

BizInsight

Vol. 1 | Issue. 2 & 3

National Business Education Accreditation Council

Quarterly Magazine



China-Pakistan Economic Corridor

Inside this Issue

China - Pakistan
Economic Corridor

Interview with Prof.
Dr. Mukhtar Ahmad

2nd Deans and
Directors Conference

Entrepreneurial Initiatives:
Tawakal Fish Farms



National Business Education Accreditation Council

Higher Education Commission



National Business Education Accreditation Council has been established as an accreditation authority by Higher Education Commission, Pakistan for the accreditation of Business Degree programs nationwide.

Institutions Accredited for BBA and MBA

Bachelors of Business Administration (BBA)	04 years degree programme with 124-136 Cr.Hrs
Bachelors of Business Studies (BBS)	02 years for graduates with 14 years education
Masters of Business Administration (MBA)	30-36 Cr.Hrs, 1.5 years for graduates with 16 years business education 60-72 Cr.Hrs, 02 years for graduates with 16 years non business education

University Name	Department Name	Sessions	Charter Region
Balochistan University of IT, Engr & Mgt Sciences, Quetta	Department of Management Science	2012-2014	Balochistan
Air University, Islamabad	Department of Management Science	2014-2016	Federal
Bahria University, Islamabad	Department of Management Science	2012-2014	Federal
Bahria University, Karachi	Department of Management Science	2012-2016	Federal
COMSATS Institute of Information Technology, Islamabad	Department of Management Science	2013-2016	Federal
COMSATS Institute of Information Technology, Lahore	Department of Management Science	2013-2015	Federal
COMSATS Institute of Information Technology, Abbottabad	Department of Management Science	2015-2017	Federal
National University of Sciences & Technology (NUST), Islamabad	NUST Business School (NBS)	2012-2014	Federal
National University of Computer & Emerging Sciences (NUCES) FAST, Islamabad	FAST, School of Management (FSMS)	2013-2016	Federal
National University of Computer & Emerging Sciences (NUCES) FAST, Lahore	FAST, School of Management (FSMS)	2014-2016	Federal
Riphah International University, Islamabad	Faculty of Management Sciences	2012-2014	Federal
Abdul Wali Khan University, Mardan	Department of Management Sciences	2013-2016	KPK
Hazara University, Mansehra	Department of Management Sciences	2014-2016	KPK
Institute of Management Sciences, Peshawar	Department of Management Sciences	2012-2016	KPK
Qurtuba University, DI Khan	Faculty of Management Sciences	2014-2016	KPK
Sarhad University of Science and Information Technology, Peshawar	Department of Business Administration	2015-2017	KPK
Lahore Schools of Economics, Lahore	Department of Business Administration	2014-2018	Punjab
University of Central Punjab, Lahore	Faculty of Management Studies	2012-2014	Punjab
University of Management and Technology, Lahore	Schools of Business and Economics	2012-2016	Punjab
University of Lahore, Lahore	Lahore Business School	2014-2016	Punjab
GIFT University, Gujranwala	GIFT Business School	2014-2016	Punjab
Institute of Business and Technology (BIZTEK), Karachi	Faculty of Management Sciences	2012-2014	Sindh
Institute of Business Management, Karachi	Department of Management Sciences	2012-2014	Sindh
IQRA University, Karachi	Department of Management & Social Sciences	2013-2015	Sindh
ISRA University, Hyderabad	Faculty of Commerce, Economics and Management Sciences	2012-2014	Sindh
Muhammad Ali Jinnah University, Islamabad	Faculty of Management & Social Sciences	2012-2014	Sindh
Shaheed Zulfikar Ali Bhutto Institute of Science & Technology (SZABIST), Karachi	Department of Management Sciences	2012-2016	Sindh
Sukkur Institute of Business Administration, Sukkur	Department of Business Administration	2012-2016	Sindh
Shah Abdul Latif University, Khairpur	Department of Business Administration	2015-2017	Sindh
PAF- Karachi Institute of Economics and Technology (KIET), Karachi	College of Management Sciences	2014-2016	Sindh
Institute of Business Administration, Karachi	Faculty of Business Administration	2014-2018	Sindh

Institutions Accredited for Accounting and Finance

Bachelors	02 years degree programme		
Masters	04 years degree programme		
Bahauddin Zakaria University, Multan	Department of Commerce	2014-2016	Punjab

Institutions Accredited for B.Com and M.Com

Bachelors of Commerce (B.Com)	04 years degree programme		
Masters of Commerce (M.Com)	1.5 years degree programme with 16 years Education 3.5 years degree programme with 14 years Education		
Hailey College of Commerce, Punjab	Faculty of Commerce	2013-2015	Punjab

All Public and Private sector universities are advised to apply online for the accreditation of business degree programs.

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CONTENTS

02	Editorial
03	Message from Chairman NBEAC
04	China - Pakistan Economic Corridor (CPEC): Symbol of Strategic Relationship
08	Interview with Prof. Dr. Mukhtar Ahmed Chairman Higher Education Commission
12	2nd Deans and Directors Conference (Building Bridges and Fostering Collaborations in Business Education)
17	Entrepreneurial Initiatives: Tawakal Fish Farms
20	Interview with Mr. Imtiaz Rastgar
22	Brand Pakistan A movement aimed at Rebranding our Country
26	Learning Styles in Education by Dr. Farida Saleem
30	Rethinking Business Education
35	Contribution by: Business Graduates
36	New NBEAC Council Members

Mission

“To promote a high performance culture in business education through the delivery of accurate and balanced information”

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We are honored to announce the publication of second and third issue of BizInsight. The present issue of BizInsight underscores the importance of China Pakistan Economic Corridor (CPEC), a combined venture of Pakistan and China. The holistic perspective of CPEC reflects it equally beneficial for both nations strategically and economically to improve the quality of life and well being of society as a whole and trade opportunities between Africa ,central Asia and with the western part of the world.The alignment of western part of Pakistan with the eastern part through rail and road is another mile stone of economic development of areas attached to this route.The present Government and ministry of planning, Development and Reforms Division deserve for the solute for contributing in such plans and entrepreneurial initiatives that may lead the country for life time social and economic development.

As always, we hope that upcoming edition will appeal to all tastes.We look forward to receiving number of contributions from faculty, academia and students of business management to contribute their valuable manuscripts focused on CPEC and make the edition a milestone for upcoming sessions of this magazine.

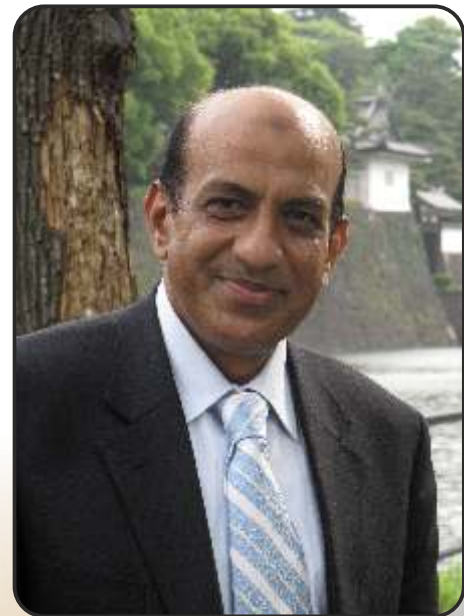
It is important to note that this issue has published an interview of Prof. Dr. Mukhtar Ahmed, Chairman, Higher Education Commission of Pakistan. We hope that the readers will certainly find it valuable input to strengthen the system of Universities and higher education institutions (HIEs) in Pakistan.

Further, the present issue also highlights some of proceedings of Deans and Directors Conference of Business Schools, held in February 2015 in Karachi. There are also two important contributions one by Prof. Aman Ullah on “New Thinking in Business Education” and second one by Dr Farida Saleem on Individualized learning.

The issue has also covered Brand Pakistan Conference reported by Anum Iqbal, which was held in Islamabad in April 2015.

We have also placed one interview of Mr. Imtiaz Rastgar, providing a good understanding to study the phenomenon of entrepreneurial leadership and also reporting a case of Tawakal Farm. Finally we have also provided a space for business scholars and graduates to compete for their intellectual contributions. The edition has selected five abstracts and we expect that business students will certainly compete for this in our future issues by reporting their scientific studies, particularly articles and cases in context to Pakistani business firms and entrepreneurial initiatives.

