
Employee-Task Level			
	High Qualifications and Expertise	The aim is to recruit top-calibre and knowledgeable employees.	There is a diverse team of faculty and staff members from different genders, age brackets, religions and cultures. However, there will remain some cases of discrimination, nepotisim and favouritisim.
	Less Motivated Followers	Due to several negative practices by the university in relation to remuneration of faculty and employees and supporting the biased and unprofessional behaviour of department heads.	

EL= Ethical Leadership

P= Purpose

V= Value

F= Fairness

E= Natural Resource Conservation and Green Environment

Table 5.18: CU Explanatory Effect Matrix

Issues		Ethical Leadership	PRME Compliance	Explanation
Environmental Level				
Global Challenges				
	Technology-Information System	To serve the interests of stakeholders,	Collaborates with the wider	The Leader engages students in global and
	Need for Social and Economic Responsibility	the leader has to encourage	community for students	multidimensional education, provide for
		students to learn about and	development (P).	them exchange programs and international
		manage global threats.		affiliations and expose them to the British
				model of higher education.
Local Challenges				
	Competition	To make some advertising for the	Students contribute in	The leader contributes when possible
	Economic and Financial Situation	university and gain good reputation,	events related to	with some philanthropic activities and
		the leader needs to address some local	philanthropic activities (P)	charity work.
		challenges in Lebanon and the region.		
	The Ministry of Education Regulations		Ensuring that educational frameworks	Leader is adapting programs in MUBS that
	The Accreditation Requirements		include CSR topics (V). Also,	are student-centred/ vocationally-focused.
	University as a Costly Investment		conducting conferences and workshops	Leader is spending less to minimize expenses
			that create awareness on CSR areas (Pu).	and maximize shareholders' return.
	No Governmental Support/ Corruption		Students contribute in events	Leader partners with Business
	Political Instability/ No Safety		related to community service (P)	and governmental agencies to serve
				the society and environment.
Organizational Level				
Formal Structure				
	Power- Authority	The leader have no authority to		The leader must take the approval of
		implement CSR initiatives on his own	Red University that is lagging behind in CSR.	the owners on CSR ideas and plans.
	Degree of Formalization:		MUBS needs to invest heavily in the seven	CSR is considered by the owners as
	CSR Strategy	CSR initiatives are not underpinned in	principles of PRME to match the deep green	unjustified expenditure, cost that can
		the Corporate Strategy	or light green universities in this study.	not be recouped again and not a top-down
		No Annual Reporting System	MUBS contributes to only few principles of	priority. CSR is a luxury that they cannot
		for CSR initiatives	the PRME.	afford
	CSR Budget	No Annual Budget for CSR		
	Centralization: Management Support	No support from the owners on CSR		
Informal Structure				
	Negative Corporate Culture	The culture is based on the founder's	CSR in academic programs (V) and vocational	The leader uses the style of micro-
		perception and judgement. He determines	programs (Pu) only.	management and continuous monitoring of
		the acceptable norms and behaviour. He		employees. He imposes his will on
		imposes high-driving and demanding culture		employees and is very demanding.
	Code of Conduct (only for students)	Guide students' academic behaviour	Informal rituals, norms and habits .	He does not allow sharing in power or
	Code of Conduct Policy Enforcement student	Formal Policy regarding students' code	Verbal procedures to resolve conflicts	decision making as he himself takes ordes
		of conduct		from the founder. Also, he uses aggressive/
		Serious measures in cases of breach by		negative correspondence with his followers.
		the students.		The result is hostile working environment
				and less work enjoyment by employees.
Employee-Task Level				
	High Qualifications and Expertise	The aim is to recruit top-calibre and	There is a diverse team of faculty and staff	The Leader fails to retain the top-calibre
		knowledgeable employees.	members from different genders, age brackets,	and knowledgeable employees. There is a
			religions and cultures. However, there will	high rate of turnover.
	Less Motivated Followers	Due to several negative practices by the	remain some cases of discrimination, nepotisim	The Leader shows acts of hostality and
		university in relation to remuneration of	and favouritisim.	discrimination towards the most
		faculty and employees and supporting		qualified new comers as he thinks they
		the biased and unprofessional		pose a threat on him. This has resulted in
		behaviour of department heads.		lower employee performance.

EL= Ethical Leadership

P= Purpose

V= Value

F= Fairness

E= Natural Resource Conservation and Green Environment

Appendix 6: Partially Ordered Meta-Matrix

At the environmental level, the main recurrent global challenges are the introduction of technology and information systems, the increase in violence and terrorist attacks and breaches in ethical principles. As for the local challenges, they are mainly the regional competition, the economic and financial situation, the lack of government support and corrupted regimes, the political instability and lack of safety, the ministry of education rules and regulation and the accreditation requirements. Today, globally, most businesses, including institutions in higher education, are subject to ethical abuse (Winston, 2007). As for Maak and Pless (2006), today's world is loaded with scandals, unethical behaviour and irresponsible business. Also, for Bateman and Snell (2009), institutions have to be always up-to-date with technology, and this will require higher investments and greater complexity. For Lebanon and the region, higher education is facing challenges as numerous players in the market, the economic hardships, the absence of government support, corruption and unethical practices, the state of instability and chaos, the political problems and socio-cultural division, and the ministry of education rules and regulations and the accreditation cost (Charbaji, 2009; Jamali et al., 2008; National Tempus Office, 2010; Sarkis and Daou, 2013; Zein and Alameddine, 2012).

At the organizational formal structure level, four cases (AUB, LAU, RHU and AUL) have CSR within the university strategy and objectives, dedicate an annual budget for CSR and have an annual reporting system for CSR initiatives. The four other cases (AU, BU, CU and LGU) do not have CSR in the university strategy, annual budget or reporting system. As for the leader in AUB, LAU and RHU, he has the full authority to initiate, approve and implement CSR initiatives. In addition, community service is included in the job description of key positions and aligned based on the field of expertise. As for the upper management in AUB, LAU and RHU, they provide the required support for CSR practices and initiatives. In AUL, the leader has the authority to initiate, approve and implement CSR initiatives and is supported by the owners of the university. However, there is a minimal budget for CSR (due to lack of external funding for the university). In LGU, AU and CU, CSR activities require the approval of the owners/ provost that support less these kind of activities. In BU, the leader has some limited authority to initiate, approve and implement CSR initiatives or other activities that will promote the university's reputation. However, he is not interested in CSR initiatives.

At the organizational informal structure level, corporate culture has been dichotomized into negative and positive cultures. Four cases (AUB, LAU, RHU and AUL) have more a positive culture characterized by a knowledgeable and highly motivated team, innovation and creativity, ethics, civic and environmental engagement, and youth empowerment and development. Also, these 4 cases have a written code of conduct that guide decision making and define relationships and a formal policy regarding ethical compliance. The other four cases (BU , AU, LGU and CU) have a

less defined and negative culture that is characterized by informal rituals and verbal procedures, rigid rules and regulations, 'command and control' style of management, less sharing in authority and less motivated team. Also, they do not have a written code of conduct or a formal policy that supports it.

At the employees-task characteristics level, five cases (AUB, LAU, RHU, AUL and LGU) have a highly qualified team that are leaders in their field of expertise and are up-to-date with recent advances in education and research. Also, the team mainly in AUB, LAU and RHU is highly motivated and satisfied, ethical and trustworthy, caring and have a record in community services. As for the other 3 cases (BU , AU and CU), the working environment is negative. Senior employees practice hostile behaviour towards newcomers. Also, department heads and people in a higher position do not practice fair and professional behaviours, allow power-sharing or give some freedom to their team members. They micromanage their employees and deduct any delay or sick leave from their remuneration. All of this has led to lower employee performance and work enjoyment.

As for CSR, five of the university leaders (AUB, LAU, RHU, AUL and LGU) understand the notion of CSR and define it as serving societal needs, economic development and local conditions of the population. Also, they believe that CSR can create a positive image and reinforce the credibility of the university. CSR can help the university to gain a competitive advantage over rivals, attain a positive reputation, maximize social power and promote professional identity (Sarkis and Daou, 2013; Sherif, 2015). AUB, according to Jamali (2008), is always trying to invest more and more in preserving the environment for future generations and in solving social and economic problems. However, other leaders, as in BU and AU, do not understand the meaning of CSR and considers it only as charity or philanthropic activities. In addition, they consider CSR as an advertising campaign and a public relation tool for the university. Owners and leaders in the academic institutions understand CSR as philanthropic activities limited to charity, donations and sponsorship (Hasrouni, 2012).

Some leaders believe that there are barriers towards implementing CSR initiatives in the higher education sector as the limited budget and lack of government support, lack of transparency in the public and private sectors, and lack of CSR leadership and understanding. Nevertheless, leaders in AU, BU and CU consider CSR as a costly and unjustified investment that requires the dedication of human, physical and financial resources. CSR has a small number of believers in Lebanon (Dirani, 2012) where 58% of the institutions have no or little understanding of CSR, and 30% consider CSR as a very costly expense (Hejase et al., 2012; Jamali, 2008). Some leaders in the academic sector consider CSR as a superfluity, luxury and additional expense for the university (Jamali and Abdallah, 2010). Also, CSR, for them, dilutes the institution's objectives, reduces efficiency and competitiveness and is expressed in higher tuition (Hejase et al., 2012).

Finally is the PRME level (the seven principles that are derived from the Principles for Responsible Management Education in 2007: Purpose, Value, Research, Partnership, Fairness, Natural Resources Conservation and Green Environment). The findings have revealed the common practices in relation to the PRME principles as per the eight universities. For the Purpose principle, most universities in this study conduct CSR conferences and workshops, include CSR materials in the educational frames and have clubs and centres of excellence for citizenship and social responsibility. For the Value principle, CSR is included in the curriculum, except for BU . For the Research principle, the deep green universities (AUB, LAU and RHU) and the light green universities (AUL and LGU) encourage their faculty members to conduct conceptual and empirical research on CSR and dedicate time and budget for that. However, red universities (AU, BU and CU) have no dedicated time or funds for research in general. As for the Partnership principle, most sampled universities collaborate with professions, industry, municipalities and the wider community to carry on events related to philanthropic activities, community services and students development initiatives. For the Fairness principle, deep and light green universities have a non-discrimination policy that is written and published, and breaches in this policy are subject to corrective measures. Also, qualifications are the base for recruiting, promoting and compensating employees. On the other side, in red universities, there are practices of discrimination on the basis of age, religion, political views and nepotism. Also, red universities (also LGU, the light green university) have non-significant activities in relation to the Natural Resource Conservation and the Green Environment principles. From the other side, AUB, LAU, RHU and AUL are trying to have sustainable campus initiatives to manage natural resources and several centres within the university to study the efficient use of natural resources (as water management programs, conserving nature awareness campaigns and eco-management awareness campaigns). In addition, they are establishing centres within the university to study environmental preservation, conducting waste management studies, carrying on cleaning-up campaigns, monitoring carbonyl concentration and developing the university neighbourhood.

RHU offers students educational frameworks, materials and workshops related to CSR to develop their skills and capabilities (Zein and Alameddine, 2012). LAU teaches students to take care of their community through community service workshops (Sherif, 2015). AUB conducts work simulations in classrooms for students to encourage CSR creativity and critical thinking (Jamali, 2008) As for the Value principle, RHU has added to the curriculum courses on business ethic, civic engagement and CSR (Charbaji, 2009). For Research, AUB always participates in the systematic regional research on how to institutionalize CSR in the Middle East region (Hasrouni, 2012). For Partnership, LAU partners with the United Nations and conduct the MUN program (Model United Nations for Middle and High School Students) to develop the students' leadership and citizenship skills (Sherif, 2015). Also for Fairness, LAU stresses on recruiting ethical and professional team members, treat them fairly

and allow a space for professional development and participative coaching management (Charbaji, 2009; Hejase et al., 2012). Finally, for the Natural Resource Conservation and the Green Environment principles, AUB and RHU conserve the environment through recycling activities and increasing the green areas in their universities (Sherif, 2015).

Table 5.19: Partially Ordered Meta-Matrix

	Partially Ordered Meta-Matrix
1. Environment	
Global Challenges Environmental Level	• Introduction of Technology and Information Systems　　7/8 　　o Virtual Universities　　7/8 　　o Internet-Based Educational Programs　　7/8 • Increase in Violence and Terrorists Attacks　　4/8 • Breaches in Ethical Principles　　4/8 • Resource Scarcity and Population Growth　　3/8 • Growing Gap Between Rich and Poor and the Economic Inequalities　3/8
Local Challenges Environmental Level	• Regional Competition　　8/8 • Economic and Financial Situation in Lebanon　　8/8 • Lack of Governmental Support and Corrupted Regimes　　7/8 • Political Instability and Lack of Safety　　7/8 • The Ministry of Education Rules and Regulations　　5/8 • The Accreditation Requirements　　5/8 • University as a Costly Investment　　3/8 • High Unemployment Rate among University Graduates　　3/8 • Environmental Pressures 　　o Random Waste Dumps　　3/8 　　o Water and Soil Contamination　　3/8 　　o Congestion and Pollution　　3/8
2. **Positive Corporate Culture:** AUB-LAU-AUL-RHU Organizational Level: Informal Structure	• Top-Calibre and Knowledgeable Faculty Members　　5/8 • Innovation and Creativity　　5/8 • Civic and Environmental Engagement　　5/8 • Highly Motivated Team　　4/8 • Empowering the Youth and Developing Global Leaders　　4/8 • Ethics and Code of Conduct　　4/8 • Accountability and Transparency　　3/8 • Trust and Freedom of Expression　　3/8 • Good Governance　　3/8
Negative Corporate Culture: AU-BU-CU- LGU Organizational Level: Informal Structure	• No Well-Defined Corporate Culture • Informal Rituals, Norms and Habits • Verbal Procedures to Resolve Conflicts • Rigid Procedures, Rules and Regulations • Management Style of 'Command and Control' • No Sharing in Authority or Decision-Making • Less Motivated Team • Less Focus on Innovations and Creativity 　　No Trust, Flexibility or Freedom of Expression

3. **Code of Conduct:** AUL-AUB-BU-LAU-RHU Organizational Level: Informal Structure	• Written Code of Conduct • Guide Decision Making and Define Relationships • Formal Policy Regarding Ethical Compliances • Principles of Integrity, Respect, Fairness, Diversity, Trustworthiness, Confidentiality, Stewardship and Citizenship • Refrain from Abusing Authority, Eliminate Inequities and Avoid Favouritism, Commit to Honesty and Accuracy, Adhere to Civility and Decency, Protect the Security and Privacy of Information, Respect the University Property
No Code of Conduct: LGU-CU-AU	• No Code of Conduct • No Formal Policy Regarding Ethical Compliances

4. **Objectives**
 	
 Organizational Level: formal Structure
	• Global and Multidimensional Education 8/8
	 • Vocational Focus to Academic Programs 8/8
	 • Ethical Working Environment 7/8
	     o Build Future Moral Leaders
	 • Civic and Environmental Engagement 7/8
	     o Improve Human Conditions
	     o Contribute to the Economic and Social Well-Being of Lebanon
	     o Protect the Environment and Conserve the Natural Resources
	 • Students' Centred Programs and Multi-Disciplinary Exposure 6/8
	 • Partnering with Businesses and Governmental Agencies 5/8
	 • International Affiliation and Exchange Programs 5/8
	 • Research-Led Learning and a Leader in Home-Grown Research 4/8
	 • Competent Graduates and Capable Future Leaders 3/8
	 • Accessible and Affordable Education 3/8