Editorial



*Dr. Muhammad
Kamran Naqi Khan
Editor in Chief*



Chairman NBEAC *Message*

I am pleased to note that another channel of communication and information is now coming into existence with the issuance of NBEAC Magazine, BizInsight. I am quite confident that it will serve the purpose of further strengthening the community of faculty, deans and directors as well as students of the business schools. It will also serve as an important source of a balanced means of information for stakeholders such as top governance of the universities and higher education infrastructure. Its worldwide circulation would certainly be instrumental in introducing NBEAC and developing a useful source in apprising about the development and quality of business education in Pakistan among business schools at the global level. The world of business and industry in Pakistan would also benefit from it as it would keep them updated and informed about the developments in business education and in the process assure them of responsiveness and credibility of business schools.

It is to be realized that effectiveness of this supportive system depends upon voluntary participation of business schools. It can become the potential source of direct communication with prospective students and other stakeholders. The prominence and projection that is entailed would add to the institutional branding and collective identity. We all have to share responsibility for enhancing the respect and repute of business education in a highly competitive environment. In this respect I am fairly confident that BizInsight would earn the trust and confidence in providing the requisite support as an impartial source for all stakeholders.

I would like to congratulate the team of writers and editorial staff who took up this challenge. I wish to convey a message from the platform of 2nd Conference of Deans and Directors that management, office bearers and faculty of universities should ensure their contribution towards productivity of business schools. The next conference titled as "Strengthening Business Schools through Partnerships" will held at PC, Lahore on 17,18 February, 2016.

I look forward to suggestions and creative ideas to be included for the betterment of this magazine.

Prof. Dr. Hasan Sohaib Murad
Chairman NBEAC



China-Pak

Economic Corridor (CPEC)

Symbol of

Strategic

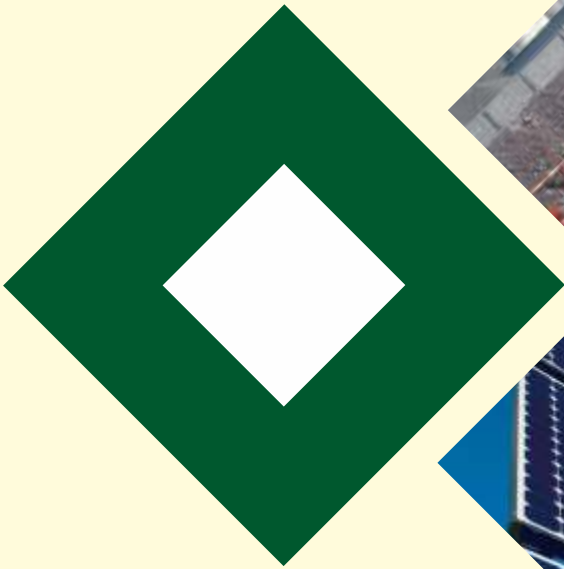
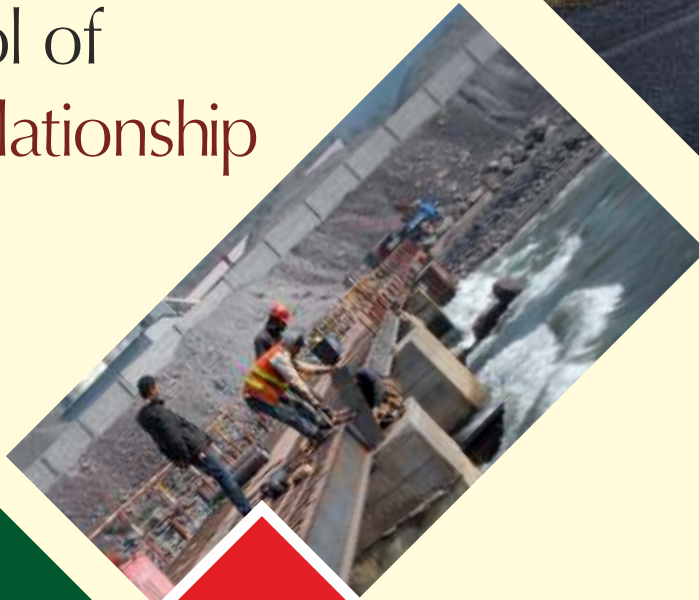
Relationship





China - Pakistan

Economic Corridor (CPEC):
Symbol of
Strategic Relationship





China Pakistan Economic Corridor has also been covered in the forthcoming issue as it will provide an integrating platform for over three billion people in Central, West and South Asia, the Middle East and Africa Regions.

The “all-weather” friendship between Pakistan and China is based on shared principles and interests, and forms the foundation of cooperation in diverse fields ranging from trade, investment and energy to defense, education, and science & technology. Recently, both governments have made a cognizant effort to focus on expanding the economic dimension of the relationship and bring it up to par with the excellent cooperation the two countries enjoy at the strategic and political level.

Chinese Premier Li Keqiang's decision to include Pakistan in his first foreign trip in May 2013 after assuming office in March underscored the importance leadership attaches to our relationship. The visit's timing was also significant as it took place immediately after the elections in Pakistan.

Prime Minister Muhammad Nawaz Sharif's visit to China in July 2013, his first official overseas trip since assuming office in May 2013 marked a new phase in the development of the relationship by putting economic cooperation and connectivity squarely at the centre of the bilateral agenda. The hospitality extended by the Chinese government to the Prime Minister bore testimony to the special nature of ties between the two countries and underscored China's interest in intensifying economic engagement with Pakistan.

During the visit MoU on China-Pak Economic Corridor (CPEC) was signed. The aim of the MoU is to enable the Government to cooperate in the planning and development of China-Pak Economic Corridor and facilitate and intensify economic activity along the Corridor. The MoU further envisages development of long term plan for economic corridor up to 2030. The Ministry of Planning, Development & Reform (MPD&R) is the focal Ministry for this engagement whereas its counterpart in China is National Development and Reform Commission (NDRC).

The CPEC is being conceived as a lynchpin of the plans by the two countries to deepen their economic cooperation. Early implementation of the CPEC would be transformational for Pakistan's economy and dovetail perfectly with China's strategy of developing its inland and western regions. China's interest in the project is also strategically driven by President Xi Jinping's visionary concept of integrating regions and countries across the globe under the Silk Road Economic Belt and the 21st Century Maritime Silk Road Initiative. It envisages deepening policy coordination amongst countries and regions, extending and improving infrastructure connectivity in all its forms-road, air, rail, telecommunications, energy etc.-across regions, fostering trade and investment flows, and, last but not the least, enhancing people to people connectivity. CPEC fits naturally into this vision of a 'Road and Belt' with Gwadar and Karachi serving as its southern nodes and an outlet to the Arabian Sea and the Persian Gulf.

Thus, China Pakistan Economic Corridor will provide an integrating platform for over three billion people in Central, West and South Asia, the Middle East and Africa Regions. The increase in trade, investment and financial flows would bring peace and prosperity to the region through enhancement in the competitiveness of the economies of the countries, contribute to reducing regional disparities and social inequality, and improve life expectancy and quality of life in every country and in the regions.

For institutional arrangement and development of the China-Pak Economic Corridor, NDRC has constituted subsidiary Working Groups of the Joint Cooperation Committee (JCC-the Ministerial level apex body under MoU) on Planning, Transport

Infrastructure, Energy and Gwadar for which they have nominated their respective lead agencies for this work. Accordingly, Working Groups in these areas have been constituted on Pakistani side as well. Since the signing of the MOU in July 2013, four meetings of the JCC, three each of Planning Working/Expert Group and Transport Infrastructure Group, five of the Energy Working/Expert Group and two of the Gwadar Working/Group have been held aside from other subsidiary visits and meetings. Significant progress has been achieved in developing



greater understanding of each other's priorities, policy coordination, identification of early harvest projects, processing projects for implementation, and long term planning.

In the 3rd meeting of the JCC held on 27 Aug 2014, 21 projects in the energy sector valuing US\$ 33793 million, 4 projects in the transport infrastructure sector valuing US\$ 9784 million, 8 projects for Gwadar valuing US\$ 792.62 million were identified as early harvest prioritized projects..

For our audience it is important to see that international media has quite perceptibly covered the news of the visit of the Chinese President Xi Jinping .The NY Times covered the visit from April 17, April 19, 20, 21, and finally reported the visit by the editorial board, China' Big Plunge in Pakistan, highlighting the great significance and strategic move to stabilize Pakistan and a move which is based on mutual respect and above all transcending self interest.

Similarly Financial Times London also covered the significance of the visit and many leading news papers, international press and leading TV broad casts, and renowned private investment and consulting services institutions

The important point for us is to explore what prompted them to get focus their attention towards this important event that tend to deliver this strategic geopolitical move of China with Pakistan. Its economic benefits to region are enormous. How Pakistan can harvest the benefits that need to be explored by us in the form researches that we are



looking forwards from faculty and students, professionals and experts as well as policy makers. The researches should identify need for developing requisite knowledge and skills for capacity building of our institutions organisations irrespective of their size and establishment first to meet the changing realities of demand for human resource and according harness them with the requisite skills and knowledge in light of this mega development initiative.

Some One of the themes that have been identified during a session arranged by Higher Education Commission of Pakistan to prepare a plan that addresses vision 2025 and CPEC is the strategic tool that we can use to attain our goals. Some of the areas that need further deliberations for new research and inquires are logistic and distribution, social, culture and political implications, business innovation, macroeconomic stability, agriculture, environment and climate change , rural industrialization, energy production and management , quality of service orientation, infrastructure development , ICT. In all these activities we need to update our knowledge and acquire requisite skills and accordingly prepare work force and knowledge workers to seize this opportunity.

Source: Pak China Economic Corridor Secretariat, Planning Commission, Government of Pakistan.



An Interview With
Prof. Dr.
Mukhtar Ahmad
Chairman Higher Education Commission

The interview of Dr. Mukhtar Ahmad, Chairman Higher Education Commission has been conducted by BizInsight team led by Editor in Chief. Dr. Mukhtar Ahmed shared with us perspective and opportunities to enhance quality of education services in higher education institutions (HEIs) in Pakistan, particularly for business schools.

BizInsight: Being the forerunner, what do you mean by education emergency?

Dr. Mukhtar: First and foremost our intent should be to see education as a mission and commitment, as well as strategic tool to transform our society. For this the role of faculty and students is critical to create such

conditions for learning and growth. Having said this, we should also consider education as a strategic tool for acquisition of requisite knowledge and skills that promotes inventive and better ways to sustain ours as well as our national development goals. Promoting education in Pakistan has always faced unprecedented challenges and this has never been true than now. Higher Education Commission (HEC) has made concerted efforts and is very aptly transforming universities and institutions into viable higher studies centres through stringent quality assurance programmes. It gives highest priority to quality of education, merit through number of

capacity building programmes and strategic infrastructure through the development of human resource capital for higher education in Pakistan as bases for achieving the Pakistan Vision 2025 in the national interest. Moreover, we should not merely believe in the power of the youth rather we must create conditions for learning that channelize their faculties to discover the best for the future leaders in their respective fields.

BizInsight: What steps higher education institutions (HEIs) should take as part of integrative strategy to enhance industry-academia linkages?

Dr. Mukhtar: We have to be well versed with the changing





“Out of 40,000 faculty members there are only 10,000 PhD faculty members in all disciplines. In business schools business related PhD faculty are quite scarce. The point is how to go for excellence. ”

economic, social and political realities of the world and need to blend our youth as an enterprising workforce with requisite knowledge and skills to compete both nationally and internationally. In this regard HEIs should make concerted efforts to look upon quality of education in a holistic manner.

However, observing the need of drastic changes for educational skills and development the HEC has created opportunities that will help to develop a comprehensive network of academia-industry linkages.

Similarly, HEC has also taken the initiatives to further strengthen the curriculum framework to bring about qualitative reforms in our disciplines and standardization of our degree programmes to meet international standards. In this regard there is a need to transform our education system, meeting the imperatives of modern and competitive education system to harvest the benefits of knowledge economy.

Furthermore, the initiatives taken for educational development has facilitated Pakistan to develop a critical mass of professionals that are highly qualified and serving the national and international organizations with perceptible contributions. Some of the details of these developments could be sought on the website of HEC.

HEC has also raised the consciousness level of general public and has improved the quality of higher education in Pakistan. It is the time that we should seek some of the guidance from Pakistan Vision 2025 and see what can us individually and collectively contribute to get the cumulative impact in the coming years through continuous improvement on quality of education and research.

Consequently the business schools can play vital role to identify the winning sectors, industries and businesses of tomorrow and can plan to

transform the loosing sector into sustainable ventures. For this, business schools and chambers of commerce in their respective region can prepare intensive programme for balancing, modernization and rehabilitation of businesses and industries, particularly for export led growth programmes.

In brief, business schools should serve as an important incentive structure for market driven solution and the services for industry and society.

BizInsight: How to cope up with the challenges to meet resourceful faculty gap?

Dr. Mukhtar: We are persistently extending scholarships for foreign and local education in all important fields including business studies. We have also successfully developed Pos-Doc and Visiting Scholar programmes for our PhD faculty to enhance their capacity and building collaborations with leading institutions in developed economies.

It is understood fact that we are still lacking in desired numbers of PhD faculty. There are about 10,000 PhDs faculty members in all disciplines that barely meet the 25% of the total PhDs faculty requirements. In business schools, business related PhD faculty is quite scarce. The point is how to go for excellence. In this regard HEC would welcome every practical and rational step from the people concerned.

Further, we should also harness the benefit of information technology. For the last few years, many institutions are effectively using information and communication technology to meet the resource gap of knowledge and skills through acquiring the services of faculty and experts online for teaching, supervision and valuable guidance. Moreover, we would like to see researches not only concentrating on impact factor but also impacting on our society and economy.

BizInsight: What kind of facilitation would HEC extend to NBEAC and their registered institutions?

Dr. Mukhtar: Bringing NBEAC into limelight proves



the importance of continuous improvement of higher education business studies and programmes. This, in turn, has now made NBEAC more responsible to reinforce the number of initiatives in the form of workshops and trainings for capacity building of Pakistani business schools both in terms of governance and meeting performance gaps. It is also viewed that performance of business schools could only be improved if NBEAC acts as autonomous body and

other stakeholders.

BizInsight: What should be the role of HEC and HEIs to promote China Pakistan Economic Corridor (CPEC)?

Dr. Mukhtar: We are witnessing a new era of development with construction of CPEC. The HEC has planned to arrange a conference to capitalize this opportunity. I am looking forward to valuable deliberations and

industrialization. Similarly, the frequent interactions Pakistani and Chinese universities may integrate the requisite knowledge and skills among academia, professionals and policy makers that likely to bring positive impact on our socio economic development. Moreover, this strategic move will entirely change the whole strategic landscape of this region in Pakistan. Our faculties and research scholars of all disciplines must seize this opportunity. Each area of



receives autonomy to act as a statutory body.

Freedom of HEIs means to exercise their autonomy with responsibility. Here the role of HEC and NBEAC is to develop integrative strategies and culture that enable them to grow and prosper our HEIs and

discourse that would likely to come up with new ideas, thoughts and opportunities for collaborations in education research and rural development and

education in Pakistan should get benefit from the services of HEC. Further, we will explore the possibilities of research with respect to Pak China Economic Corridor.



2nd Deans and
Directors Conference

Building Bridges and Fostering Collaborations in Business Education



The second Deans and Directors conference, held in February 2015 in Karachi. A number of professionals, policy makers, Deans and Directors had attended the second Deans and Directors conference organized by NBEAC in Collaboration with the IBA Karachi and other business Schools. The speakers we have selected are Dr. Sohaib Hassan Murad, Chairman NBEAC, Dr. Shahid Qureshi and Syed Veqar Ul Islam, a renowned speaker, a turn around strategist in the Corporate sector in Pakistan and also an entrepreneur.

Dr Hasan Shoaib during his speech highlighted the need for volunteering of institutional stakeholders to participate in the development of business schools. He said that phenomenal transformation has already



gone through the last few years especially under the visionary leadership of Dr. Ishrat Hussain. It is also the job of business school to provide leadership and management to the faculty and students both.

Dr. Shahid Qureshi began his speech with special focus on developing entrepreneurial skills among students of business school who instead of seeking jobs must be able to initiate their own business venture. In this regard, he illustrated various incidents which are milestones as business startup.

As renowned entrepreneur and senior executive, Syed Veqar ul Islam said that we will have to think out of the box and do something different regardless of consequences for the advancement of entrepreneurship.