5. **Motivated Followers:** AUB-LAU-RHU-AUL-LGU Employees-Task Characteristics Level	• Qualified Team 8/8 • Leadership and Authority in the Field of expertise 7/8 • Up-to-date with Recent Advances in Education and Research 6/8 • Motivated Team 5/8 • Ethical, Trustworthy, Caring and with High Integrity 4/8 • Have a Record in Community Services 3/8 • Ability to Develop Academic Programs 3/8 • Engage and Guide Students through the Education Process 3/8
5. **Unmotivated Followers:** BU-AU-CU Employees-Task Characteristics Level	• Hostility Towards New Comers from Current Employees 2/8 • Biased and Unprofessional Behaviour by Department Heads 2/8 • Delays, Sick Leaves or Absenteeism of Employees are deducted Immediately 2/8 • No Power Sharing 2/8 • Micromanagement and Continuous Monitoring of Employees 2/8 • No Authority or Freedom for Faculty Members 2/8 • Hostile Working Environment 2/8 • Lower Employee Performance and Work Enjoyment Level 3/8

6. CSR	
Definition Ethical Leadership/ CSR Level	• Serving Societal Needs, Economic Development and Local Conditions of the Population 5/8 • Preserving Cultural and Natural Resources and Promoting the Environment for Future Generations 4/8 • Serving the Interests of the Different Stakeholders 3/8 • Promoting Citizenship among Students 3/8
No Understanding of CSR: AU-BU Ethical Leadership/ CSR Level	• Lack of Understanding of the Notion of CSR • Considered as Charity and Philanthropic Activities
Advantages Ethical Leadership/ CSR Level	• Positive Image and Credible Reputation 7/8 • Vital for Survival, Success and Well-being of the University 4/8 • Cost Savings by Increasing Efficiency and Productivity 4/8 • Mainstream and Forward Long-Term Thinking 4/8 • Strong Competitive Position 3/8 • Safeguard the Interest of Stakeholders 3/8 • Students and Employees' Engagement 3/8
Advantages: BU-AU-CU Ethical Leadership/ CSR Level	• Advertising Campaign for the Organization • A Public Relation Tool
Disadvantages BU-AU-CU Ethical Leadership/ CSR Level	• Costly 4/8 • Dedicated Human Resources 3/8
Barriers Ethical Leadership/ CSR Level	• Inability to Apply Due to Lack of Government Support 3/8 • Lack of Transparency in Public and Private Sectors and Budget Restrictions 2/8 • Negative Consequences if CSR Initiatives Are Not Executed Well 2/8 • Lack of CSR Leadership in Building Responsible Multi-Stakeholder Platforms 2/8

7. CSR Strategy: AUB-LAU-RHU-AUL Organizational Level: formal Structure	• Supports the University Objectives (Protecting Human Conditions, the Society, Sustainability and Natural Resources) • Underpinned in the Corporate Strategy • Annual Budget for CSR • Annual Reporting System for CSR Initiatives (DJSGI, GRI, PRME) (AUB)
No CSR Strategy: BU-AU-LGU-CU Organizational Level: formal Structure	• Not Underpinned in the Corporate Strategy • No Annual Budget for CSR • No Annual Reporting System for CSR Initiatives (DJSGI, GRI, PRME) • CSR Strategy is Only Mentioned in the Website of the University

and CSR: BU-AU- CU
 	
 Organizational Level: formal Structure
	• CSR Activities Require the Approval of the Provost/ Owner on the Ideas and Budget
	 • Approval is Based on the Outcomes and Benefits of the Event to the University
	 • Director is Not Aware or Aware but not Interested in CSR Initiatives
	 • No Support from the Owners of the University
	    o CSR is Not Yet Understood in the University
	    o Not a Top-Down Priority
	    o CSR is a Luxury
	    o CSR Expenditures are Unjustified
	    o Nothing Is Clear How to Recoup CSR Costs

Leadership and CSR: AUB-RHU-LAU
 	
 Organizational Level: formal Structure
	• Only Ethical and Responsible Leaders are Selected to Champion the Cause of CSR
	 • Leader have the Authority to Initiate, Approve and Implement CSR Initiatives
	 • CSR Initiatives are Underpinned in the University's Overall plan
	 • Included in the Job Description of Key Positions in the University
	 • CSR Activities are Aligned Based on Each Faculty Field of Expertise
	 • Support are Provided to Leaders within the University to Implement the CSR Strategy as:
	    o Top Administration Support
	    o CSR Training and Ongoing Professional Development
	    o Rewards Granted to Successful CSR Initiatives

Leadership and CSR: AUL Organizational Level: formal Structure	• Leader have the Authority to Initiate, Approve and Implement CSR Initiatives • Support from the Owners of the University • No Financial Support to the University from External Parties

Leadership and CSR: LGU
 	
 Organizational Level: formal Structure
	• CSR Activities Require the Approval of Owners on the Ideas and Budget
	 • No Support from the Owners of the University
	   ○ No Evidence that Engaging in CSR Activities Can Increase the Number of Enrolment
	   ○ CSR Expenditures are Unjustified
	   ○ Nothing Is Clear How to Recoup CSR Costs
	 • The VP Seeks the Help of External Sponsors to Finance CSR Programs

PRME Initiatives	
14. Purpose	- Educational Frameworks and CSR Materials - CSR Conferences - CSR Workshops - Clubs, Societies and Centre of Excellence (citizenship, social responsibility and volunteerism)
15. Values	- CSR in the Business Program - CSR Course
10. No Values: BU	- No CSR in the Business Program - No CSR Course
16. Research	- CSR Conceptual and Empirical Research - Research Budget - Dedicated Time for Research
11. No Research: BU-CU-AU	- No CSR Conceptual and Empirical Research - No Dedicated Time for Research
17. Partnership	- Charity - Community Service - Students Development
18. Fairness	- Non-Discrimination Policy - Qualifications are the Base for Recruiting, Promoting and Compensating Employees - Written and Published Non-Discrimination policy - Breaches in this Policy are Subject to Corrective Measures.
19. Discrimination CU-AU-BU	Discrimination on the Bases of Age, Religion, Political Views and Nepotism
20. Natural Resource Conservation AUB-LAU-RHU-AUL	Sustainable Campus initiative to Manage Natural Resources: - Energy Production and Conservation - Infrared Proximity Sensors for Controlling Water and Electricity Consumption (3) - LEDs (Light Emitting Diodes) or Lower-Energy Lights 3 - Energy-Efficient Heat/Cooling Systems (3) - Solar Energy: Solar Photovoltaic (PV) Plant (3) - Natural Lighting (2) - Water Recycling and Water Harvesting (3) - Healthy and Safe Indoor Environment (2) - Increase in Employees and Students Productivity (2) - Green Areas and Rooftop Gardens (2) Several Centres within the University to Study the Efficient use of Natural Resources as Studying the Water and Soil Pollution Problem - Introducing Water Management Programs - Awareness Campaigns on Conserving Nature - Awareness Campaigns on Eco-management

No Natural Resource Conservation: LGU-BU-AU-CU	Non
21. **Green Environment**: AUB-LAU-RHU-AUL	- Centres within the University to Study Environmental Preservation (3) - Landscaping and Green Buildings - Studying Land Degradation and Desertification Problems - Reforestation Programs - Monitoring Carbonyl Concentration (2) - Cleaning-Up Campaigns (4) - Waste Management Studies (4) - Generating Income for the University through a Zero-Waste Campus - More Reliance on Electronic Documents (2) - Random Waste Dumps and Burning Practices Effects - Diseases and Health Problems from Burning Waste - Waste Management Solutions - Develop the University Neighbourhood (2) - Landscaping Areas - Pedestrian Passages - Hygiene and Cleanliness - Less Pollution and Traffic - Security Team
15.**Green Environment:** LGU-BU-AU-CU	Very Minimal Actions Limited to Awareness Campaigns

Appendix 7: Research Steps and Time Frame
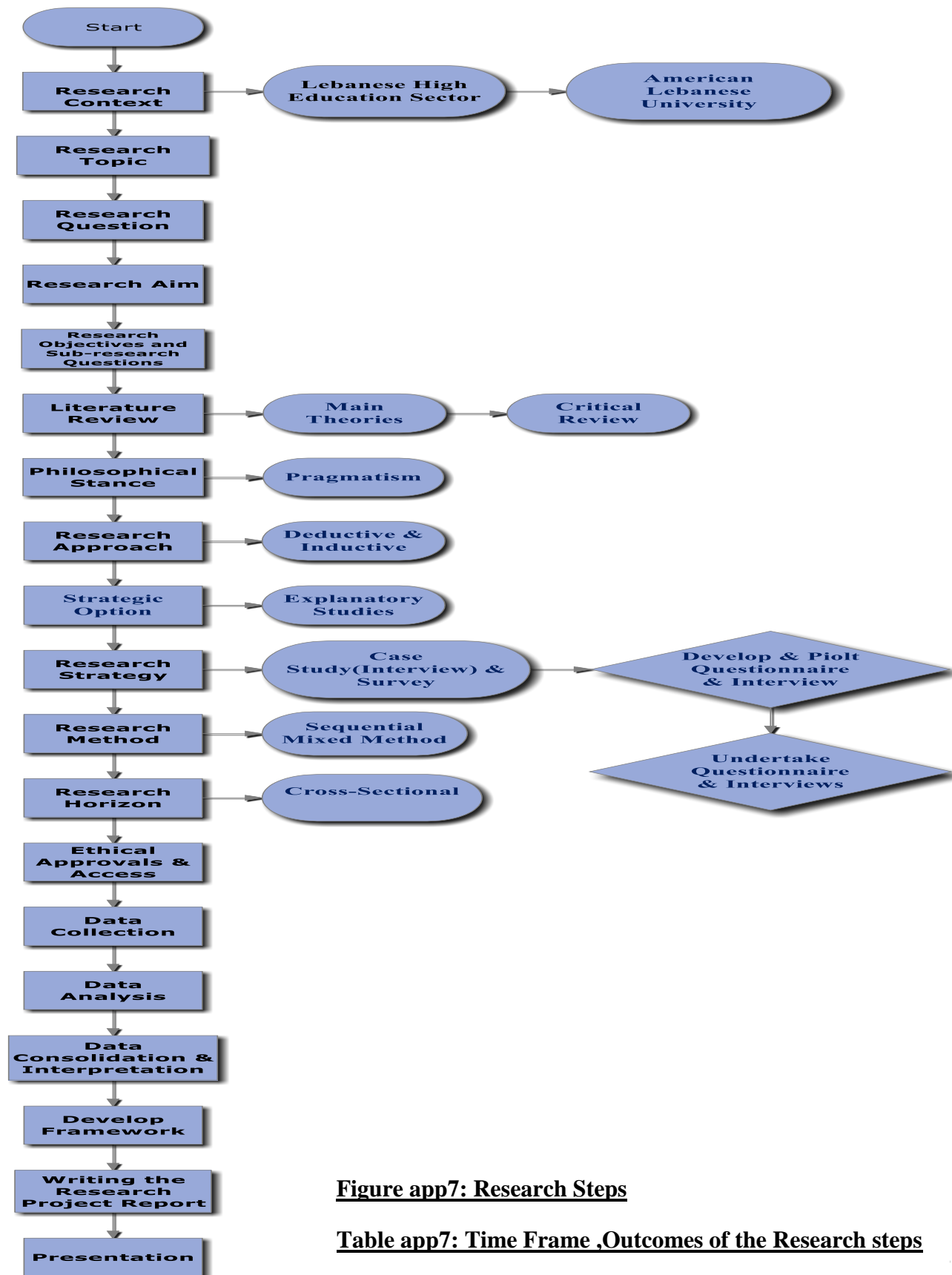
Figure app7: Research Steps

Table app7: Time Frame ,Outcomes of the Research steps

City or Town	Method	Outcome	Due Date
Selecting the research context and the research topic	Locating a gap in literature that is related to the practitioner-researcher field of interest through reviewing different research papers.	Select a topic that contribute and adds to knowledge	Feb 2013
Identifying the research question, aim, objectives and sub-research questions	Following the guidelines that explained in the DBA sessions and readings on research methodology	The scope of the research is determined and defined to avoid waste of time and effort in later stages	June 2013
Preparing the 1st draft of the literature review	Extensive readings on the topic, sub-sections of the topic and related theories	1st draft of literature review	Feb 2014
Determine the research methodology	Based on readings and the research question	Have a clear plan about what will be the research methodology required to answer the research question	June 2014
Design the questionnaire and pilot study	A self-administered questionnaire is tested through a pilot study of 20 participants	Pre-testing of the research instruments to make sure that questions asked are clear and appropriate	Sept 2016
Design the interview and Pilot study	The structure and questions of the interview are tested through a pilot study of 2 interviews	Pre-testing of the research instruments to make sure that questions asked are clear and appropriate	Sept 2016
Conduct the survey	Distribute the questionnaire to the selected sample and collect the data	Finalizing the data collection through questionnaires	Oct 2016
Conduct the interview	Conduct interviews with the participants and collect the data	Finalizing the data collection through interviews	Dec 2016
Data analysis	Using SPSS – qualitative study	Data analysis completed	May 2017
Data consolidation and interpretation	Consolidate the quantitative and qualitative data to answer the research question	1st draft of data interpretation chapter is finalized	Feb 2018
Develop the framework	To organize, incorporate, and synthesize the different concepts in a simple framework.	The last chapter in the research project	May 2018
Writing the research project	Finalizing the process of research, critical thinking, organization, and composition.	1st full draft of the research project	Sept 2018

Supplementary Section

Section1: Antecedents of Ethical Leadership in the Past Literature

Table 1- Ethical Traits in Literature

Trustworthy: *Being reliable, dependable and worthy of confidence* (ELQ- Yukl, 2010)

Creswell et al. 1990 – Harris et al. 2004 – Murry & Stauffacher 2001 – Barge & Musambira 1992 – Trocchia & Andrus 2003 – Ramsden 1998 – Burns, 1978 – Den hartog et al. 1999 – Den hartog & De hoogh 2009 – Brown et al 2005 – Bryman 2007 – Kouses & posner 1993 – Posner & schmidt 1992 – Hasrouni 2012 – Trevino et al 2000.

Integrity: *honest and with high level of morality*

(ELQ- Yukl, 2010), (ELS-brown et al 2005), (ELW Klshoven et al. 2011)

Bennis & Thomes 2002 – Sirvastva et al 1988 – Morgan 1989 – Becker 1998 – Morrison 2001 – Yukl 2006 – Parry & Procter Thomson 2002 – Trevino et al. 2003 – Brown, Trevino, Harrison 2005 – Palanski & Yammarino 2007-2009 – Dineen et al 2006 – Trevino, Brown, Hartmen 2003 – Craig & Custafson 1998 – Simons 2002 – Kalshoven et al. 2011 (Ethical leadership & followers helping) – Resick et al. 2006 (A cross – cultural examination of the endorsement of ethical leadership) – Eisenbeiss 2012 (Rethinking ethical leadership) – De woog & Den Hartog 2008 (Ethical & despotic leadership) – Jhonson 2009 (Meeting the ethical challenges of leadership) – Riggio et al. 2010 – Eisenbeiss & Knippenberg 2015 (Doing well by doing good) – Den Hoog & Den Hartog 2009 (Empowering behaviour & leader fairness & integrity) – Simon 2002 (Behavioural integrity) – Den Hartog et al. 1999 (Culturally specific & cross culture) – Kouses & posner 1993 (Credibility: how to get extra ordinary) – Posner & schmidt 1992 (Values & the American manager).

Compassionate: *caring, empathetic and considerate* (ELQ- Yukl, 2010), (ELW- Kalshoven et al, 2011)

Knight & Holen 1985 – Brown & Moshavi 2002 – Mitchell 1987 – Gomes & Knowles 1999 – Moses & Roe 1990 – Fernandez & Vecchio 1997 – Ambrose et al. 2005 – Resick et al. 2006 – Eisenbeiss 2012 – De Hoogh & Den Hartog 2008 – Jhonson 2009 – Riggio et al 2010 – De Hoog & Den Hartog 2008 – Trevino et al 2003 – Kanungo & Conger 1993 – Yukl et al 2013 – Bryman 2007 – Hasrouni 2012 – Feng 2011 – Mayer et al

Fair: *unbiased, objective and just* (ELQ- Yukl, 2010), (ELS- Brown et al, 2005), (ELW- Kalshoven et al, 2011)

Harris et al 2004 – Mitchell 1987 – Gomes & Knowles 1999 – Murry & Stauffacher 2001 – Moses & Roe 1990 – Trocchia & Andrus 2003 – Ambrose et al. 2005 – Brown, Trevino, Harrison 2005 – Huppenbauer 2014 – Trevino, Brown, Hartmen 2003 – Burns 1978 – Kalshoven et al 2011-2102 – Resick et al 2006 – Eisenbeiss 2012/ et al 2015 – Yukl et al 2013 – De Hoogh & Den Hartog 2008 – Jhonson 2009 – Riggio et al 2010 – Feng 2011 – Trevino et al 2000 – Den Hartog 1999 – Kouses & posner 1993 – Posner & schmidt 1992 – Carter & Greer 2013 – Ciulla 2011 – Tuner et al 2002 – Trevino et al 2000 – Reave 2005– Russell 2001.

Altruistic: *selfless with non egoistic motives or self-interest* (ELQ- Yukl, 2010)

Bennis & Thomas 2002 – Bass 1985 – Kanungo 2001 –Turner et al 2002 – Trevino et al 2000-2003 – Yukl, Mahsud, Hassan & Prussia 2013 – Hasrouni 2012 – Pearce 2013 – Ciulla & Forsyth 2001 – Bass & Steidlmeier 1999.

Conscientious: *thorough, careful and organized* (LTQ- Northouse., 2011)

Burns 1978 – Brown & Trevino 2006 – Feng 2011 – Trevino et al 2000-2003 – Carter & Greer 2013 – Ciulla 2011 – Turner et al 2002 – Brown et al 2005 – Kalshoven et al 2011.

Temperate: *moderate, agreeable and self-controlled* (LVQ- Riggo et al., 2010)

- Brown & Trevino 2006 – Kalshoven et al 2011 – Resick et al 2006 – Eisenbeiss 2012 – De Hoogh & Den Hartog 2008 – Johnson 2009 – Riggio et al 2010 – Eisenbeiss et al 2015.

Table 2- Ethical Behaviour in Literature

Moral Identity: *shows a strong concern for ethical and moral values* (ELQ- Yukl, 2010)

Stenmark & Mumford 2011 – Hasrouni 2012 – Brown & Trevino 2006 – Mayer et al 2012 – Kalshoven et al 2012 – Huppenbauer 2014 – Gardner et al 2005 – Harter 2002 – Warlumbwa et al 2008 – Jordan et al 2011 – Kanungo 2001 – Turner et al 2002.

Role Model Behaviour: *sets an example of ethical behaviour in his/her decisions and actions* (ELQ- Yukl, 2010)

Becker 1998 – Bryman 2007 (Academic) – Hasrouni 2012 – Feng 2011 – Brown & Trevino 2006 – Kelman 1958 – Kalshoven et al 2011 – Trevino et al (2000-2003) – Pearce 2013 – Ciulla & Forsyth 2001 – Bandura 1977 – Kohlberg 1969 – Bandura 1986 – Huppenbauer 2014 – Brown et al 2005 – Crop anzano & Mitchell 2005 – Mayer et al 2009 – Turner et al 2002 – Hunter 2008 – Avolio 1999 – Avolio EA 1999 – Bryan & Test 1967 – Bass & Jung 1999 – Rosenhan & While 1967 – House 1977 – Bass 1985 – Kouzes & Posner 1982.

Communication of Ethical Values: *communicates clear ethical standards for members* (ELQ- Yukl, 2010)

Bryman 2007 (Academic) – Hasrouni 2012 – Kalshoven et al 2012 – Trevino et al (2000-2003) – Pearce 2013 – Ciulla & Forsyth 2001 – Brown et al 2005 – De Hoogh & Den Hartog 2008 – Huppenbauer 2014 – Rowold 2008.

Ethical Guidance: *holds members accountable for using ethical practices in their work (*ELQ- Yukl, 2010), (ELW- Kalshoven et al, 2011)

Trevino et al 2003 – Bryman 2007 (Academic) – Hunter 2008 – Hasrouni 2012 – Kalshoven et al 2012 – Bandura 1977 – Kohlberg 1969 – Bandura 1986 – Trevino et al 2003 – Beu & Bukley 2001 – Huppenbauer 2014 – Rowold 2008 – Webley & Werner 2008 – Mayer et al 2009 – Brown et al 2005 – Brown & Trevino 2006 – Resick et al 2006 – De Hoogh & Den hartog 2008, 2009 – Den hartog & De Hoogh 2009.

Supportive Relationship: *takes time to instruct new staff members (shares information and expertise with followers)* (ELBS- Tanner Et al., 2010)

Bryman 2007 (Academic) – Huppenbauer 2014 – Hasrouni 2012 – Clarke 2002 – Bass and Riggio 2006 – Browers & Seashore 1966 – Hersey & Blanched 1969/2001 – Smoll & Smith's 1989 – Walumbwat et al 2008.

MCLQ Multi – Culture Leader Behaviour Questionnaire (Hughes & Dickson 2004).

Objectivity: *ensures that unpopular tasks are assigned to everyone (workloads are distributed evenly including new tasks)* (ELBS- Tanner Et al., 2010)

Bryman 2007 (Academic) – Huppenbauer 2014 – Hersey & Blanched 2001 – Alexander & Ruderman 1987 – Folger & Konovsky 1989 – Tyler & Degoey 1995 – Tyler EA 1985 – Bres & Moag 1986 – Trevino et al 2000,2003 – Avolio 1999 – Howell & Avolio 1992 – Scandura 1997 – Brown et al 2005.

Respect: *includes employees in decisions that affect them* (ELBS- Tanner Et al., 2010)

Bryman 2007 (Academic) – Brown et al 2005 – Huppenbauer 2014 – Sugarmann 1999 – Yukl 2002 – Zhu EA 2004 – Lee Davres et al 2007 – Bligh et al 2006 – Waldersee & Eagleson 2002 – Brown & Trevino 2002 – Butterfield EA 2000 – Jones & Ryan 1998 – Trevino 1986 – Trevino & Weaver 1996 – De Hoogh & Den hartog 2008.

Table 3- Ethical Influence in Literature

Coercive/ Legitimate Position Power: *The leader's power comes from his/her title/position in the organization or the ability to punish* (Faeth, 2004/ French & Raven, 1959)

French and Raven 1959 – Faim 2005 – Nesler et al 1993 – Tedeschi et al 1972 – Aguinis et al 1996 – Mechanic 1962 – Tedeschi & Felson 1994 – Mintzberg 1983 – Benner 1984 – Falbe & Yukl 1992 – Yukl & Falbe 1991 – Schriesheim et al 1985 – Hinkin & Schriesheim 1989 – Patchen 1974 – Yukl 1981 – Churchill 1974 – Nunnally 1978 – Nesler et al 1999 – Trevino et al 2003 – Hughes et al 2012 – Kalshoven et al 2012 – Rahim 1988 – Cobb 1980 – Rahim et al 2000 – Rahim & Mogner 1996 – Bass 1960 – Raven 1965 – Raven 2008 – Roybak et al 1986 – Slocum 1970 – Rouse 1983 – Jain et al 2010 – Fiorelli 1988 – Bachman et al 1966 – Busch 1980 – Yukl & Falbe 1991 – Sheridan & Vredenburgh 1978 – Brown & Trevino 2006 – Konovsky & Pugh 1994 – Trevino et al 2006.

Information/ Expert Position Power: *The leader's power comes from his/her knowledge, experience, talent or expertise* (Faeth, 2004/ French & Raven, 1959)

Faim 2005 – Nesler et al 1993 – Tedeschi et al 1972 – Hinkin & Schriesheim 1989 – Yukl & Falbe 1991 – Stahelski & Patch 1993 – Bass 1960 – Rahim 1989 – Ragins 1989,1991 – Ragins & Sundstorm 1990 – Frost & Stahelski 1989 – Aguinis et al 1996 – Mintzberg 1983 – Imai 1989 – Shaffer et al 1997 – Bass 1998 – Antonakis & House 2004 – French and raven 1959 –Hughes et al 2012 – Kalshoven et al 2012 – Rahim 1988 – Cobb 1980 – Rahim et al 2000 – Rahim & Raven 1965 – Raven 2008 – Roybak et al 1986 – Slocum 1970 – Rouse 1983 – Jain et al 2010 – Fiorelli 1988 – Bachman et al 1966 – Busch 1980 – Sheridan & Vredenburgh 1978 – Brown & Trevino 2006 – Konovsky & Pugh 1994 – Trevino et al 2006.

Pressure: *The leader uses threats or warnings when trying to get followers to do something* (IBQ- Yukl et al., 2008)

Yukl 2000 – Aguinis et al 1996 – Nesler et al 1999 – Hinkin & Schriesheim 1989 – Podsakoff & Schriesheim 1985 – Yukl et al 2008 – Kennedy et al 2003 – Yukl et al 1993 – Yukl et al 1995 – Guinan & Sottolano 1995 – Giessner & Quaquebeke 2010 – Brown et al 2005 – Trevino & Brown 2007 – Trevino & Brown 2004 – Baumeister 1984 – Beilock & Carr 2001 – Lewis & Linder 1997 – Hughes et al 2012 – Bass & Stodgill 1990 – Yukl 2000 – French & Raven 1959 – Weber 1984 – Kanungo & Medonca 1996 – Gini 1998 – Kanungo 2001 – Brown & Trevino 2006 – Weaver et al 2005

Rational Persuasion: *The leader uses facts and logic to make a persuasive case for a request or proposal (*IBQ- Yukl et al., 2008)

Yukl 2000 – Aguinis et al 1996 – Nesler et al 1999 – Hinkin & Schriesheim 1989 – Podsakoff & Schriesheim 1985 – Yukl et al 2008 – Kennedy et al 2003 – Yukl et al 1993 – Yukl et al 1995 – Guinan & Sottolano 1995 – Giessner & Quaquebeke 2010 – Brown et al 2005 – Trevino & Brown 2007 – Trevino & Brown 2004 – Baumeister 1984 – Beilock & Carr 2001 – Lewis & Linder 1997 – Hughes et al 2012 – Bass & Stodgill 1990 – Yukl 2000 – French & Raven 1959 – Weber 1984 – Kanungo & Medonca 1996 – Gini 1998 – Kanungo 2001 – Brown & Trevino 2006 – Weaver et al 2005 .

Power Sharing: *The leader shares power and responsibility with employees* (ELW- Kalshoven et al., 2011)

Huppenbauer 2014 – Aguinis et al 1994 – Aguinis et al 1996 – Gioia & Sims 1983 – Grimes 1978 – McClelland 1975 – Pfeffer 1981 – Ruiz et al 2011 – Avey et al 2012 – Brown et al 2005 – De Hoogh & Den hartog 2008, 2009 – Den hartog & De Hoogh 2009 – Resick et al 2006 – Yukl 2006 – Numally & Bernstern 1994 – Bass & Riggio 2006 – Hughes et al 2012 – Kalshoven et al 2012 – Yukl 2010

Personalized Power Motives: *The leader pursues his/her own success at the expense of others* (ELW- Kalshoven et al., 2011)

Pearce 2003 – McClelland 1975 – PLIS (Perceived leader integrity scale) – LVQ – Dahl 1957 – Etzioni 1961 – Kanter 1979 – Kipnis et al 1980 – Yukl et al 1993 – Yukl et al 1995 – Guinan & Sottolano 1995 – Rubin et al 2010 – House 1996 – Howell & Avolio 1992 – Einarsen et al 2007 – Kalshoven et al 2011 – Burns 1978 – Bolman & Deal 2003 – Bass 1998 – Bass & Stodgill 1990 – Bass & Steidlmeier 1999 – Greenleaf 1977 – Kalshoven et al 2012 – Pearce 2013 – Madonna et al 1988.

Socialized Power Motives: *The leader influences employees to participate in the ethical development of the company (*Huppenbauer, 2014)

Pearce 2003 – McClelland 1975 – PLIS (Perceived leader integrity scale) – LVQ – Dahl 1957 – Etzioni 1961 – Kanter 1979 – Kipnis et al 1980 – Yukl et al 1993 – Yukl et al 1995 – Guinan & Sottolano 1995 – Rubin et al 2010 – House 1996 – Howell & Avolio 1992 – Einarsen et al 2007 – Kalshoven et al 2011 – Burns 1978 – Bolman & Deal 2003 – Bass 1998 – Bass & Stodgill 1990 – Bass & Steidlmeier 1999 – Greenleaf 1977 – Kalshoven et al 2012 – Pearce 2013 – Madonna et al 1988.

Table 4- Situational Factors in Literature

Dealing with emotionally charged situation: *The leader takes conscious steps to manage his/her emotions and pressure.*

Mumford & Stenmark 2011 – Yukl 2010 – Brown & Trevino 2006 – Hersey & Blanched 1993 – Vroom & Arthur 2007 – Trevino 1986 – Mayer et al 2012 – Trevino et al 2000 – Bommer et al 1987 – Mumford EA 2007 – Trevino & Brown 2004 – Verschoor 2007 – Hunter 2008 – Spector & Jex 1998 – Mumford EA 1993 – Frey & Stahlberg 1987 – Goldberg & Greenberg 1993 – Jasanoff 1993 – Baucus 1994 – Finney & Lesieur 1982.

Dealing with complex management situation: *The leader appreciates diverse views and may modify his/her thinking*

Antonakis &House 2004 – North house 2010 – Hughes et al 2012 – North house 2004 – Eisenbeiss & Giessner 2012 – Brown & Trevino 2006 – Yukl 2010 – Fernandez & Vecchio 1997 – Graeff 1983 – Hersey & Blanched 1969 – Trevino 1986 – Mayer et al 2012 – Trevino et al 2000 – Bommer et al 1987 – Jammik 2011 – Tenbrunsel EA 2003 – Victor & Cullen 1981 – Mumford EA 2007 – Trevino & Brown 2004 – Hunter 2008.

Overcoming challenging situations: *The leader encourages followers to find ways of dealing constructively with problems/ anxiety.*

> Bass & Riggio 2006 – Graeff 1983 – Jammik 2011 – Bowers & Seashore 1996 – Tenbrunsel EA 2003 – Hersey & Blanched 1969/2001 – Victor & Cullen 1987 – Smoll & Smith's 1989 – Mumford EA 2007 – North house 2004 – Trevino & Brown 2004 – Mumford & Stenmark 2011 – Hunter 2008 – Hughes et al 2012 – Verschoor 2007 – Hersey & Blanched 1993 – Bryman 2002 – Trevino et al 2000 – Bomer et al 1987.