Dr. Hassan Sohaib Murad

Chairman, National Business Education Accreditation Council, NBEAC

Dr. Ishrat Hussain, Deans and Directors from business schools all over the country,
Assalam o Alaikum

Welcome to the 2nd Deans and Directors Conference. This is the second annual conference and I am quite confident that this continuity would reinforce the process of reformation and enhancing the quality of business education will turn into tradition and little more involving a vibrant global forum in years to come. We should be aware of the fact that there are 126 business schools chartered DAI's, universities out of which 86 attended the conference last year while this year 105 are present here at the moment in this hall.

Ladies and gentlemen, we are delighted to be hosted by the pioneering business institutions in Pakistan, the first in Asia outside USA, the IBA Karachi. Nations take pride in their centers of learning and Pakistan take pride in IBA. The world of business and industry has benefited from the expertise of outstanding graduates of IBA Karachi. The phenomenal transformation that has gone through the last few years especially under the visionary leadership of Dr. Ishrat Hussain is worth to learn as a case study for all the participants. For me personally, it is highly motivating that I took lessons on principles of management here in vicinity of this campus.



Ladies and gentlemen, NBEAC represents the desires of the parents, who expect that their children should acquire quality education in the field of management. It reflects expectations of the stakeholders, who look forward to capitalize upon the strategic human resources from business schools, who are harnessed with requisite education and skills that add value and enhance capacity and capability in the respective business functions with sense of responsiveness. NBEAC wants to contribute to the cause of institutional development of the business schools through a system based approach upon mutual consultation and application of expertise from the faculty. NBEAC is the bridge between global framework of quality assurance and its indigenous application.

I would like to convey that NBEAC is gradually emerging as a credible institution with increasing trust and respect. Something good happened to the field of Business Administration in Pakistan. The view of the landscape has become more interesting and scenic. Seventy schools have registered with NBEAC and clearly expressed their intentions to take this initiative in next few months. Thirty three of them are in private sector and thirty seven are from public sector. The number of business schools which have yet to go through the accreditation stand at thirty which is formidable. In all, 53810 students are enrolled in MBA programs and 83200 are enrolled in BBA in these thirty accredited business schools. The total number of faculty

in these 30 business schools is 1763 out of which 101 have earned PhD. There are 762 MBA holders teaching in these business schools while number of MS/MPhil is increasing and stand now 546. The critical mass of these thirty business schools is to be joined soon by others who would play an important role and will be instrumental in bringing our standards to reach a new threshold. For all of them it is a starting point not a finishing line.

Ladies and gentlemen, let us wholeheartedly commend the role of the members' team who first make themselves available for training. Cross institutional teams consisted of faculty members of business schools who volunteer themselves for the cause and devoted their attention and time for the purpose. There is a vast panel of faculty trained as evaluator. Moreover, NBEAC is keen in selecting polished trainers who remain firm, friendly and focused. Let us express our gratitude to our faculty members without whom we could not get the outcome. These very capable men and women, who have quite deep insights about the process of the meeting of the business school and develop capability to assess performance and potentials. NBEAC critically recognize the resource base of the processors, they act as mentors. For those who are registered act as change agents for their own institution, the tremendous learning comes directly from the place where they work.

Ladies and gentlemen our prime responsibility is to contribute towards our own institution where we work and expected to teach and research. I will not be wrong to suggest that the framework of accreditation has provided deans and directors a necessary mechanism. Through this system we are able to engage and involve the institutions as well as appropriate initiatives for capacity building in the respective areas as highlighted in the framework. It helps resolve the mini issues where dean faces problems in dealing with higher authorities within the institutions. Deans have a short tenure and a very stressful schedule as they act as bridge between the faculty and the top authorities from industry and have to negotiate for investment in the business schools and resource generated by business schools. The quality program of accreditation is based and should be based upon institutional transformation. The job of the business school is to provide leadership and management to the faculty and students both. Deans and directors have to act as great leaders in order to run this workshop successfully. The objective of this conference is to develop leadership potential among deans and directors.

There is an urgent need to rethink about MBA program to reinvent it in a holistic manner. Let's think about MBA as a generic program focusing on personal transformation and management practices developing essential leadership and free of any disciplinary orientation. A new nomenclature would also be necessary which would highlight the major issues of this program. The graduates of this program should get top positions in not only business but also in government, social and technical enterprises and public services. Business schools need quality faculty in order to deliver quality of services to survive and sustain in this modern era. Plus quality doctoral and MS programs can ensure the quality, rigors in research and offer much more value to those enrolled in such programs. Ladies and gentlemen, I hope that today and tomorrow we will lay down the foundation for dealing with emerging challenges shaping the vision of the management education.





Dr. Shahid Qureshi

Associate Director, CED, IBA

A Pakistani IT professional Mr. Jamal used to work in Silicon Valley. Having spent some time there he returned and started his business in Pakistan. He came to students and asked "what you have been learning so far you need to unlearn". Some of the students of IBA have started their own business and they have gone beyond the curriculum by developing and applying their entrepreneurial skills. If you look at the entrepreneurial perspective, what went wrong? Where are entrepreneurial activities taking place, in polytechnic institutes and engineering universities, but not in business schools which are supposed to offer entrepreneurship and where there is formal education? So a professor in a US university said in the entire world entrepreneurship concept is being misused in universities.

We went to a bank in Pakistan to demand loan for one of our business projects, the bank said how much you are investing. We said we don't have that money. They just declined our application for bank loan. Pakistani bank system takes risk with that person who is defaulter and not with the one who is not a defaulter and wants to start new business. Our limitation is our brain. Rs. 5000 is enough to start a business. What we teach in MBA you will invest there where there is more return. This is a very idiotic way; we need to invest there where we can eliminate the risks. The students of LUMS and IBA don't know what is bootstrapping. How to sit at floor and work with artisans. What parents do, they give pocket money to their kids but they don't encourage them to take initiative and work at their own. Our faculty said that we will have to learn marketing from our students, because entrepreneurial marketing is different from conventional marketing. I hope and complete my speech with this wish that our faculty and students will identify those ways which are practical and help in making projects successful.





Syed Veqar-ul-Islam

CEO, Touch Point (Pvt) Ltd.



For the last one and a half year I am working as entrepreneur. I have seen entrepreneurship from a very close distance, something that I did not see for 27 years of my life. Pakistanis are very intelligent and sharp but the problem is they can't be institutionalized. I would like to share with you my personal developments in business because when I started business I knew what to do because in business there are three important things to know that what to do, how to do and when to do and how to take it further. But what I did not know that was how to get money and where from. Because in corporate life you are depending on somebody's business. For example, when our children go to school and they appear in exam, their teachers expect that they will write what teachers want, and if the children write more or extra from the expectation, they discourage them, so they kill entrepreneurship there. We say that entrepreneur's characteristics are risk taking and intuitiveness. So when our children try to take risk and develop new thinking, we stop them. We need to understand that if we want to be entrepreneurs, we will have to think out of the box and do something different regardless of consequences and the whole environment needs to facilitate that. When a graduate starts his first job, he is taught that whatever your boss says you have to say him yes, if you will resist you will never develop and promote. But this is not entrepreneurship, entrepreneurship is like what your boss says if that doesn't match your perspective that should be challenged or questioned. All of our public sector is yes man which follows the philosophy that just follows the boss. Whenever we start business we need some money to start with. In developed world, the banks facilitate us to start the business but in our country, our banks discourage us when they ask how much capital you have to start the business. The banking system takes risk. Our banking system is completely risk averse. They ask for money when we want to start business in fact if we had the money why would we have contacted you. We need to develop entrepreneurship. Our aqua system doesn't promote entrepreneurship. From institutional to educational institute to financial sector, there is a need to develop entrepreneurial sector. I am glad that IBA is running an entrepreneurial center. This will bring new entrepreneurs who will be willing to take the risk. The whole system needs to change and develop right from the day when a kid starts going to the school till the time when we start promoting business.



Entrepreneurial Initiatives: Tawakal Fish Farms

Transforming Challenge into Social and Business Innovation By Javed Iqbal

"Mr. Javed Iqbal initiated his business with a view to improve quality of life of the people of his area, and to change the pattern of existing occupation and business practices. By involving people of his locality, he introduced a fish farm which became a source of employment for the people of his area and also a source of his income. Having gained training from US, he has brought many skills for effective business operations. A high class quality assurance and modern techniques can be observed in his business.