Leading situations requiring change: *The leader creates conditions that enable the team to perform at its best and explain the reasons behind key decisions.*

> Yukl 1989 – North house 2010 – Hughes et al 2012 – Mumford & Stenmark 2011 – Fernandez & Vecchio 1997

Managing situations with complex interrelationships: *The leader is aware of the importance of culture and uses this to spread ethical values among key influencers.*

> Antonakis & House 2004 – Hughes et al 2012 – Mumford & Stenmark 2011 – Yukl 2010 – Eisenbeiss & Giessner 2012 – Graeff 1983 – Hersey & Blanched 1993 –Fernandez & Vecchio 1997 – Cuellar 2011 – Brown & Trevino 2006 – Mayer et al 2012 – Eisenbeiss et al 2015 – Trevino et al 2000 – Bomer et al 1987 – Victor & Cullen 1987 – Tenbrunsel EA 2003 – Verschoor 2007 – Hunter 2008 – Baucus 1994 – Mumford EA 2007 – Trevino & Brown 2004.

Managing situations where personal integrity is an issue *The leader stands up for what he/she believes is right even if this involves a personal cost.*

> Mumford & Stenmark 2011 – Brown & Trevino 2006 – Eisenbeiss & Giessner 2012 – Yukl 2010 – Turner et al 2002 – Eisenbeiss et al 2015 – Trevino et al 2000 – Trevino et al 2003 – Bomer et al 1987 – Carter & Greer 2013 – Ciulla 2011 – Stennmark & Mumford 2011 – Mumford EA 2007 – Trevino & Brown 2004.

Handling situations that involve different stakeholders: *The leader expresses his/her expectations of internal and external stakeholders whilst acknowledging & respecting their diverse perspective.*

> Mumford EA 2007 – Mumford & Stenmark 2011 – Graeff 1983 – Trevino et al 2000 – Eisenbeiss & Giessner 2012 – Miska et al 2014 – Cueller 2011 – Eisenbeiss et al 2015 – Carter & Greer 2013 – Jammik 2011 – Foole et al 2010 – Parter & Kramer 2006 – Hiss 2009 – Petit 1966 – Turner et al 2002 – Becker 2009.

Section Two: Within Case Analysis

2.1 Case One: AUB

The American University of Beirut (AUB):

The American University of Beirut, founded in 1866, is the first university in the Middle East. The institution presents the American model of well-rounded liberal art education. It is accredited by the Ministry of Education and Higher education in Lebanon and the MSCHE (Middle States Commission on Higher Education) in the United States. AUB is located in Beirut with a huge campus of 64 buildings, medical centres and museums.

The University has been founded by Dr Daniel Bliss (a representative of the American Board of Commissioners for Foreign Missions). The aim has been to establish a higher

learning college and a medical training centre through American and British funds. Later on, the name of the institution has been changed from the Syrian Protestant College to the American University of Beirut. Today, the president is Dr. Fadlo Khuri and the operating capital of the university is $380 million.

The mission of the university is to encourage freedom of thoughts, provide excellence in education, advance creative and critical thinking and serve the region and beyond. AUB, as research- centred university, has a strong belief in forwarding and leading the region in home-grown research that is related to social and public issues. AUB is a unique institution offering global integral teaching and research for a community of practitioners and scholars. AUB fosters respect for diversity, life-long learning and leadership. Also, the university tries to spread values of personal integrity, civic responsibility, compassion and ingenuity among its community members. AUB community members align their efforts to improve human conditions, protect health in armed conflict areas, minimize the suffering of working children, provide support to refugees and solve other social and economic inequalities

The university includes today 9,102 students, 1,000 administrative employees, and 1,200 instructional faculty members. The university is offering 120 different undergraduate and graduate programs in 6 different faculties (Health Sciences, Arts and Sciences, Business, Engineering and Architecture, Hariri Nursing School and Agricultural and Food Sciences) leading to Diploma, Bachelor, Master, Executive Master and PhD Degrees. The university has affiliation and partnership with other educational institution across the world to facilitate academic cooperation and research, students and faculty exchange and joint seminars and projects.

The interview has been held with the university's Chairperson, an eminent ethical senior academician and leader for more than 50 followers. The Chairperson is considered by all his followers as an ethical role model, fair, trustworthy and respectful. He has over 25 years of experience in planning institutional improvement, monitoring the quality assurance process, leading faculty members, managing student/ enrolment services, fostering and conducting research in areas related to ethics and CSR and contributing to social work and community services.

The Chairperson has joined AUB from 24 years ago holding a PhD in Organizational Behaviour and Leadership with expertise in strategic planning, curriculum development, program accreditation and human resource management. He has worked as a consultant for-profit and non-profit regional institutions and has played the role of a court-appointed fraud investigator several times.

The chairperson has several publications on corporate social responsibility as the "A Three Country Comparative Analysis of Managerial CSR Perspective: Insights from Lebanon, Syria and Jordan", "Classical vs Modern Managerial CSR Perspectives: Insights from Lebanese Context and Cross-Cultural Implications" and "CSR in the Middle East: Fresh Perspectives". Based on his expertise in CSR, the Chairperson understands well the

obligation of the university to bring students that are transformative and highly impactful in developing the global, regional and local communities.

2.1.1 Case One -Data Reduction

Interview Themes

1. **Environment: Local and Global Challenges Facing the Educational Sector**

In 2017, the global challenges, according to the Chairperson, are more complicated than the old days. Nevertheless, the tools to overcome such challenges are now more sophisticated and powerful. Global challenges involve the introduction of technology into education and how to stay ahead of technological advancements and changes. Other global challenges are the increase in violence, terrorist attacks, breaches in ethical principles and the shortcomings of global governance.

As for the local challenges, they include competition and the increased number of players. According to the Chairperson, AUB competitors exist in the region and not in Lebanon as prominent universities in UAE, Saudi Arabia and Qatar. Other challenges include AUB high cost of tuition that ranges from $25,000 to $35,000 annually and the inability of families to finance their students' education. Moreover, there is the environmental pressures as the random waste dumps and the water and soil contamination, the congestion and the high concentration of carbonyl, and the crumbling infrastructure and the lack of greenery. In addition, there are the changing societal expectations related to public health issues, social justice and human conditions. Finally, there is the deteriorating political situation and the lack of safety in Lebanon where several nations in the region have issued warnings to their citizens against visiting Lebanon.

2. **The University Corporate Culture**

According to the Chairperson, the university is a premier higher education institution in the region with a culture that promotes institutional freedom, outstanding education, innovative research, intellectual and cultural growth, accountability, transparency, and good governance. With 145 years of history and dynamic culture, the Chairperson explains: "AUB provides an ideal environment for disseminating knowledge, elevating student-centred education and guiding the region towards prosperity and peace".

As for the faculty, the Chairperson adds, they form a multinational and diversified body. Moreover, the members are top-calibre, knowledgeable, professional, creative, energetic, motivated, and talents in their field. The faculty members are entitled to freedom in their classroom and are free from institutional control. However, they have to focus on empowering the youth, promoting critical thinking, developing global leaders, exposing students to tangible experiences and practical applications, and conducting innovative research, while being, at the same time, respectful to the established policy, professional conduct and mission of the university. "All AUB members have to set a good example to the community", as explained by the Chairperson.

3. **Code of Conduct and Formal Policy in Place Regarding Business Conduct and Ethical Compliance.**

There is a formal policy in place regarding business conduct and ethical compliance. The university supports and is deeply committed to spreading ethical standards among its community members. "All the members have to adhere to and live by the principles of integrity, respect, fairness, diversity, equity, civility, mutual esteem and good judgements" as explained by the Chairperson. Members of the AUB community have to maintain academic integrity, respect the unique nature and personal characteristics of others, behave courteously and act in good faith, communicate respectfully and refrain from abusing authority, eliminate inequities and avoid favouritism, and comply by the law in general and the university's policies in particular. There is also written policies on members' rights and responsibilities, conflict of interest, fraud, discrimination, sexual and other discriminatory harassment, gift-giving, electronic communications, confidentiality and protection of whistleblowers, grievances, environmental health and safety. These policies focus on having reasonable conduct that will safeguard the university's ongoing mission to the peoples of the Middle East and beyond.

4. **Objectives:**

AUB is an exceptionally international and intercultural institution working towards achieving certain important objectives as developing the students' vocational and professional skills and preparing them for a multidimensional workplace. Other objectives include making collaboration and partnership as an intrinsic part of learning and embracing technology in building the academic infrastructure. Also, the university offers its students holistic learning experience and multi-disciplinary exposure. "Programs in the university are always assessed, evaluated and revamped to leverage the special contexts of Lebanon and to meet the global demands", as explained by the chairperson.

5. **Followers: Subordinates Traits and Abilities**

The qualification, traits and abilities of employees in AUB vary with the hierarchical level and position in the institution. The university cares about attracting and retaining highly qualified employees and faculty with very good records. In recruiting faculty members, applicants have to include their research profile, teaching philosophy and public service. According to the Chairperson, the faculty member has to contribute to the development of the academic programs and curricula, council and advice students outside the classroom, promote non-academic recreational and cultural activities and show responsibility to the broader community in accordance with the mission of the university. "The faculty members have to remain updated with latest advances in their field of expertise, develop innovative pedagogical methods necessary to engage students, participate in professional activities and contribute in local and regional civic initiatives that promote the role of AUB in higher education and community services" added the Chairperson. Finally, AUB community members have to be constructive, highly motivated, creative, trustworthy, caring, with high integrity and sensitive to the ethical conduct in the university.

6. CSR, Advantages and Disadvantages of Incorporating CSR into the Organization?

The Chairperson is the father of CSR in the region and has so many publications about CSR. According to the Chairperson, CSR is about: "discretionary activities with the aim of serving societal needs, economic development, local communities and the living conditions of the population". Moreover, for him, a university has to disseminate knowledge about sustainability practices, develop individual learning and human capital, promote citizenship among students and create transparency and ethical relationship with stakeholders.

As for the advantages of CSR, while a university is busy in developing the intellectual capital, CSR creates value, positive institutional image, improved reputation, differential and competitive advantage and stewardship in environmental and social concern. Furthermore, in investing in CSR activities and in gaining public's goodwill, the university can overcome unfavourable public responses and negative publicity, balance and meet the expectations of internal and external stakeholders, and achieve a positive impact on the future generations and the broader society. Finally, if the CSR activities are applied properly, then some of the costs of the university can be reduced tremendously in the long run.

As for the disadvantages of CSR, the chairperson says: "if CSR initiatives are considered as only philanthropic and are improperly applied by unprofessional people, then these initiatives will deplete the money of the investors, will not achieve any specific purpose for the institution, and is considered by the public as window glossing or public relations". In addition, the Chairperson adds, "CSR activities are not effective when they are not linked to the expertise of the institution or underpinned in the corporate strategy".

7. Underpinning CSR Initiatives in the Corporate Strategy.

According to the Chairperson, the CSR activities cannot be separated from the university's strategies and overall plan. In AUB, it is vital and necessary to integrate the social and environmental concerns into the institutional plan and strategies. Also, every year, the budget for CSR is determined and included in the overall budget of the university. The CSR plan involves a comprehensive approach of how to address stakeholders' interests, what is the impact of the university on the social system and what is the framework for reporting economic, social and environmental initiatives (as the Dow Jones Sustainability Index (DJSGI), the Global Reporting Initiative (GRI) and the Principles for Responsible Management Education (PRME))? Furthermore, the CSR plan supports institutional objectives that are compatible with protecting human and employees' rights, promoting sustainability, preserving natural resources for future generations, and reducing social problems.

8. Ethical Leader and his/her Ability to Promote CSR.

"As long as the CSR activities are underpinned by the university's strategy and overall plan, the role of the leader is to implement these activities", as explained by the Chairperson. Equally important, the Chairperson adds: "CSR that is planned, organized

and strategically aligned to the institutional field of expertise is considered effective and can create value". In the same fashion, the Chairperson is highly motivated to place CSR initiatives at the heart of his department's vision and appreciates the necessity of a campus-wide CSR policy. According to him, AUB strongly believes in the necessity of promoting community welfare, and this is reflected in several practices by the university. AUB encourages the faculty members to engage in professional activities outside the university that are related to their academic discipline. Also, AUB has introduced in different faculties some pioneering initiatives pertaining to CSR, created specialized centres committed to sustaining healthy relationship with the surrounding environment, and joined the PRME to integrate ethic, responsibility and sustainability into the university programs.

AUB is officially participating and a member in the PRME initiative. AUB shares the progress made in implementing the PRME principles with its stakeholders' through the SIP report (Sharing Information on Progress). This report is beneficial on the regional and global level to trigger change and create awareness on universities' social role. In addition, the SIP report can provide value in building future responsible leaders and citizens, boosting the reputation and visibility of the university, supporting members that work on responsible management education and environmental development systems across the institution, and finally, facilitating the exchange of sound initiatives and vigorous practices among the PRME network and beyond.

Principles for Responsible Management Education (PRME)
9. Purpose:

AUB conducts seminars and workshops to equip today's students with the understanding of responsible management education and future sustainability challenges. AUB is committed to developing the student experience by providing general education, professional training, leadership opportunities, social engagement activities and global exposure that complement the academic programs.

AUB aims at providing a holistic student development process. In this regard, AUB has organized several conferences and workshops to develop human capital and foster the socialization and cultivation of students. Some of these conferences are, for example, 'Anti-Sexual Harassment Policies within the Lebanese Context', 'The Making of a Terrorist', 'Lebanon Unique Culture', 'Mythology and Reality in the US-Arab Perceptions', and 'Is Waste Incineration an Option for Lebanon'. Also, AUB students have participated in several workshops on topics as 'CSR as a Common Responsibility', 'Evolution of CSR: Penetration of the Mind and not Just the Markets', 'Civic Responsibility and Social Engagement', and 'Domestic Violence and Women Rights'.

Finally, AUB encourages its students to establish clubs, societies and centres of excellence to engage in areas of leadership, citizenship, social responsibility and volunteerism. Some examples of these students' organizations are the clubs of 'Entrepreneurship', 'Empowerment through Integration', 'Citizenship', 'Civic Welfare League', 'Sustainable Energy for All' and 'UNICEF'.

10. Values:

AUB incorporates corporate social responsibility into the programs of Management, Marketing, Finance and Accounting. In addition, there is a 'Corporate Social Responsibility' course that is included in the curriculum and considered mandatory for all university students. "Different voluntary and extracurricular activities related to CSR are today a central dimension of student coursework" as explained by the Chairperson.

11. Research:

"AUB is a university as well as a research hub for the region" as explained by the chairperson. According to him, AUB is different from other universities in Lebanon in fostering interdisciplinary innovations and research. AUB research culture has an impact on advancing knowledge and on addressing crucial challenges in the region.

AUB has 30 research centres that focus on different research areas. Examples are "the Environment and Sustainable Development Research Centre" for studying topics related to the local development context in the MENA (Middle East and North Africa) as the rural development in the Middle East, reducing the vulnerability of Syrian refugees in Lebanon and promoting sustainable and community development and "the Energy and Natural Resource Centre" for studying topics related to the utilization of natural resources, renewable energy, clean energy development, sustainable development, climate change and soil contamination. The Chairperson has named some of the prominent faculty members that research the area of CSR as Dima Jamali, Bettina Bastian, Yusuf Sidani and Charlotte Karam.

According to the community members in AUB, the university is a research hub in the region. AUB recruits faculty members based on teaching abilities and research-proven skills. Without publications in prestigious, top-ranked and peer-review academic journals, AUB will not consider the application of a faculty member.

12. Partnership:

AUB collaborates with professions, industry, ministries, municipalities and the wider community to engage students and develop their skills. In addition to academic learning, students contribute in events related to philanthropic activities, community services, partnership building and other entrepreneurial initiatives Sample of these activities have been included in the table below, as AUB partnership activities are too numerous to mention

AUB Partnership with the Business, Civil Society and Governmental Firms

Event	Partner	Description
1- Health Challenges for the Refugees (Philanthropic Activity/ Community Service)	World Health Organization, European Union and The Syrian American Medical Society	Providing different support health services for the Syrian Refugees in Lebanon. These services include free full medical check-up and valuable medical consultations by expert nutritionists and doctors.

2-Civic Development Centre (Community Service/ Volunteerism)	The Civic Influence Hub and the United Nations Development Program	The aim is to connect AUB students with NGOs, engage them positively with the community and spread awareness on public issues as corruption, accountability and lack of transparency.
3- CSR in Action competition (Students development)	UAE Al Ahli Holding Group and Ecole Superieure des Affairs	The aim is to develop the practice of CSR activities among students and increase their understanding of the concept. Students developed creative initiatives in the CSR field. The winners have created an application that helps in safe driving experience.
4-Moving Beyond Business: Next Frontiers for CSR in the MENA (Students development)	Ministry of Economy and Trade, World Bank, Global Reporting Initiative, The International Labour Organization and Deloitte	Offering practitioners a regional platform to interact, network and exchange information about the evolution of CSR in the MENA region (Middle East and North Africa)
5- Global Compact (Students development)	The Olayan School of Business and the United Nations	Supporting and spreading awareness about the ten UN principles (related to anti-corruption, labour, human rights and the Environment) among the different AUB stakeholders and the general public.
6- Eco-entrepreneurial Competition (Students development)	ABE- UK	Developing the social, intellectual and economic skills of university students. The winning team has developed an integrated water system that allows water recycling.
7- Women in Data Science (Students development/ entrepreneurial initiatives)	The Olayan School of Business and The Stanford University	Connecting academics and professionals in the entrepreneurial sectors, encouraging interdisciplinary collaboration and calling for a higher representation of women in the data science field.
8- International Women's Day (Community service)	The Ministry of Public Health, the Lebanese Breast Cancer Foundation and the Breast Cancer Centre of Excellence at the American University of Beirut Medical Centre (AUBMC)	A fundraising and awareness campaign to raise the level of education against breast cancer disease and promote the early detection of this disease. Also, celebrating the accomplishments of women on a cultural, social, economic and political level in Lebanon and the region.
9- Creating Value, Influencing Behaviours, Improving Health and Society (Community service)	The Centre for Public Health Practice (CPHP) and the Department of Health Promotion and Community Health (HPCH) at AUB and the George Washington University	Awareness campaign to raise the level of education on a broad range of social, health, political and environmental issues as safe driving, cancer screening, family planning, healthy eating and smoking.

13. <u>Fairness:</u>

AUB has a non-discrimination policy in treating employees as declared by the Chairperson. The policy is well written and circulated among the university members. The university is highly committed to equal opportunities and prohibits discrimination because of age, gender, appearance, disability, religion, political affiliations, race, colour or nationality. Moreover, any act of sexual harassment, sexual violence, prejudice, racism, or victimisation is to be reported immediately to the integrity officer that will respond promptly and impose the proper action. According to AUB employees, a full-time faculty member was asked to resign because of an unreasonable comment he has said to one of his students. The story has been reported in all the media, as well.

14. <u>Natural Resource Conservation</u>

AUB works extensively on conserving natural resources, reducing the consumption of energy, power and water and finding alternative sources of energy. AUB is concerned in managing natural resources locally and in the region through establishing several centres within the university as the Nature Conservation Centre (NCC) and the Agriculture Research and Education Centre (AREC). The Nature Conservation Centre (NCC) has launched several initiatives in the region as solving the water shortage problems, implementing reforestation programs, encouraging people to safeguard their nature and celebrating the precious natural assets of Lebanon. As for the Agriculture Research and Education Centre (AREC), initiatives have involved enabling communities to improve the sustainability of their livelihood, spreading experiential learning programs in eco-management, sharing expertise with the private sector, studying the effects of climate change, introducing water management programs and improving the natural and human well-being.

Other efforts by the American University has involved the 'Environment and Sustainability Initiative'. In this initiative, AUB has tried to contribute to problems confronting Lebanon and the region as water scarcity and shortage, unstainable water extraction rates, water and soil pollution, desertification and land degradation, climate change and global warming, and deterioration of natural resources due to the civil and external conflicts. AUB, in this regard, has developed several programs addressing the issues of sustainable development, guided the youth to consider the impact of their choices on the economic and ecological systems, and promoted environmental justices and sustainable livelihoods through regional collaborations (as their partnership with the United Nation Development Programmes).

15. <u>Green Environment:</u>

As for going green and protecting the environment, AUB has established several excellence centres for this purpose. For example, there are the Environmental Health, Safety and Risk Management Centre (EHSRM) that focus on implementing safety, environmental stewardship and risk management programs in the university and the surrounding community. Another example is the Environment and Sustainable

Development Unit (ESDU) that is involved in community development, environmental preservation, and landscaping and green buildings advancement.

Additional initiatives to maintain the environment includes the 'Neighbourhood Initiative'. The 'Neighbourhood' Initiative' has been introduced to develop the well-being of the surrounding community, protect the diversity of the area and challenge AUB members to go outside their walls. Problems in the university's neighbourhood have been traffic and congestion, noise and chaos, poor walkability of streets and sidewalks, lack of parking space, and lack of greenery. The university has tried to solve these problems by fostering an environment of change, providing incentives to students and faculty members for community engagement and services and implementing straightforward activities (as creating semi-public transportation system, widening sidewalks, adding parking options and greening the neighbourhood).

This is, in addition, to other initiatives related to monitoring the carbonyl concentration caused by vehicle emission, managing the waste crisis and cleaning the different streets of Beirut. In collaboration with the Ministry of Environment and the United Nation Development Programmes (UNDP), AUB has extensively studied the impact of the outbreak of the waste crisis, the random waste dumps and the burning practices to reduce the volume of the waste. The university has identified several consequences on the environment as air and water pollution and on human health as diseases and problems in the respiratory and digestive system, and at the same time proposed some interventional policies and comprehensive waste management solutions to contain this disaster.

AUB General	
1. Environment	

Global Challenges	• Introduction of Technology and Information Systems
	  o Virtual Universities
	  o Internet-Based Educational Programs
	• Increase in Violence and Terrorist Attacks
	• Breaches in Ethical Principles
	• The shortcoming of Global Governance

Local Challenges	• Regional Competition
	• High Cost of AUB Tuition
	• Economic and Financial Situation in Lebanon
	• Environmental Pressures
	  o Random Waste Dumps
	  o Water and Soil Contamination
	  o Congestion and Pollution
	  o Crumbling Infrastructure and Lack of Greenery
	• Lack of Governmental Support and Corrupted Regimes
	• Political Instability and Lack of Safety

2. Corporate Culture	• Premier Higher Education Institution with 145 years of History • Top-Calibre and Knowledgeable Faculty Members • Multinational and Diversified Professional Team • Highly Motivated Team • Empowering the Youth and Developing Global Leaders

	• Innovation and Creativity • Accountability and Transparency • Trust and Freedom of Expression • Good Governance • Ethics and Code of Conduct • Civic and Environmental Engagement
3. Code of Conduct	• Written Code of Conduct • Guide Decision Making and Define Relationships • Formal Policy Regarding Ethical Compliances • Principles of Integrity, Respect, Fairness, Diversity, Equity, Mutual Esteem • Act in Good Faith, Refrain from Abusing Authority, Eliminate Inequities and Avoid Favouritism

4. Objectives	• Students' Centred Programs and Multi-Disciplinary Exposure
	• Research-Led Learning and a Leader in Home-Grown Research
	• Vocational Focus to Academic Programs
	• Partnering with Businesses and Governmental Agencies
	• Advanced Technology in Building the Academic Infrastructure
	• Global and Multidimensional Education
	• International Affiliation and Exchange Programs
	• Ethical Working Environment
	• Civic and Environmental Engagement
	    o Improve Human Conditions
	    o Protect Health in Armed Conflict Areas
	    o Minimize the Suffering of Working Children
	    o Support for Refugees

5. Followers	• Highly Qualified Team • Leadership and Authority in the Field of expertise • Up-to-date with Recent Advances in Education and Research • Ability to Develop Academic Programs • Engage and Guide Students through the Education Process • Highly Motivated Team • Ethical, Trustworthy, Caring and with High Integrity • Have a Record in Community Services
6. CSR	
Definition	• Developing Individual Learning and Human Capital • Promoting Citizenship among Students • Serving the Interests of the Different Stakeholders • Serving Societal Needs, Economic Development and Local Conditions of the Population
Advantages	• Mainstream and Long-Term Forward Thinking • Safeguard the Interest of Stakeholders • Positive Image and Credible Reputation • Overcome Unfavourable and Negative Publicity • Strong Competitive Position • Cost Savings • Stewardship and Positive Impact on Future Generations, Society and the Environment

Disadvantages	• Negative Consequences if CSR Initiatives Are Not Executed Well
	    ○ Deplete the Money of Investors
	    ○ Will be Considered by the Public as Window Glossing
	• Not Effective if Not Linked to the Expertise of the Institution

7. CSR Strategy	• Supports the University Objectives (Protecting Human Conditions, the Society, Sustainability and Natural Resources) • Underpinned in the Institution Strategy • Annual Budget for CSR • Annual Reporting System for CSR Initiatives (DJSGI, GRI, PRME)
8. Leadership and CSR	• Leader has the Authority to Initiate, Approve and Implement CSR Initiatives • CSR Initiatives are Underpinned in the University's Overall plan • Included in the Job Description of Key Positions in the University • CSR Activities are Aligned Based on Each Faculty Field of Expertise

PRME Initiatives	AUB Participating and a Member in the PRME Initiative Issues Periodically the SIP report to Share Progress with Other Members
9. Purpose	• Educational Frameworks and CSR Materials • CSR Conferences • CSR Workshops • Clubs, Societies and Centre of Excellence (citizenship, social responsibility and volunteerism)
10. Values	• CSR in the Business Program • CSR Course
11. Research	• Research Hub for the Region with 30 Research Centres • CSR Conceptual and Empirical Research • Research Budget • Dedicated Time for Research • Have Prominent Scholars in the Field of CSR • Research Record as a Prerequisite for Recruiting and Promoting Faculty

12. Partnership	• Community Service
	    ○ Providing Support Health Services for Syrian Refugees in Lebanon
	    ○ Civic Development: Engaging AUB Students with NGOs
	    ○ International Women Day: Awareness Campaign on Breast Cancer
	    ○ Awareness campaign on Social, Health, Political and Environmental Issues as Safe Driving, Cancer Screening, Family Planning, Healthy Eating and Smoking.
	• Students Development
	    ○ CSR in Action: Understanding and Creating CSR Innovations
	    ○ Moving Beyond Business: Exchanging Information about the Evolution of CSR in the MENA Region
	    ○ Global Compact: Spreading Awareness about UN principles (Anti-Corruption, Labour, Human Rights and the Environment)
	    ○ Eco-Entrepreneurial Competition: Developing Social and Economic Skills of Students and Spreading Entrepreneurship Education
	    ○ Women in Data Science: Calling for a Higher Representation of Women in the Data Science Field.

13. Fairness	• Non-Discrimination Policy • Qualifications are the Base for Recruiting, Promoting and Compensating Employees • Written and Published Non-Discrimination policy • Breaches in this Policy are Subject to Corrective Measures.

14. Natural Resource Conservation	• Several Centres within the University to Study the Efficient use of Natural Resources
	  o Studying the Water and Soil Pollution Problem
	  o Introducing Water Management Programs
	  o Awareness Campaigns on Conserving Nature
	  o Awareness Campaigns on Eco-management

15. Green Environment	• Several Centres within the University to Study Environmental Preservation
	  o Landscaping and Green Buildings
	  o Studying Land Degradation and Desertification Problems
	  o Reforestation Programs
	• Developing the University Neighbourhood
	  o Landscaping Areas
	  o Pedestrian Passages and Parking Areas
	  o Less Pollution and Traffic
	  o Hygiene and Cleanliness
	  o Security Team
	  o Protect Diversity in the Area
	• Monitoring Carbonyl Concentration
	• Cleaning-Up Campaigns
	• Waste Management Studies
	  o Random Waste Dumps and Burning Practices Effects
	  o Diseases and Health Problems from Burning Waste
	  o Waste Management Solutions

2.2 Case Two: LGU

The Lebanese German University (LGU):

The Lebanese German University, founded in 2008, is a higher education institution accredited by the Ministry of Education and Higher education in Lebanon. LGU is located in the North of Lebanon. The University has been founded by the Lebanese German Association for the Promotion of Culture (ALAC) and some Lebanese fellows to promote the German culture, methods and discipline and to create educational exchange between Germany and Lebanon. The mission of the university is to develop the Lebanese economic, cultural, social and environmental fields through advancing the pursuit of knowledge and intellectual freedom, fostering professional education and off-campus training programs, partnering with businesses and governmental agencies, promoting diversity and eliminating sectarianism, and spreading values of integrity and ethics among students, staff and faculty. The university is committed to improve the quality of the workplace, support the well-being of the Lebanese community, protect the environment,

conserve the natural resources and improve the Lebanese quality of life. The university involves today 800 students, 25 administrative employees, and 100 faculty members. The university is offering different majors, exchange programs, dual certificates and official degrees as the Bachelor and Master Degrees. Given all of that, the LGU is pursuing a long educational journey, excellence in education and rigours focus on producing competitive graduates.

The interview has been held with the university's Vice President, an eminent ethical senior academician and leader for more than 50 followers. The VP has three decades of experience in leading university personnel, managing student/ enrolment services, providing consultancy to the university academic board of directors, setting organisational policies and procedures, reviewing the curriculum and accreditation requirements for the different academic programs and representing the institution locally and internationally. The VP has joined LGU from four years ago holding a PhD in Banking and Finance and with expertise in organizing workshops and conferences related to critical issues in the industry, coordinating relationships with external bodies as the government and overseas universities, monitoring quality assurance processes, and fostering a research and publication culture within the university.

With several publications on corporate social responsibility as the "University Social Responsibility and its Application in the Arab World" and "Students Social Responsibility Initiatives and the Impact on University Performance", the VP understands well the obligation of the university to bring students that are responsible citizens and future ethical leaders. According to him, the university can influence the lives and thinking of students, implement positive spirit for healthy participation among the youth, create awareness about the current problems and issues in the Middle East region and educate the new generation that even a small help can make a big difference.