Mr. Javed Iqbal, being brought up in a disadvantaged south west region of Punjab, his quest to improve quality of life of the people of his area was to change the pattern of existing occupation and business practices. He had recognized water logging and salinity in his area not as threat to farming community rather an t opportunity to create something new that would be economically and social valuable.. He never thought to create millions of rupees business but had made a sincere efforts by engaging the people by introducing fish farming. Now the area has transformed into an achieving business entity. It supplies world class quality white meat of fish as well as

servng this disadvantage underdeveloped area into an economic activity zone that creates skilled employment directly and indirectly. The Tawakal farm is quite responsive to continuous business improvement and for this training and development of their employees are part and parcel of their business ethos as it believes knowledge is the driving force."



Introduction:

Fish is a nutritious product, widely consumed around the world in varieties of food items. In addition, fish are also used in medicine and animal feed industry. Such factors contribute to making fish farming a viable project for investment

Tawakal Fish Hatchery & Farm was established in 1995, at Ali Pur Shumali, 18 km, Jhang Road, Muzaffargarh, as a joint family business of four brothers. This area was badly affected by water logging and was lying barren since long, resulting poverty and un-employment at large scale. The objective of starting fish farming in this area was the utilization of this barren land and to provide opportunity of employment and income for local people as well. Initially it was started on only six acres, and it was first commercial fish farm in that area. Since then, the company has grown rapidly to become one of Pakistan's top producers and marketers of fresh water farmed fish. Our success has convinced and motivated many others to start this business and now Muzaffargarh is the leading district of Pakistan with approximately 20,000 acres of land under fish farming.

Our vision and commitment to produce healthy and hygienically safe fish and supplying it in the market through cool chain has contributed to the company's position at the forefront of the Pakistan aquaculture industry.

Fish Farms:

Total area under fish farming is about 300 acres. At present, mainly Rohu (labiorohita), Thela (catlacatla) are cultured. Per acre 720 fishes are stocked (1750/hectare). This is semi- intensive culture in which fish uses natural as well as supplementary feeds. As stocking density is kept low, fish grows well without any stress and rarely suffers from any disease. Use of chemicals is avoided. Main focus always remains on fish health, growth and water quality. Target average weight of fish is 2 kg during about eight months' production period in grow out ponds.

Due to its better feed conversion ratio, fast growth, per acre more yield, less production period, poly-culture with many other species, disease resistance, tolerance to low water quality, production in saline waters, Tilapia is becoming popular among fish farmers in Pakistan. We have adopted Tilapia also. Per acre 4000 tilapia are stocked, targeting average weight of 700-800 grams. Tilapia has the potential of more production and profit as compared to Indian Major Carps.

Fish Hatchery:



We established fish hatchery in year 2000 on 25 acres, to provide quality fish seed to the fish farmers on affordable prices. We supply fish seed in all over the Punjab and Sind.

Demand of Tilapia mono-sex seed is increasing day by day. Earlier its seed was imported from Thailand. It was much costly and there was high mortality rate during transportation.

We established the first commercial Tilapia Hatchery in Pakistan in 2013. We supplied 1.7 million mono-sex tilapia seed during 2014, comparatively at very low price.

Infrastructure

- Office
- Hatchery Building (1250 square feet)
- Production Ponds (60)
- Store (2970 square feet)
- Processing Hall (1000 square feet)





Quality Assurance:

The quest for quality and a competitive edge is always ongoing to ensure that our products are of the desired high standard, with a quality assurance program maintaining control at every point along the process: hatchery, grow-out farms, harvesting, processing and transportation. We arranged trainings on HACCP and GAP. We got registered for GAP certification and developed our infrastructure accordingly but could not be certified yet due to unavailability of Auditor.

Trainings:

Trainings are integral part of development. Javed Iqbal, CEO, participated in two weeks fish training course in USA. Muhammad Shahid Iqbal, Director, and Amir Shehzad, Hatchery Manager, attended two weeks training on "Tilapia Hatchery and Grow-out" at AIT, Thailand. We are also providing facility for Tilapia hatchery training.

Research & Development:

Research is a key component of our business. From the company's beginning, one of its main priorities has been a focus on research to help secure the futures of both the company and other farmers. We also facilitate university students for their research work on Tilapia at our hatchery.

As a result:

- Shifting from extensive to semi-intensive fish culture
- Using latest aeration system: AEROTUBE
- Growing new species: TILAPIA
- New developments through new experiments

Marketing:

We provide quality fish and deliver high levels of service. We offer fresh fish and seafood to trade customers. We also supply LIVE fish. Using our fleet of vehicles with igloo/ice boxes, we deliver to our customers seven days a week. Our organization is supplying fresh water farmed fish to Metro Cash & Carry Pakistan since 2007. We have our own fish sale point (Chaudhry Fish Traders) in Lahore Whole Sale Fish Market.

During the harvesting, processing and cool supply chain, good hygiene practices are strictly observed. Cleanliness and waste management procedure has been developed.



Interview with Mr. Imtiaz Rastgar

Interview by: Dr. Kamran Naqvi Khan

Mr. Imtiaz Rastgar an enterprising personality, has a lifetime experience of creating some of the most successful engineering sector companies in Pakistan. He also led the Engineering Development Board of the Federal Ministry of Industries, Government of Pakistan. Mr. Rastgar is a manufacturing / casting specialist, with a good technical and business education background. He has mentored about 45 companies for promoting export of Pakistani engineering sector goods. Some of these enterprises have created SME success stories of export from Pakistan. In the interview, Mr. Rastgar focused on the real problems of business schools that held them back from achieving their true potential. He was of the view that business graduates need to learn the principles and terms for effective functioning of business, particularly the practical understanding to organize export marketing of Pakistani products.

BizInsight One of the major weaknesses in our business schools is that we don't bring much insight from our indigenous business and industrial experiences. When we talk about knowledge management, the knowledge is actually being produced within the society. From this perspective we wanted to bring people like you to the fold in a bid to share your vast experience that inspires our youth and university graduates. This magazine intends to reach out to some of the greatest universities around the world and it is important for people to hear the message we're trying relay.

Rastgar: Let's just talk about universities. Last April, I spent a week in GIK, the key note work was that universities are not degree awarding institutions but are creators of national wealth; not through seeking jobs because jobs can't produce national wealth, national wealth is produced by value addition, through entrepreneurship and whether you have produced leaders or not. If one leader is born he has the ability to transform an entire system. For instance, in India in Ahmedabad, there is an entrepreneur who owns Unisys. When his company's valuation was done it surpassed TATA. The question is, when are we going to produce such people? Ten percent of university graduates end up becoming entrepreneurs; surely they will provide jobs to the rest of the 90 percent. I have some reservations about the situation that is prevailing within our universities.

BizInsight. You have made a very interesting point that we need to see the level of entrepreneurs, how can we do it?

Rastgar: First of all, we need to see the attitude of universities, for instance when faculty sends a student for internship at some organization, it does not follow the student's progress because this is considered a second job of placement officer. When people come to us for internship they just come to get their certificates, their placement officers or professors don't prepare them properly for this transition, for how they should behave and get ready to work with the company for a specified time period. This is what I have brought to the notice of HEC that a placement officer should be a person who should follow the student's progress and get feedback from time to time on what he or she is learning from that job. So me being the job provider have sent letters to those universities stating that the students are not serious about their jobs and that they are taking things for granted and for this I also sent a letter to HEC that certain universities should be black listed from HEC due their non-compliant and non-cooperative attitudes. Most of students are from influential family backgrounds, like they are kids of bureaucrats, so whenever their children need a leave, we receive calls from an officer's PA that his son or daughter needs a leave. In fact, we can also hire that officer because that officer runs his affairs from my taxes. As a result, I have written to them that from now onwards, I will not accept a child of any bureaucrat for internship - because if the father is in grade 19 then his son is psychologically in grade 20. So the mistake lies on the part of the supervisor of the student who has briefed him.

BizInsight. Would you like to explicitly highlight this thing because this sort of feedback is not normally communicated to people?

Rastgar: The second aspect is with respect to entrepreneurship emanating from business schools. Since you people are all from accredited business schools, I should bring out some interesting kinds of facts. It has been observed that some of the known universities in this region don't have appropriate perspectives and functions that designate them as business schools. They use administrative sciences perhaps they are not well sensitized with perspectives and functions of business schools and their relevance to industries and society at large. All those people as faculty should come out with projects and ideas which are quite innovative and try to market their projects and ideas. For instance, they might be able to make a modern day mousetrap but they don't have the necessary skill-set to bring their innovation to the market. So there should be a counter plan where this new type of mousetrap after it is manufactured, is marketed in Brazil, or Argentina and that should be supported by a business school. Right now, the skills sets don't merge with each other.