2.2.1 Case Two -Data Reduction

__Interview Themes__

1. __Environment: Local and Global Challenges Facing the Educational Sector__

In 2017, some of the global challenges were the global financial crisis, the growing gap between rich and poor and the economic inequalities, ethnic conflicts and terrorism, organized crime networks, ethical scandals, resource scarcity and population growth and shortage in clean water. In addition to that, local challenges in Lebanon include rising costs of living, competitive pressures and increased number of players, high unemployment rate among university graduates, political tension and frustration from living under corrupted regimes, volatile oil prices, climate change and increased carbon dioxide emissions. "This will lead us to Aristotle statement that educating the mind without educating the heart is no education at all, and therefore class-led education is not enough, because it cannot meet future challenges", as declared by the Vice President. To cope with future demands and overcome threats, educational institutions especially universities need to teach students beyond textbook, acquaint them with the pressing economic, political, social and ethical

issues in the region and explain to them how to solve these problems and bring up the necessary change. Universities need to raise the students' senses of responsibility in serving their community, empower them to make ethical decisions in their future careers and train them how to reduce their ecological footprint on natural environment and resources.

2. <u>The University Corporate Culture</u>

Although the corporate culture concept is growing in importance, as it guides the discretionary behaviour of the employees and provokes a productive working environment, there is no well-defined corporate culture in LGU. The university corporate culture relies on norms and habits, verbal procedures and tools to resolve conflicts, informal rituals and less common understanding of what the institution stands for. However, necessary efforts are made to copy the German module in education that is based on precise disciplines, articulated values and common cultural assumptions. In learning from the German module, LGU can better define the university's culture, prominently communicate it to all employees and students, document its practices and operating principles and thread it through orientation programs and exemplary behaviours.

3. <u>Code of Conduct and Formal Policy in Place Regarding Business Conduct and Ethical Compliance.</u>

Having less defined corporate culture in LGU, there is no formal policy in place regarding business conduct and ethical compliance as well. There is serious devotion by the university to develop a code of conduct in 2018. Based on 35 years of experience in education by running the Technical Institute of Paramedical Science, the German School, the German Cultural House and the Lebanese German University, the university highly believes in the importance of having a written code of conduct that will guide decision-making at all levels and create boundaries for interacting with internal and external stakeholders. However, the university needs seriously to place this plan into action, because the code of conduct is a vital document necessary to protect the university's reputation and legal position against any breach of ethics by employees.

4. <u>Objectives:</u>

LGU is a non-profit higher educational institution working towards achieving specific important objectives as providing a high quality of education and promoting exchange programs that allow faculty and students to live an inter-cultural experience. Also, LGU works on spreading the Lebanese/German educational model through opening new branches (as LGU Tyre, in the south), developing the students vocational and professional skills that prepare them for a multidimensional workplace and advocating accessible and affordable education. Other objectives include bringing up students that are future corporate citizens, and that contribute to the economic and social well-being of their country.

5. <u>Followers: Subordinates Traits and Abilities</u>

The qualification, traits and abilities of employees in LGU vary with the hierarchical level and position in the institution. Different employees have different traits and abilities,

coming from different backgrounds and fulfilling different positions. The university cares about attracting and retaining highly qualified employees and faculty with outstanding records, but still, some are recruited based on other considerations. However, the university offers formal and informal training programs that are aligned with the organizational requirements to develop and advance the employees and faculty potentials.

6. **CSR, Advantages and Disadvantages of Incorporating CSR into the Organization?**

The VP is aware of the concept of CSR and has lots of publications on the importance of CSR in the educational sector. According to the VP, CSR is an emerging trend, a growing concept, and the expectation of the society. CSR is a combination of three concepts: the firm with its legal presence regardless of its institutional structure, the society in large, and the relationship between the institution and the society. With respect to the VP, this relationship is the liability of the firm to the society to develop public lives, protect social justice, fight for human rights, preserve cultural and natural resources and promote the environment for future generations. As for the advantages, CSR has so many benefits to the institution as improving the value of the university, increasing its accountability and transparency, enhancing its reputation and differentiating it from other educational firms. Nevertheless, according to the VP, irrespective of the CSR benefits to the institution, the university's main role is to invest in socially responsible initiatives and socially responsible graduates. As for the disadvantages of CSR, there are absolutely no harm of CSR activities to the university.

7. **Underpinning CSR Initiatives in the Corporate Strategy.**

After joining LGU, the VP has started including a tactical plan for some CSR initiatives in the general university's plan. However, there is no budget for the CSR tactical plan and no serious commitment to invest in CSR activities. The VP's main aim, for the future, is to have a predetermined yearly budget, around 5% of the total university budget, for CSR activities and to formally report the university's social responsibility actions for the public.

8. **Ethical Leader and his/her Ability to Promote CSR.**

The main problem in being socially responsible for the owners is the cost and affordability of CSR activities. CSR programs require expensive and ongoing costs without significant evidence that engaging in CSR activities can increase the number of students or provide a clear method to recoup those costs. CSR activities are handled by the VP, after the approval of the owners. Most of the times, the VP seeks the help of external sponsors to finance and support his CSR events and programs. The owners of the university consider CSR expenditures as an unjustified cost and a new concept introduced by some of the professionals they have recruited in the university.

Principles for Responsible Management Education (PRME)

9. **Purpose:**

LGU conducts seminars and workshops to create awareness and develop students' capabilities on how to serve their society better and generate sustainable values. In collaboration with the Ministry of Social Affairs and the World Bank, LGU has conducted

a workshop for 84 students on social responsibility under the title of "Students' Capacity Building'. This workshop will be carried each year in a continuous effort by LGU to train and develop students to be future generators of sustainable values. In another seminar (The Immigration of Brains), the students have been encouraged not to leave Lebanon for more developed and safe countries where they can achieve a higher income and better standards of living. The reason is that the brain drain will reflect poorly and inflict huge losses to the home country. The youth are asked to remain, invest in and develop their home country.

10. Values:

The LGU incorporates the CSR concept only in few Management courses. The university believes that CSR is to be discussed only in senior Management courses. However, recently, a 'Corporate Social Responsibility' course is added to the curriculum, and it is a core requirement for all Business students.

11. Research:

The LGU provides a budget to support research in the field of social responsibility. Several papers have been prepared under the name of the university by students, faculty and faculty from abroad, mainly Germany. Examples of these studies are: 'Stakeholder Perspective of Corporate Governance', 'University Social Responsibility and its Application in the Arab World' and 'Students Social Responsibility Initiatives and the Impact on University Performance'.

12. Partnership:

Every year, LGU carries nine activities to engage students in social work through partnership with the ministries, municipalities, army, hospitals, banks and the United Nations. The volunteer work by the students in LGU includes charity events, community services to create a connection between LGU and the local community, and students' development programs involving seminars, conferences and competitions. The main aim of LGU is to provide students with experimental learning that allows them to engage in social and civic activities as the table below.

LGU Partnership with the Business, Civil Society and Governmental Firms

Event	Partner	Description
1-Free Health Day

(Charity event) | Municipality of Jounieh and Notre Dame du Liban Hospital | Full free medical check-up and valuable medical consultations provided for community members (more than 3,400 persons) by physical therapists, expert nutritionists and doctors |
| 2-Army Day (Students honour heroic deeds and understand the threats facing Lebanon) | The Lebanese Army and the Commandos Regiment in Roumieh | Honouring and expressing solidarity with the Lebanese Army on Independence day after the difficult circumstances and political instability that Lebanon is facing today. |

3- Radiology Day (Community service by students)	Department of Medical Imaging	Awareness campaign on the risks of breast cancer and the advantages of early diagnoses of the disease.
4-Beirut Marathon (Community service by students)	Beirut Marathon, BLOM Bank and London Medical Team	Assistance, treatment and medical help for exerted joggers.
5- Fighting Infections Related to Health Care (Students development)	Notre Dame du Liban Hospital	Awareness campaign on bacterial resistance for doctors and patients, exchange of knowledge on the latest developments in the medical field and exposure on the practical field of medicine: dilemmas and challenges.
6- Celebrating Christmas with families in need (Charity event)	Ministry of Social Affairs	Donating food, cloth, furniture and medical care products to Lebanese in-need families, in addition to cleaning, repair and restoration tasks for their houses.
7- UN Teach-In (Students development)	UN Communication Group in Lebanon (UNCG)	Presentation on the work, priorities and objectives of the UN globally and the Millennium Development Goals (MDGs) including humanitarian and human rights, peacekeeping, political affairs and youth developments
8- World Consumer Rights Day (Students development	Ministry of Economy and Trade	Awareness campaign on what are the different consumer rights, how a consumer can protect his/her rights, and what is the procedure to follow when raising a complain?
9- Innovation in Food Control (Community service)	Ministry of Economy and Trade	Competition held by the Ministry for 20 universities in Lebanon to come up with creative feasible ideas on how to better protect the Lebanese consumer. LGU has won the first prize for creating a meat tracking system to overcome the fact of having damaged meat in the country.

13. <u>Fairness:</u>

LGU has no discrimination policy in treating employees as claimed by the Vice President. Also, to capture a substantial value, as declared by the VP, the university aspires to build, retain and motivate diverse workforce from different genders, age brackets, religions and cultures. However, there are some limited cases of discrimination as declared by followers.

14. <u>Natural Resource Conservation</u>

The natural resource conservation or reducing the consumption of energy, power and water by finding alternative sources of energy is not applied or applicable to LGU. LGU does no efforts in this regard.

15. <u>Green Environment:</u>

As for going green and protecting the environment, LGU is only sorting the garbage for further processing and recycling by the Municipality of Jounieh. Additional other initiatives to maintain the environment includes having the students cleaning the seashore

in Jounieh and participating in the 'let's do it Mediterranean Day' (that has been organized by the Big Blue Association to preserve Green Lebanon and its natural resources). No other significant environmental activities carried on by LGU.

LGU General	
1. Environment	
Global Challenges	• The Global Financial Crisis • The Growing Gap Between Rich and Poor and the Economic Inequalities • Increase in Violence and Terrorist Attacks • Breaches in Ethical Principles • Resource Scarcity and Population Growth • Shortage in Clean Water.

Local Challenges	• Competitive Pressures and Increased Number of Players
	• Economic and Financial Situation in Lebanon
	• Rising Costs of Living
	• High Unemployment Rate among University Graduates
	• Environmental Pressures
	   o Congestion and Pollution
	   o Climate Change
	• Lack of Governmental Support and Corrupted Regimes
	• Political Instability and Lack of Safety

2. Corporate Culture	• No Well-Defined Corporate Culture • Less Common Understanding of What LGU Stands for • Informal Rituals, Norms and Habits • Verbal Procedures to Resolve Conflicts • Civic and Environmental Engagement
3. Code of Conduct	• No Code of Conduct • No Formal Policy Regarding Ethical Compliances

4. Objectives	• Vocational Focus to Academic Programs
	• Partnering with Businesses and Governmental Agencies
	• Global and Multidimensional Education
	• International Affiliation and Exchange Programs
	• Spreading the Lebanese/German Educational Model
	• Accessible and Affordable Education
	• Ethical Working Environment
	• Promoting Diversity and Eliminating Sectarianism
	• Civic and Environmental Engagement
	   o Bringing up Future Corporate Citizens
	   o Improve Human Conditions
	   o Contribute to the Economic and Social Well-Being of Lebanon
	   o Protect the Environment and Conserve the Natural Resources

5. Followers	• Qualified Team • Others are Recruited Based on Other Considerations (Nepotism) • Training Programs to Develop Employees and Faculty Potentials
6. CSR	

Definition	• Serving the Interests of the Different Stakeholders • Serving Societal Needs, Economic Development and Local Conditions of the Population • Preserving Cultural and Natural Resources and Promoting the Environment for Future Generations.
Advantages	• Mainstream and Long-Term Forward Thinking • Positive Image and Credible Reputation • Increase the University's Accountability and Transparency • Strong Competitive Position
Disadvantages	• No Harm of CSR Activities to the University
7. CSR Strategy	• Not Underpinned in the Corporate Strategy • No Annual Budget for CSR • No Annual Reporting System for CSR Initiatives (DJSGI, GRI, PRME)

8. Leadership and CSR	• CSR Activities Require the Approval of Owners on the Ideas and Budget
	• No Support from the Owners of the University
	     o CSR Expenditures are Unjustified
	     o No Evidence that Engaging in CSR Activities Can Increase the Number of Enrolment
	     o Nothing Is Clear How to Recoup CSR Costs
	• The VP Seeks the Help of External Sponsors to Finance CSR Programs

PRME Initiatives	
9. Purpose	• Some CSR Conferences • Some CSR Workshops
10. Values	• CSR in Few Senior Management Courses • CSR Course
11. Research	• CSR Conceptual and Empirical Research • Research Budget • Dedicated Time for Research

12. Partnership	• Charity
	     o Celebrating Christmas with Families in Need: Donation of Food, Cloth, Furniture, Medical Care Products and Maintenance Services
	     o Free Health Day: Providing Full Free Medical Check-Up for Community Members
	• Community Service
	     o Beirut Marathon: Treatment and Medical Help for Exerted Joggers
	     o Radiology Day: Awareness Campaign on Breast Cancer
	     o Food Competition: Food Safety Awareness Campaign
	• Students Development
	     o Army Day: Expressing Solidarity with the Lebanese Army on Independence Day
	     o Fighting Infections: Exchanging Knowledge on the Latest Developments and Challenges in the Medical Field

		o UN Teach-In: Spreading Awareness about UN Objectives (Human rights, Peacekeeping, Political Affairs and Youth Developments) o World Consumer Rights Day: Spreading Awareness on the Different Consumer Rights
13. Fairness		• Non- Discrimination Policy • Qualifications are the Base for Recruiting, Promoting and Compensating Employees • Some are Recruited Based on Other Considerations (Nepotism)
14. Natural Resource Conservation		• None
15. Green Environment		• Awareness Campaign on How to Protect Lebanon's Natural Resources • Cleaning-Up Campaigns • Sorting the Garbage

2.3 Case Three: RHU

The Rafik Hariri University (RHU):

The Rafik Hariri University, founded in 1999, is one of the first ten universities in Lebanon. RHU presents an American-Style higher education model. It is accredited by the Ministry of Education and Higher education in Lebanon under the Presidential Decree No. 17192. RHU is located in the Mechref Village in Damour with a big campus of 9 buildings and an area of 54,000 m2.

The founder is Rafik Al-Hariri (the Prime Minister of Lebanon that has been responsible for the massive reconstruction of Lebanon after the war and has been assassinated in 2005). He has aimed to engage in building the Lebanese knowledge, reinforcing the human resources of Lebanon, spreading values of humanism and citizenship, and promoting community service and cross-cultural understanding among the youth. He has funded the education of 36,000 students in different local and international universities.

The mission of RHU is to achieve excellence in all aspects of the university, foster a culture of quality, provide a meaningful contribution to the development of knowledge, encourage freedom of thoughts and support purposeful research. Moreover, the university aims to meet the local and regional job market demands by offering relevant programs, providing modern learning strategies, engaging students in practical learning experiences and supplying competent graduates and capable future leaders. Also, the university tries to spread values of shared governance, personal integrity, diversity and tolerance, accountability and community service among its members. RHU community members align their efforts to improve human conditions, leverage human potentials and promote positive change, contribute to the community enrichment, promote development activities and advance green thinking and practices

The university includes today 2,000 students, 200 administrative employees, and 150 instructional faculty members. The university is offering 40 different undergraduate and graduate programs in four different faculties (Arts, Business Administration, Engineering, Science and Information Systems) leading to Diploma, Bachelor, and Master Degrees. The university has affiliation and partnership with other educational institution across the world to facilitate academic cooperation and research, students and faculty exchange and joint seminars and projects.