BizInsight: The most unfortunate part in the business school is we don't bring much insight from our own experiences. When we talk about knowledge management, the knowledge is actually produced from within the society. We should bring those things and seek what are important ways. From that perspective we wanted to bring people like you in front, because this magazine intends to find its way within the best universities around the globe. People should know that there is a good message from Pakistan.

Rastgar: Let's just talk about the universities. Last week I spent a week in GIK, the key note work was that universities are not degree awarding institutions but these are the creators of national wealth not through seeking jobs because jobs can't produce national wealth, national wealth is produced by value addition, through entrepreneurship, have you produced leaders or not. If one leader is born he transforms the entire system. For instance in India in Ahmedabad, there was an entrepreneur who own Unisys, when his company's valuation was done it surpassed TATA. Now when we are going to produce such people. Ten percent university graduates become entrepreneurs; surely they will jobs to rest of 90 percent. I have some reservations about the situation that is prevailing within the universities.



BizInsight: You have made a very interesting point that we need to see the level of entrepreneurs, how can we do it?

Rastgar: First of all we need to see the attitude of universities, for instance when faculty sends a student for internship to some organization, it does not follow it because this is considered a second job of placement officer. When people come to us for internship they just come to get their certificates, their placement officers or professor don't prepare them properly that how they should behave and get ready to work with the company for a specified time period. This is what I have brought to the notice of HEC that placement officer should be a person who should follow the student get feedback from time to time what he or she is learning from that job. So I being the job provider have sent letters to those universities stating that the students are not serious on jobs and they are taking the things for granted and for this I sent a letter also to HEC that certain universities should be black listed from HEC due their non-compliant and non-cooperative attitudes. Most of students are from some renowned family background, like they are bureaucrat, so whenever their children need leave, we received a call from that officer's PA that his son or daughter needs a leave. In fact we can also hire that officer because that officer runs his affairs from my taxes. As a result, I have written them that now I will not accept a child of any bureaucrat for internship. Because if a father is in grade 19 then his son is psychologically in

grade 20. So the mistake lies on the part of the supervisor of the student who has briefed him.

BizInsight: Would you like to explicitly highlight this thing because this sort of feedback is not normally communicated to people?

Rastgar: The second aspect is with respect to entrepreneurship emanating from business schools. Since you people are all from business school accreditation, so I should bring out some funny kind of facts. We may take NUST, Air University or GIK but GIK doesn't have business school they have named it administrative science perhaps they are not comfortable with business side of institutions. They have a considerable number of faculties, so the innovation is part of any business but people say that only technical innovation is right. All those people as faculty they come out with projects and ideas which are quite innovative but in fact they can do market development for those projects. They don't have the skills that whatever innovation in terms of software or I have made a mousetrap, now what is its world market. So there should be a counter plan that a mousetrap is made now and it be should marketed in Brazil, or Argentina and that should be supported by business school. Now the skills sets don't merge with each other.

BRAND PAKISTAN

By: Anum Iqbal





Change. It starts at the individual level; progresses on to the masses; and then transforms the whole nation. Brand Pakistan is one such humble effort to bring about the much needed change of perception about our beloved homeland and an initiative to bring back the pride in being a Pakistani by celebrating and promoting the amazing success stories and opportunities in Pakistan. This is a continuous effort to make the positive image of our country, and to project it to the globe.

Brand Pakistan is a movement aimed at rebranding our country. This joint venture of Channel 7 Communications Pvt. Ltd. and EOS Consultants Pvt. Ltd. is focused on highlighting all the positive aspects of Pakistan, and present the tremendous opportunities prevailing therein to our most treasured asset: the highly motivated, energetic, and intelligent youth of our country. The foremost strategic objective of Brand Pakistan is to develop positive national & global perceptions about Pakistan. This need for rebranding and perception management of our dear homeland is what shaped Brand Pakistan, and the movement that will follow. With respect to the movement, the campaign to #weartheflag and the petition to pass law that allows the raising of our flag on any day are in the pipeline, along with other activities for support. Other objectives are to motivate, energize & engage the youth of Pakistan, to showcase the tremendous potential & opportunities within Pakistan, and to develop the vision, skill set and capacity to take Pakistani brands global.

Brand Pakistan is in the process of opening up university chapters by the name of Generation Pakistan in various universities across the country, with the objective of engaging the youth in activities that nurture their talent, spread a positive image of Pakistan within the country, and to connect them with the industry where their career could take shape. The long term goal is to minimize the brain drain, and to motivate our youth to work for our beloved homeland that has plenty of resources and potential to be explored, nurtured, and taken to new heights of success.

We, as a nation, need to develop the sense of pride in the "Made in Pakistan" tag, and own and prefer our products as high quality ones. Brand Pakistan plans to achieve this sense of pride and ownership



through various workshops and trainings to our local manufacturers and broadening their vision to enter the global market. The goal is to create the likes of ZARA, Nike etc. originating from our country.

Brand Pakistan held its first annual conference, the Brand Pakistan Conference 2015, on 28th and 29th of April at the Jinnah Convention Center, Islamabad. The objective of this inaugural conference was to collect all the stakeholders related to the image building and perception management of our dear country, including the Government, media, academia, corporate, associations, and various trade bodies. Six panel discussions were held, namely Iqbalka Pakistan, Branding Pakistan, Global Brand Building Toolkit, Land of Opportunity, Powering Brand Pakistan, and Perception is the New Reality. Each session had its own purpose, its own take-out



points. Discussions were made by the high and mighty of the stakeholders about the basic steps that should be taken in order to create a positive narrative about Pakistan.

In addition to the panel discussions which were based on a moderator-panelists model, there were a total of four keynote speaking sessions delivered by Dr. Mukhtar Ahmed (Chairman HEC), Mr. Sadruddin Hashwani (Chairman Hashoo Group), Mr. Michael Foley (CEO Telenor Pakistan), and Mr. Asad Umar (MNA & Senior Leader PTI). Michael Foley highlighted the incredible talent in form of human capital that exists in Pakistan, while Asad Umar gave marketing ideas and tips to brand our country. Prof. Ahsan Iqbal spoke about the Vision 2025 and how government is playing its part in making our country the dream homeland. Sadruddin Hashwani talked about how our country took him to new heights of fame, riches, and above all, honor.



Several success stories were showcased during the two-day event. The global success, Burka Avenger, was presented by Haroon Rashid. Burka Avenger is first female Pakistani superhero who promotes education. This series has bagged numerous national and international awards. Yousof Jamshed (CE of LXY Global) talked about how Pakistani fashion designers can integrate and collaborate with international fashion houses and develop the name of Pakistan in the global fashion industry. Mobeen Ansari, the man behind DHARKAN, showcased his famous coffee-table book, and talked about how he turned his shortcomings into opportunities that helped him make a name for himself. Other speeches were delivered by J. K. Mirza of Dream Merchants, Huma Beg of Serendip Productions, Khadija Mushtaq of Roots IVY School System, Abdul Malik of AKRSP, Sq. Ld. Saira Amin, Monis Rahman of Naseeb Networks, Faisal Mushtaq of Roots Millennium, and Jawad Humayun of Channel 7 Communications Pvt. Ltd.



Pakistan is a country full of potential, full of opportunities that need to be explored especially by our energetic youth. We, as a nation, need to develop the sense of pride and ownership of our dear homeland, and this change needs to be internalized by every individual.



China Pakistan Economic Corridor (CPEC): Unlocking the Socio-Economic Potentials of Pakistan

By: Dr. Muhammad Kamran Naqi Khan

According to famous title "China moves the world", published by Fortune one may take the lead from the principle of momentum in physics which states that momentum of a moving object if strikes to a static object, the resultant momentum also causes the static object to move. The current strategic move of China, Belt and road is likely to unlock the enormous socio-economic potentials of the region, particularly for Pakistan. The big question is, if we are prepared to harness this tremendous opportunity.