The interview has been held with the university's Academic Director, an eminent ethical senior academician and leader for more than 200 followers. The Academic Director is considered by all his followers as an ethical role model, respectful, supportive, conscientious and objective. He has over 31 years of experience in planning institutional improvement, developing policies and procedures, preparing university catalogues and brochures, building library assets and services, managing daily students and faculty concerns, leveraging the available resources and coordinating the development of the curriculum.

The Academic Director has joined RHU from 3 years ago, holding a PhD degree in Mechanical Engineering. He is responsible for developing the university strategic plans, preparing the university budget, monitoring the quality assurance process, acquiring the accreditation for all the university programs, recruiting qualified faculty members and administrative staff, managing and leading human resources and building an authentic education for a better community. According to the Academic Director: "We need to integrate the learning mission and the community needs throughout the curriculum and in everything we do. At the same time, we need to empower members to contribute to the advancement of shared vision".

2.3.1 Case Three -Data Reduction

Interview Themes

1. **Environment: Local and Global Challenges Facing the Educational Sector**
"Higher education requires continuous maintenance and development to prevent sudden collapse. Also, higher education institutions need to cope with the local and global challenges and influence positive change", as stated by the Academic Director. For him, global challenges involve the introduction of technology into education. "Technology is driving universities to undergo fundamental and high-cost structural changes in terms of the design of the classroom, teaching methods, modes of knowledge attainment, communication tools, the purpose of the library, life on campus and management of resources", as he explained. Other global challenges are the current state of limited resources and the economic disparity between the rich and the poor, the over usage of clean water and the climate change, the shameful acts of man, the rise of extremist and neo-populist forces and the race to build the most destructive weapons.

As for the local challenges, they include competition and the increased number of knowledge providers, the shrinking conventional markets for university graduates, the

impotency of governmental institutions to meet the country's basic needs, the mindless wars to advantage a group over another and exploit strategic resources and the inflaming civil unrests to advance wicked agendas and destroy human experiences. Moreover, there are the environmental pressures as the random waste dumps, the water and soil contamination and the destructive behaviours of uneducated and irresponsible citizens. In addition, there are the changing societal expectations about higher education and the quality in higher education. "Magical advertisements and spirited slogans are no longer adequate for school students to beat a path to the university's door. Only, smart strategic planning can decode the challenges and the fast pace of changes around us and convince students that RHU can nurture their hopes and shape their dreams", as commented by the Academic Director.

2. The University Corporate Culture

According to the Academic Director, the university corporate culture supports excellence in teaching and administrative activities, purposeful learning and contemporary educational practices, openness and innovation and shared governance among all RHU constituents. Corporate culture is described clearly in a specific brochure that is distributed to faculty, staff and students across the university. Also, the Academic Director explains that faculty members, for example, have to be part of the university culture "by adopting a fresh approach to the learning process, amplifying the classroom experience, bridging hope to future generations and threading community concerns throughout the education process". As for students, the Academic director explains that they are integrated into the university culture "by being responsible citizens, assuming risks to advance a cause, leaving a legacy of achievements and exerting extraordinary efforts to overcome future challenges". Finally, RHU encourages and motivates all the university members to become engrained in the corporate culture, practice accountability and responsibility and share in creating a harmonious college environment focused on the common purpose.

3. Code of Conduct and Formal Policy in Place Regarding Business Conduct and Ethical Compliance.

There is a formal policy in place regarding business conduct and ethical compliance. The university is deeply committed to spreading ethical standards among its community members. University members, including faculty, staff and students, have to adhere to and live by the principles of integrity, respect, fairness, diversity, trustworthiness, confidentiality, stewardship and citizenship. In other terms, members of the RHU community have to commit to honesty and accuracy, adhere to civility and decency, exemplify objectivity and tolerance, act reliably and professionally, protect the security and privacy of information, respect the university property and comply with the university rules and regulations.

There is also written policies on members' rights and responsibilities, conflict of interest, fraud, discrimination, harassment, smoking, drugs, electronic communications and grievances. These policies focus on having reasonable conduct that will safeguard the university's ongoing mission and the environment in which scholarship may flourish.

4. Objectives:

RHU objectives are achieving excellence and quality in higher education, becoming a beacon of knowledge and a brand in academic distinction, instituting authentic learning conditions and passion for learning and adapting the latest contemporary educational innovations. Other objectives include developing students' potentials and contribution, stimulating their imagination and curiosity and providing them with the required skills to succeed in the continually transforming markets and changing needs. Also, RHU instils in its students the values of grit, tenacity, freedom of self-expression and thoughts, citizenship, responsible behaviour and social engagement that will allow them to overcome life's challenges and be prepared for a lifetime of meaning.

5. Followers: Subordinates Traits and Abilities

The university cares about attracting and retaining highly qualified employees and faculty members with excellent records. According to the Academic Director, the faculty member has to advance the university mission and the standards of higher education, abide by the university policies and academic processes, and contribute to the development of curricula and academic programs. Also, faculty members have to integrate the contemporary practices into the learning process, ensure quality in teaching and research, instil in students the drive to excel and the passion for learning and support students' innovations and training opportunities. Finally, according to the Academic Director, RHU community members "have to be role models for the students, exemplify high standards in ethics and embrace community problems in pursuit of finding viable solutions".

6. CSR, Advantages and Disadvantages of Incorporating CSR into the Organization?

According to the Academic Director, from five years ago, the concept of CSR has started to gain some interest in Lebanon. However, Lebanon is still lagging in its implementation. For most institutions, social responsibility is scattered philanthropic and public-spirited practices. Therefore, "universities have an important role in creating awareness about CSR, introducing the concept to the curricula and empowering the youth to implement CSR programs", as explained by the Director.

As for the advantages of CSR, responsible practices are considered, today, mandatory for the survival and well-being of the university. In addition, the commitment of the university to behave ethically and responsibly beyond the legal and public expectations of the society is necessary to enhance the image of the university, secure a good relationship with the community, lower employee turnover and students drop-out, attract highly qualified human resources and increase efficiency and productivity. Furthermore, corporate citizenship can produce quantitative economic benefits to the institution through implementing sustainability practices that conserve natural resources, use less-costly sources of energy and recycle waste to generate energy and profit.

As for the disadvantages of CSR, the Academic Director says: "there are no disadvantages to CSR; however, there are barriers to implement CSR". These barriers include the lack of understanding of the notion of CSR, the lack of governmental support through CSR-related

policies or tax incentives, the lack of CSR leadership, the lack of transparency in the public and private sectors and budget restrictions.

7. **Underpinning CSR Initiatives in the Corporate Strategy.**

According to the Academic Director, the CSR activities cannot be separated from the university's strategies and overall plan. In RHU, it is vital and necessary to integrate social responsibility into all the university's functions, policies, training and report development. Also, every year, the CSR budget is appropriately allocated and aligned with the corporate strategy. The CSR plan involves a comprehensive approach of how to fulfil stakeholders' interests, leverage business value, join accredited international guidelines and global CSR initiatives and share best practices with other universities. Furthermore, the CSR plan supports institutional objectives that are compatible "with influencing positive change, investing in human capital, engaging in community developments and addressing social concerns", as explained by the Academic Director.

8. **Ethical Leader and his/her Ability to Promote CSR.**

"A nation cannot be built on the shoulders of the government alone. Each institution in the country must contribute to influencing positive change, finding solutions, building a sustainable future and improving the conditions of the nation's capacity. This can be done if these institutions have visionary leaders that establish a business case for CSR", as stated by the Academic Director. In RHU, high-profile, ethical and responsible leaders are selected to champion the cause of CSR, build social, environmental and governance pillars and initiate a multi-stakeholder partnership for CSR. All different kinds of support are provided to leaders within the university to implement the CSR strategy. Some of these support activities include the top administration support, CSR training and ongoing professional development, funds allocated for CSR and rewards granted to successful CSR initiatives.

Principles for Responsible Management Education (PRME)

9. **Purpose:**

RHU aims at providing a holistic student development process. In this regard, RHU has organized several conferences and workshops to build human capital, advance knowledge and innovation and find solutions to pressing complex problems. Some of these conferences are, for example, 'Fighting Corruption and Money Laundry, 'The Financing of Terrorism, 'The Dynamics of Corrupt Leadership', 'The Growing Concerns with Social Media Use', and 'Professional Expectations in the Real Business World'. Also, RHU students have participated in several workshops as 'Individual Social Responsibility', 'Common Practices of Socially Responsible Firms in Lebanon', 'Sustainable Ethics Education', 'Solution to Lebanon's Oil and Gas Dilemmas', 'Waste Management' and 'Go Green' workshops. Finally, RHU encourages its students to establish clubs, share in a variety of common interests, contribute to the community development and engage in areas of leadership, citizenship, social responsibility and volunteerism. Some examples of these students' organizations are the clubs of 'Leadership', 'Community Services, 'First Aid', and 'Public Speaking'.

10. Values:

RHU incorporates corporate social responsibility into the programs of Management, Marketing, Finance and Accounting. In addition, there is a 'Corporate Social Responsibility' course that is included in the curriculum and considered mandatory for all university students. Moreover, there is a course called 'Community Engagement Experience' that consists of voluntary work in a non-profit organization or a local governmental agency. The primary purpose of this course is to develop students' leadership skills, allow them to engage in socially responsible actions and participate in the betterment of the society.

11. Research:

RHU has established different research units within the university to promote conducting academic research, increase the stock of knowledge, build human capital, support innovation and contribute to the economic and social development of Lebanon. Research is supported by a yearly budget that is included in the annual plan of the university. Several papers have been prepared under the name of the university by students, faculty and faculty from abroad. Examples of these studies are: 'The Influence of Business Ethics on Lebanese University Students: Can Business Ethics Be Learned', 'The effect of globalization on commitment to ethical corporate governance and corporate social responsibility in Lebanon', 'The Motive for Individual Social Responsibility and Its Possible Impacts: The Case of Lebanon', 'Attitude towards Business Ethics after the Arab Spring: Influence of Religiosity, Gender and Political Affiliation' and 'Development of Sustainable Ethics Education in Business: A Framework'. According to the Academic Director, the aim is "to conduct collaborative studies and interdisciplinary research that solve community problems, offer promising ideas and have direct implications on the Lebanese context".

12. Partnership:

RHU collaborates with professions, industry, ministries, municipalities and the wider community to engage students and develop their skills. In addition to academic learning, students contribute to events related to philanthropic activities, community services, partnership building and other entrepreneurial initiatives as the table below.

RHU Partnership with the Business, Civil Society and Governmental Firms

Event	Partner	Description
1- World Kidney Month (Philanthropic Activity/ Community Service)	RHU Biotech Society and the (LSNH)	Awareness campaign on the risks of kidney disease and obesity, and how to maintain a healthy lifestyle for healthy kidneys. The campaign has also involved free full medical check-up and valuable medical consultations by expert nutritionists and doctors.

2- Earth Day 2017 (Community Service/ Volunteerism)	The Lebanese Union of Professional Divers	The aim is to spread awareness on environmental hazards, including the threats to marine life in Lebanon, the status of the Lebanese territorial water and the abuse of environmental resources.
3- Wildlife Protection Design Competition (Students development)	The European Union StREG (Support to Reforms Environmental Governance) program as part of the Ministry of Environment's Sustainable Hunting Campaign.	Students sharing in an environmental competition to create a sustainable hunting campaign.
4- RHU IncuVation Initiative (Students development/ entrepreneurial initiatives)	Ministry of Economy and Trade	The aim is to unleash practitioners' creative capacities through developing new innovative ideas of potential impact and transforming it into possible entrepreneurial entities.
5- Young Professionals Lebanon Congress 2017 (Students development/ entrepreneurial initiatives)	The Young Professionals (YP) affinity group, University of Kaslik, Alfa and Nokia	Encouraging young entrepreneurs to establish their own startup companies with the guidance of leading ecosystem players in the region.
6- I Care 3rd National School Competitions (Students development)	Future TV, 54 National Schools, and the Lebanese American University	In relation to "I Care for Sustainability, "I Care for Cultural Heritage" and "I Care for Equality," high school students have participated in public speaking, video making, and essay writing competitions.
7- Girls "Go Tech" for Empowerment (Students development)	The RHU College of Sciences and Information Systems and The United Nations Agency for Information and Communication Technologies.	Encouraging interdisciplinary collaboration and calling for a higher representation of women in the growing field of information and communication technologies.
8- Beirut Marathon (Community service by students)	BLOM BANK Beirut Marathon and Himaya (Non-Governmental Organization)	Spreading awareness against child abuse and allowing students to actively participate in extracurricular activities that advance a social cause and serve the community.
9- Inauguration of the Solar Plant in RHU (Community service)	The Lebanese Centre for Energy Conservation and Lebanon and European Union Bank	Awareness campaign to encourage community members to support sustainable development programs, adopt alternative sources of energy, rationalize energy consumption and promote scientific and economic developments.

13. Fairness:

RHU has a non-discrimination policy in treating employees as declared by the Academic Director. The policy is mentioned in the website, posted in the form of posters in the university and signed by all the members. The university is highly committed to equal opportunities and prohibits discrimination because of age, gender, appearance, disability, religion, political affiliations, race, colour or nationality. In referring to the website, the Academic director explains: "The policy defines *fairness* as treating others with impartiality and distinguishing between their personal beliefs and professional responsibility to ensure the fair treatment of others". Moreover, any act of sexual harassment, sexual violence, prejudice, racism, or victimisation is to be reported immediately to the integrity committee. Then the committee will respond promptly and take action ranging from issuing a verbal warning to dismissal from the university depending on the situation.

14. Natural Resource Conservation

RHU works extensively on conserving natural resources, reducing the consumption of energy, power and water and finding alternative sources of energy. RHU is concerned with managing natural resources through the "Sustainable Campus initiative". This initiative focuses on providing a better campus infrastructure that will minimize the university's ecological footprint.

To do that, RHU applies environmentally responsible practices in their 54,000 m2 campus. These practices fall into three categories: energy production and conservation, rain harvesting and recycling, and composting organic materials (that will be discussed in the following section).

As for energy production and conservation, RHU has installed solar photovoltaic (PV) plant to produce 100 KW (kilowatt) that satisfies part of the demand for energy in the university. In the future, the plant will be extended to match supply with the total demand for energy in the university. Moreover, to improve the consumption efficiency of the buildings, RHU is using proximity sensors and motion detectors that will control on-off times and minimize the use of electricity and water. In addition, LEDs (Light Emitting Diodes) or lower-energy lights, energy-efficient heat/cooling systems and Low-E reflective films that are installed on windows to isolate the outside temperature are used in these buildings. As for water recycling and water harvesting, the university stores the rainwater on rooftops for reuse on-site for gardening and irrigation. Also, water recycling reduces the dependence on groundwater wells in the university. Finally, RHU cares about providing a healthy and safe environment for university members to increase their productivity, comfort and enjoyment of the campus life.

15. Green Environment:

As for going green and protecting the environment, RHU has established within the "Sustainable Campus initiative" a total waste management process. This process results not only in a zero-waste campus but also generates income for the university.

The process starts with an estimation of the waste stream in the university by quantity and composition. Then, separation of the produced waste occurs in the source. Waste separation occurs through placing several labelled bins (for plastics, cans, paper, or organic waste) in the university. Shredding machines are used to transfer the plastics, cans and paper waste into raw materials that can be used again in production. As for the organic waste, RHU has established a composting plant in the university.