The momentum dares to charge the development and growth with a mind set that we can not answers our questions with conventional tools of development in the new paradigm where knowledge is not only the key resource rather how smartly we produce and transform it into synergistic solution

In this backdrop Dr. Mukhtar Ahmed, Chairman Higher Education Commission of Pakistan took a strategic initiative by organizing a workshop on CPEC. The purpose was to engage in academia and intelligentsia in the main stream of development of China Pakistan Economic Corridor. Prof. Ahsan Iqbal, Minister for Planning, Development and Reforms had graced the event. In his thought provoking address in the concluding session, he had very aptly highlighted that CPEC is a headstart opportunity for a Pakistani nation to recoup the missed opportunities of the past. In this regard academia be the forerunner in this main stream of national development.

BizInsight expects that the vice chancellors and deans of the business schools encourage the faculty members to attract best of the best ideas, thoughts and invite researches from the scholars, intellectuals, professional experts, policy makers, and other key stake holders to transform the ideas of Pakistan Vision 2025 into meaningful action. In this regard, CPEC is a strategic instrument that tend to drive towards an inclusive strategy for Pakistan's sustainable growth and development so that its socio-economic benefits must translate into development and growth for the common citizen and Pakistan should be ranked among the first 50 developed countries by the turn of 2025.

The convener of the workshop Prof. Dr. Tariq Mahmood and his team were well planned to carryout the event, where participants were from more than 35 universities of

Pakistan. Dr. Tariq Mahmood, Advisor (R&D) HEC invited Rector NUST, Engr. Muhammad Asghar, who presented an orientation on China and Pakistan's historic strategic relationship and addressed the magnanimity of the purpose which is to bring peace, stability and prosperity in the region and to the world at large. CPEC is one of the strategic outcomes and holds significance to achieve the targets of Pakistan Vision 2025. Some of the targets that are imperative to achieve in envisioning 2025 are that Pakistan's economic growth is required to be sustained over and above 8% between 2018-25 with single digit inflation; GDP per capita US \$ 4200, and export should reach \$150 US dollars by 2025 besides perceptible improvement in social indicators. In this backdrop role of the researchers and scholars are crucial, particularly to work in collaboration with universities to identify resources and expertise and channelize their potentials. In the first phase, important areas were identified that needed to be further deliberated upon. The six themes were identified as precursor for further deliberations. The areas were:

- ① Logistic and Transportation Infrastructure
- ② Social, Cultural and Political Challenges
- ③ Future skills and Employment Generation
- ④ Agriculture, Environment, Climate Change and Food Security
- ⑤ Economic Stability, Prosperity, Increased International Trade and Investment through Knowledge Input
- ⑥ Energy and Water Security

Each group comprising seven members discussed the issues pertaining to the assigned theme. It was carried out in a congenial environment. All the members of the group were given a fair amount of opportunity to participate and put their ideas and thoughts on the surface. This supportive system if continued would be instrumental in translating all these ideas into numbers of strategic initiatives to produce valuable knowledge and skills programs, which are crucial to prepare the requisite workforce and knowledge workers in order to make CPEC an achieving entity of Pakistan. For this, the role of academia is crucial to generate the requisite strategic thrust through their synergistic solution to meet challenges associated in this mega undertaking for our country and our people.

In view of these developments the editorial team of BizInsight is quite enthusiastic to receive more articles on the above themes or any other areas so that the best of the ideas get the opportunity to transform into valuable solutions to address our hard pressing social and economic issues besides strategically managing power and politics of the region that serve strategic interests of Pakistan, as envisaged, by the founder of Pakistan Quaid-e-Azam Muhammad Ali Jinnah.

Learning Styles in Education



by Dr. Farida Saleem

“Without an understanding of the unique meanings existing for the individual, the problems of helping him effectively are almost insurmountable.” --Arthur Combs

As educationalists we believe that all learners are not the same. Yet visits to any classroom prove us otherwise. Well accepted psychology theories and extensive research in this area has identified that people differ in how they learn.

In learning situations individuals process information with reference to their natural or habitual pattern, these systematic differences of acquiring and processing information is learning style. A core concept is that individuals learn, process and retain information in different ways (James and Gardner, 1995). It is the way in which learners observe, analyze, comprehend, process and remember new and difficult material (Dunn and Dunn, 1993; 1999). For example, when learning to build a telephone model some students follow the verbal instructions while others have to physically manipulate the telephone themselves. The individualized learning has gained widespread recognition in classroom management strategy. Every student is different as they have to face different cognitive, emotional and environmental factors as well as they have different prior experiences.

The education has been greatly influenced by the idea of "individualized learning styles" since its inception in the 1970s (Pashler, McDaniel, Rohrer and Bjork, 2008). Supporters of the use of individualized learning styles in education endorse the idea that assessment of the learning styles of students and adaptation of classroom methods to best fit each student's learning style is necessary for an effective learning environment. Hence, it is very important for teachers to learn about different learning styles of their students for the development of their daily activities of class, curriculum and assessment criteria.

There are many learning style assessment models available, the most popular of them are learning-styles model by Dunn and Dunn (e.g., Dunn, 1990), Kolb's (1984, 1985) Experiential Learning Styles Inventory, and Learning Styles Questionnaire by Honey and Mumford's (1992). The Learning style model by Dunn and Dunn (1990) is particularly popular and extensive due to its assessment devices (Pashler et al., 2008). Similarly, Kolb's Experiential Learning Style Inventory is also very popular for the assessment of learning styles on the basis of perceiving and processing of information.

Most of us are aware about three broad categories in which people learn and process new and difficult information: visual learners, auditory learners, and kinesthetic learners. Beyond these three broad categories, many theories and approaches toward human potential for processing and analyzing information in learning situations have been developed. Theory of multiple intelligences (Gardner, 1983) is among them. On the basis of Gardner's work in psychology and human cognition and potential, initially six intelligence categories were identified. Interestingly, today we have nine intelligences and there is still a possibility of expansion in the list. These intelligences, competencies or abilities of an individual are related to his/her unique aptitude set of capabilities and his/her preferred way to exhibit intellectual competencies or abilities. Nine Howard Gardner's Multiple Intelligences are

1. Verbal-linguistic intelligence: People having this type of intelligence are word smart or book smart, they have sensitivity to the sounds and have well-developed verbal skills and can efficiently analyze and process meanings and rhythms of words
2. Logical-mathematical intelligence: People with this intelligence are math smart or logic smart, they have ability to discriminate logical and numerical patterns and have capability to think logically, conceptually and abstractly.
3. Bodily-kinesthetic intelligence: People with this intelligence have capability to control one's body movements and to handle objects skillfully and are body smart or movement smart
4. Spatial-visual intelligence: These people are art smart or picture smart they can visualize accurately and abstractly and have capacity to think in terms of images and pictures.
5. Musical intelligences: People with this intelligence are music smart or sound smart, they have capability to produce and appreciate rhythm, pitch and timber.
6. Interpersonal intelligence: These people are people smart or group smart, they have strong interpersonal skills and have ability to respond appropriately to the moods and desires of others and hence make people happy around them.
7. Intrapersonal intelligences: Self smart or introspection smart are people with Intrapersonal intelligences, they have ability to be self-aware and in tune with inner feelings, values, beliefs and thinking processes.
8. Naturalist intelligence: These people are nature smart or environment smart and have capability to recognize and categorize plants, animals and other objects in nature.
9. Existential intelligence: These people have sensitivity and capacity to tackle deep questions about human existence such as, What is the meaning of life? Why do we die? How did we get here? (Source: Thirteen ed online, 2004)





Lastly No matter what learning style majority of students have in your class it is very important to encourage them to get involved in class – make them participate in discussion, try to develop link between classroom experience and outside world, help students make relation between class concepts and their own life, encourage them to ask questions rather than answering the questions and motivate them to offer criticism. Being instructor one should keep an open mind to criticism offered by students because “there are many ideas beyond your own”.