The purpose of this composting capability is to provide nutrients for the plants, produce plants with fewer diseases, nourish and keep the pH (potential of hydrogen) in the soil at optimum levels and balance the soil ecology. Moreover, RHU wants to integrate the data obtained from this process into the curricula for research and teaching purposes. Composting is the act of breaking down compound organic waste into simpler inorganic forms that can be used as nutrients for other forms of life. The Academic Director adds that "RHU is spreading awareness across Lebanon on the composting benefits and giving motivation and encouragement for other universities to work on waste management given that the organic waste constitutes 70% of the total solid waste in Lebanon and each person generates around 400 kg of waste each year".

Additional initiatives, to protect the environment by RHU, include reducing the university paper footprint, cleaning the seashores in Lebanon with the help of the 'Bahr Loubnan Association', cleaning the surrounding area in Mechref and planting more and more trees in the university.

RHU General	
1. Environment	

Global Challenges	• The Growing Gap Between Rich and Poor and the Economic Inequalities
	• Introduction of Technology and Information Systems
	   ○ Virtual Universities
	   ○ Internet-Based Educational Programs
	   ○ Smart Classrooms and Methods of Delivering Information
	• Increase in Violence and Terrorist Attacks
	• Breaches in Ethical Principles
	• Resource Scarcity and Population Growth
	• Shortage in Clean Water
	• The Climate Change

Local Challenges	• Regional Competition
	• Economic and Financial Situation in Lebanon
	• High Unemployment Rate among University Graduates
	• The Ministry of Education Rules and Regulations
	• The Accreditation Requirements
	• Changing Societal Expectations About Higher Education
	• Environmental Pressures
	   ○ Random Waste Dumps
	   ○ Water and Soil Contamination
	• Lack of Governmental Support and Corrupted Regimes
	• Political Instability and Lack of Safety

2. Corporate Culture	• Top-Calibre and Knowledgeable Faculty Members • Highly Motivated Team • Empowering the Youth and Developing Global Leaders • Innovation and Creativity • Accountability and Transparency • Harmonious Environment • Focus on Common Purpose • Good Governance • Ethics and Code of Conduct • Civic and Environmental Engagement
3. Code of Conduct	• Written Code of Conduct • Guide Decision Making and Define Relationships • Formal Policy Regarding Ethical Compliances • Principles of Integrity, Respect, Fairness, Diversity, Trustworthiness, Confidentiality, Stewardship and Citizenship • Refrain from Abusing Authority, Eliminate Inequities and Avoid Favouritism, Commit to Honesty and Accuracy, Adhere to Civility and Decency, Protect the Security and Privacy of Information, Respect the University Property

4. Objectives	• Students' Centred Programs
	• Research-Led Learning
	• Vocational Focus to Academic Programs
	• Competent Graduates and Capable Future Leaders
	• Modern Learning Strategies and Contemporary Educational Innovations
	• Advanced Technology in Building the Academic Infrastructure
	• Global and Multidimensional Education
	• International Affiliation and Exchange Programs
	• Ethical Working Environment
	    o Promoting Diversity and Eliminating Sectarianism
	• Civic and Environmental Engagement
	    o Bringing up Future Corporate Citizens
	    o Improve Human Conditions
	    o Contribute to the Economic and Social Well-Being of Lebanon
	    o Protect the Environment and Conserve the Natural Resources

5. Followers	• Highly Qualified Team • Leadership and Authority in the Field of expertise • Up-to-date with Recent Advances in Education and Research • Ability to Develop Academic Programs • Engage and Guide Students through the Education Process • Highly Motivated Team • Ethical, Trustworthy, Caring and with High Integrity • Have a Record in Community Services
6. CSR	

Definition	• Protecting the Well-Being of the Youth • Developing Individual Learning and Human Capital • Promoting Citizenship among Students • CSR is still lagging in its implementation • Lack of Understanding of the Notion of CSR • Considered as Charity and Philanthropic Activities
Advantages	• Positive Image and Credible Reputation • Vital for Survival, Success and Well-being of the University • Cost Savings by Increasing Efficiency and Productivity • Students and Employees' Engagement and Satisfaction
Disadvantages/ Barriers	• Lack of CSR Leadership in Building Responsible Multi-Stakeholder Platforms • Inability to Apply Due to Lack of Government Support • Lack of Transparency in Public and Private Sectors and Budget Restrictions
7. CSR Strategy	• Supports the University Objectives (Protecting Human Conditions, the Society, Sustainability and Natural Resources) • Underpinned in the Corporate Strategy • Annual Budget for CSR

8. Leadership and CSR	• Leader has the Authority to Initiate, Approve and Implement CSR Initiatives
	• CSR Initiatives are Underpinned in the University's Overall plan
	• Included in the Job Description of Key Positions in the University
	• Only Ethical and Responsible Leaders are Selected to Champion the Cause of CSR
	• Support is Provided to Leaders within the University to Implement the CSR Strategy as:
	   o Top Administration Support
	   o CSR Training and Ongoing Professional Development
	   o Rewards Granted to Successful CSR Initiatives

PRME Initiatives	
9. Purpose	• Educational Frameworks and CSR Materials • CSR Conferences • CSR Workshops • Clubs, Societies and Centre of Excellence (citizenship, social responsibility and volunteerism)
10. Values	• CSR in the Business Program • CSR Course • Community Engagement Experience Course
11. Research	• CSR Conceptual and Empirical Research • Research Budget • Dedicated Time for Research
12. Partnership	• Community Service o World Kidney Month: Spreading Awareness on the Risks of Kidney Disease and How to Maintain a Healthy Lifestyle for Healthy Kidneys

	- o Earth Day: Spreading Awareness on Environmental Hazards and Marine Life Threats - o Inauguration of the Solar Plant in RHU: Spreading Awareness to Adopt Alternative Sources of Energy and Rationalize Energy Consumption - o Beirut Marathon: Spreading Awareness against Child Abuse and Other Social Problems - Students Development - o Wildlife Protection Competition: Students Sharing in Environmental Competition to Create a Sustainable Hunting Campaign - o RHU IncuVation Initiative: Stimulating Creativity among Students and Helping Them in Creating Possible Entrepreneurial Opportunities - o Young Professionals Lebanon Congress 2017: Developing Social and Economic Skills of Students and Spreading Entrepreneurship Education - o Girls "Go Tech" for Empowerment: Calling for a Higher Representation of Women in the Data Science Field - o I Care 3rd National School Competition: In relation to "I Care for Sustainability, Heritage and Equality", Encouraging School Students to Deliver their Ideas Professionally and Promoting Quality Education among the Youth
13. Fairness	- Non-Discrimination Policy - Qualifications are the Base for Recruiting, Promoting and Compensating Employees - Written and Published Non-Discrimination policy - Breaches in this Policy are Subject to Corrective Measures.
14. Natural Resource Conservation	Sustainable Campus initiative to Manage Natural Resources: - Energy Production and Conservation - Infrared Proximity Sensors for Controlling Water and Electricity Consumption - LEDs (Light Emitting Diodes) or Lower-Energy Lights - Energy-Efficient Heat/Cooling Systems - Solar Energy: Solar Photovoltaic (PV) Plant to Produce 100 KW - Natural Lighting - Low-E Reflective Films Installed on Windows to Isolate the Outside Temperature - Water Recycling and Water Harvesting - Healthy and Safe Indoor Environment - Increase in Employees and Students Productivity - Green Areas and Rooftop Gardens - Composting Organic Materials
15. Green Environment	- Reforestation Programs - Cleaning-Up Campaigns - Waste Management Process - o Generating Income for the University through a Zero-Waste Campus - o Separating the Produced Waste in the Source

	o Transferring Waste into Raw Materials Used Again in Production.
	o Transferring Organic Waste to Plants Nutrients through a Composting Plant
	o Integrating this Process into Curricula for Research Purposes
	o Spreading Awareness across Lebanon on Composting benefits
	o Motivating other Universities to Work on Waste Management
	o Reducing the University Paper Footprint

Section 3: The Privately Owned Universities and the CSR Leadership

There is a scarcity of research on CSR in Lebanon and especially in the field of higher education. There are limited studies on the relationship between the type of university ownership (public, private, family-owned) and CSR leadership (Jamali, 2007; Soundararajan et al., 2018). However, as the privately-owned Universities are the dominant engine of growth (having 41 Universities that are privately owned out of 42 Lebanese Universities) in the relatively liberal higher educational sector (National Tempus Office, 2016), it is imperative to study CSR leadership in these Universities. The Lebanese law guarantees the freedom and autonomy of the private higher education institutions in areas related to academics, administration, finance and research (TLQAA, 2014). The Lebanese private universities are independent entities that follow either the American or European educational system, have their own admission rules, organize and prioritize their research requirements, rely on the tuition as the main source of income and do not receive any financial support from the government (TLQAA, 2014). It is difficult for students to transfer from one university to another, as there is no national credit system that permits students mobility and transfer recognition (National Tempus Office, 2016). Each university selects its governance either by adopting the American model (involving a board of trustees) or by having the owners themselves running the university (Saidi, 2004).

From past days and pervasive till today is the family dominance over the business in Lebanon where the family-owned institutions adopt mostly authoritarian, personalized and bureaucratic leadership style (Welsh & Raven, 2006; Sreih et al., 2019). The owner determines if CSR practices will be incorporated in the institution culture or not (Bitar, 2012) based on the personalized style of management (Fuller & Tian, 2006; Soundararajan et al., 2018). According to Miller et al. (2008) and Jenkis (2004), family-owned institutions failed to engage in the CSR debate as they focus more on areas related to work-family challenges, employee retention and motivation and equity and well-being issues. As for Charbaji (2009) and Chahine & Mowafi (2015), the family-owned academic institutions consider that CSR initiatives are an add-on to the business and not mainstream, have less integrated value and do not constitute a part of long term strategy. According to the

National Tempus Office (2016), two percent of all the private Lebanese Universities have an official report on their long term CSR strategy and vision. Owners of the academic institutions focus on the economic strand at the expense of other dimensions of CSR and limit the CSR practices to some philanthropic conceptions as a charity, donation and sponsorship (Hasrouni, 2012; Jamali, 2019).

In a study done by Jamali et al. (2008) on family-owned institutions (that are of Lebanese origin, managed by the owner and are involved in some CSR initiatives) has found out that the motivation for engaging in social work stems from the founder's or owner's religious motivation and personal locus of responsibility. Moreover, this study has discovered that the owners of the institutions have accorded more systematic attention to stakeholders as customers, workers and stockholders that have an economic impact on the triple bottom line and less attention to the silent stakeholders as the environment and community (Jamali et al., 2008). Therefore, CSR decisions and choices done by the owner have been philanthropic and less strategic (Jamali et al., 2008). Another study done by Jamali (2007) has selected eight private institutions in Lebanon based on their CSR announced programs and partnership with international parties to carry out CSR projects (as the United Nations Volunteers program). In this study, Jamali (2007) has noticed the lack of proper planning and strategic vision to utilize the institution internal resources and competencies to execute CSR programs. Owners of the firms in Jamali's (2007) study have overwhelming concerns with more pressing survival issues as delivering shareholders value and profit over lower priority requirements as promoting societal value. As a result, to balance self-interest with community good, these private institutions are adapting some voluntary philanthropic contributions over and above their mainstream activities (Jamali, 2007; Jamali, 2019).

On the other hand, some further studies have been conducted to understand the social role of the Lebanese family-owned institutions. A study has been conducted by Bitar's (2012) on how the family-owned institutions in Lebanon perceive CSR. Similar to Jamali's (2007) and Jamali et al. (2008) studies, the CSR practices are perceived by the family business owners as some kind of philanthropic activities that are not related to the strategy or vision of the institution (Bitar, 2012). However, in Bitar's (2012) study, owners managing the family business have been careful at addressing social challenges; practice their ethical values, and purse CSR initiatives due to several reasons related to their family name, public image and long term relationship with stakeholders. In the Lebanese context, the family name and reputation, the numerous players in the market, the exploitation of profits by the family-owned institutions are justified reasons for these institutions to behave responsibly (Zanhour, 2012; El-Kassar et al., 2018).

Engagement in CSR activities is important to international, governmentally-owned as well as to medium and small family-owned academic institutions (Miller et al., 2008). Castka et al. (2004) consider that to develop further CSR, all institutions in different industries, with different sizes, structures and ownerships have to be integrated into the social responsibility debate. In Lebanon, the contribution of the family-owned academic

institutions to the society is growing in importance, and this is evident in their informal, intuitive, personalized and stronger long-term relationship with stakeholders (Jamali et al., 2008; Jamali et al., 2017). For this reason, according to Jenkins (2004), the term "corporate social responsibility" has to be changed to include not only corporations, but also medium enterprises and smaller family-owned institutions.

The Ministry of Education and Higher Education in Lebanon and its Role in Promoting CSR

The Ministry of Education and Higher Education governs the private Universities in terms of laws and procedures related to the licensing of new universities, branches or programs and the recognition and equivalence of degrees (Ministry of Education and Higher Education (MEHE), 2014). As for the licensing of a new university or a branch, the ministry obliges the university to have education as the main objective of the academic institution. Besides, the university has to present information about the programs and curriculum, provide adequate independent buildings dedicated to the new university and provide libraries and laboratories facilities as required by the programs. The university has to maintain 50% PhD holders academics and support staff and get the necessary authorizations before starting the teaching functions (MEHE, 2014). As for the recognition and equivalence of degrees, the ministry recognizes the diploma of the Lebanese private universities and gives equivalence to diplomas from abroad based on the decision of the equivalence committee or the profession-based committees (TLQAA, 2014). As for corporate social responsibility, there are no regulations by the Ministry of Education and Higher Education on areas related to the social role of the university. The Ministry requires the private universities to service the public ethically and within the provision of the law and other relevant international conventions (MEHE, 2014).

As a result, the Lebanese private Universities are trying to gain credibility and advantage over rivals by filling the gap left by the government and applying self-regulating practices and controls (Hejase et al., 2012; Azzi & Azoury, 2017). These self-regulating practices have included adding a quality assurance unit responsible for internal quality assurance procedures and the accreditation process with international agencies (as the NEASC, AERES, IEP or ABET accreditation committees) (TLQAA, 2014). Moreover, the private Universities have initiated international cooperation with abroad Universities to offer dual degrees (local and international diplomas), participate in international projects (as the Tempus and Erasmus Mundus projects), and support research cooperation between different countries (as the CEDRE research between Lebanon and France) (TLQAA, 2014). As for corporate social responsibility, the Lebanese private universities can as well apply internationally recognized standards in their workplace and surrounding environment to further the CSR culture and minimize negative footprints (Mena, 2014). For example, in 2000, few private Universities, in the MENA region and Lebanon, have started to adopt the United Nation Global Compact (UNGC) to foster corporate social responsibility (Mena, 2014).

Finally, in addition to the role that is carried out by the Lebanese private academic institutions in promoting corporate social responsibility, the Ministry of Education and Higher Education has to play its role in creating awareness about CSR topics (Jamali et al., 2009; Jamali et al., 2017). The Ministry has to encourage universities in integrating CSR into their programs and long-term strategy and in creating funds dedicated to sustainability and community well-being (Sherif, 2015). Moreover, the Ministry can offer some tax exemptions and special incentives to private Universities involved in CSR and in reporting these CSR initiatives (Charbaji, 2009; Hadjimanolis, 2017). However, in Lebanon, this has been not included in the priorities of the Ministry of Education and Higher Education (Charbaji, 2009; Hadjimanolis, 2017).