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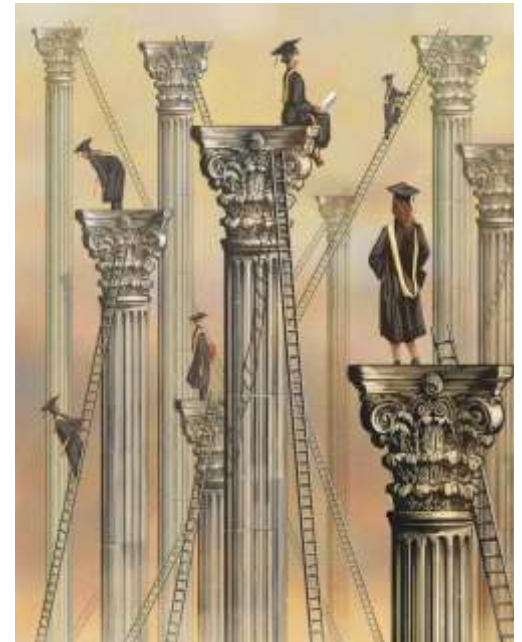
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Rethinking Business Education

— by Prof. Amanullah Khan

“The trouble with our times is that the future is not what it used to be.” -Paul Valery

I am thankful to Dr. Kamran Naqi who encouraged me to write down what I usually speak around at different forums. I am taking it as an opportunity to start a serious dialogue amongst business academics to rethink the structure of business education in terms of curriculum, teaching methodology and research in Pakistan. I am writing these lines as a starter and therefore discussed certain broader parameters which I believe will provide direction to chalk out the details later on. From Pakistan's perspective there could be no better platform than NBEAC magazine as it approaches the right audience.

Business schools face more competition and more criticism of the quality of their work than they have ever done before. There is a tremendous growth but questions are being raised on quality and the contribution of business schools to business in particular and society at large. The benefit of criticism is that it is forcing us to rethink the entire business education in a broader perspective. I would start with a cursory look on the history and then move on to the present day concerns. In the effort to keep it short the reader may feel discontinuity at some places.

Business education is much older than it is commonly believed. Harvard is not the first business school, though the most popular one. The world's first business school, ESCP Europe was founded in Paris, France in 1819. It is the oldest business school in the world. The business education in an institutional framework started in Germany in 18th century. According to one resource an institute offering reading, writing and casting of accounts was established in Plymouth (USA) in 1635. The nature of business school was initially that of a vocational institution. In 1880 US department of interior counted 162 commercial and business colleges with 27 thousand students enrolled in them.

In 1881 Joseph Wharton created an endowment to establish the first school of business at the University of Pennsylvania. The American Association of Collegiate Schools of Business was established in 1916. By 1925 there were 38 members. Half of these members required their students to learn at least one foreign language, fifteen courses were required in English Literature and two in philosophy.



In the first quarter of the twentieth century business education was absorbed into the academic stream but with divergent opinions on its nature and teaching methodology. There has always been a debate as to whether business schools are academic institutions of some intellectual grace to be part of a university or should they be treated as vocational institutions training for certain skills and which probably give no emphasis on intellectual discourse. For example see the following comments.



[Business and management] departments are in fact simply training schools for management, and live of the fruits from other trees of knowledge. While there can be no objection of such schools in their proper place, it is quite unclear why they should exist in universities, or why people working in them should enjoy the specific academic freedom which involves their having tenure. Those who live by the market should, if occasion arises, be allowed to die by the market. Instead, all too often their very existence in a university means that, in unholy alliance with technology departments, they contrive to produce a market ethos in an institution which should by its nature be resistant to such an ethos [1, p. 14] (Bruce Macfarlane, International Journal of Educational Management)

By 1928 the business education scenario in US was that most of the subjects were of practical nature and were taught by the practical experienced people. However, the opposite viewpoint also existed. Leon Carroll, Chicago's Dean, described a business Professor as a person who would devote to the study and presentation of the fundamental process, conditions and forces of business with quite incidental attention to minor techniques. The later viewpoint rarely comes up in business education discussions. The present day discussions revolve around the relevance of business education to the practical world and emphasis is made on narrowing down the gap between the two. This discussion has a long history. Fritz Redlich (1957) traced the evolution of management education in Germany, and of the emerging gap between rigor and practice – and that between the university schools and the industry. He tells of the nineteenth century German steel-town which, its business failing, pressed the local B-school principal to take charge. The business failed anyway, and he was tossed in jail to ponder the gap between theory and practice – where he died.

Are we professional schools like medical or law? In profession schools knowledge and new inventions have been going side by side. For example the invention of penicillin, National Health, the joint stock company, computers, or even traffic signals all came from professional schools. But in case of business schools we don't see any such thing. As Starkey et al. (2004) put it: "new business models have never been created in the academy". On the contrary, important business innovations like 6-Sigma, the BCG strategic matrix, lean manufacturing, junk bonds, etc. all came from without. So if our research contribution does not compare with that of the medical or engineering schools, what is our place in the world? Do we contribute anything to management's professionalization? I argue that this is the result of business schools' emphasis on skills rather than

creation of knowledge through which new inventions are possible. The creation of new knowledge does not seem possible the way our curriculum has been designed. We don't train our students to challenge any theory or even practice.

We at NBEAC and NCRC are also debating on the same lines. The majority vote, however remains for skill oriented business education. The emphasis is on meeting market needs defined by the industry. It simply means that the given paradigm of neoliberalism and the business model (corporate model) resulting thereof is taken for granted and not to be challenged. The industry academia linkage is emphasized at each level. As a result business schools have become instruments to foster neoliberalism at conceptual and corporate world at practical level. Thus we don't debate big questions even at our celebrated forums. The call for papers for the 2013 conference by Academy of Management starts with the following words.



"The Academy of Management's vision statement says that we aim **"to inspire and enable a better world through our scholarship and teaching about management and organizations."** The recent economic and financial crises, austerity, and unemployment, and the emergence of many economic, social, and environmental protest movements around the world have put back on the agenda some **big questions** about this vision: What kind of economic system would this better world be built on? Would it be a capitalist one? If so, what kind of capitalism? If not, what are the alternatives? **Although most of our work does not usually ask such "big" questions**, the assumptions we make about the corresponding answers deeply influence our research, teaching, and service. (Emphasis added)

I have put emphasis at three places. I believe the vision statement of the Academy should be adopted by every business school. In fact if a university has to have any vision it must be as follows.

“We aim to inspire and enable a better world through our scholarship and teaching.”

The purpose of any human activity must be to create a better world. Proponents of every ideology have the same claim. There is a consensus amongst human beings that we as humanity want a better world. The problem lies in the definition of 'better world' and the strategy to achieve it i.e. the political and economic system. Over the last couple of centuries the world has tried three main systems i.e. capitalism, communism and socialism. Of these the most dominant has been the capitalism. The business schools are the torch bearer of this system.

The next point is that should “big questions” be on the



agenda of forums like Academy of Management. I would strongly argue “yes”. If such forums don't take up these questions then they are not worthy of being called intellectual forums. In fact every business school needs to take up these questions for discussions and develop the capacity of the students to critically evaluate different paradigms and be able to propose new innovative business models to create a better world. Otherwise we don't deserve to be part of a university. We may declare ourselves as vocational colleges running on the lines of corporate model. The corporate model is very simple; maximize profit by selling everything and anything which you can without bothering about “big questions” – just follow your self-interest without being concerned about other individuals or the humanity as a whole, just keep on following Adam Smith and Milton Freidman.

There is hardly anything in curriculum which enables students to understand the impact in terms of social and moral implications of the different tools and techniques they learn and are motivated to apply them. An obvious example could be the way advertising is taught. One doesn't have to be an intellectual to find out the impact of modern advertising on social and moral thread of the society. Do we really discuss them in the class room? Or simply teach our students that their job is to promote their product and meet sales targets. The managers must consider, not merely how they should use specific means in the most efficient way, but they should also be able evaluate other variables such as the possible effect on pollution, social relationships, child psychology, family setup etc. Noam Chomsky commenting on the role of multinationals said, “They have converted us into mindless consumers”.

The consumerism has tremendous negative social impacts. Do we ever discuss them?

This approach is the result of the essential requirement of making business studies a science; quantitative, measureable, objective, verifiable etc. This over emphasis has led to the suppression of moral considerations, values, and intentionality in the theories and prescriptions taught by business academics. In this sense, management education contributes to the maintenance of the illusions and promises that modern-instrumental rationality had generated. Human relations, activities and intentions cannot be completely captured by instrumental rationality. We are instrumentally rational when we take necessary and effective means to our ends, and instrumentally irrational when we fail to do so. Our ends are the objects of our desires. On this view, instrumental rationality is a matter of maximizing the satisfaction of our desires, or preferences. Expected utility theory is often understood as a way of developing this idea (Gauthier 1987, Dreier 1996).

In the desire to make management a science so that we could create some legitimacy in the academic brother hood, we have

tried to develop quantitative models for purely behavioral aspects of human activities. We teach sophisticated statistical models and let students believe that these models can explain the complex human relationships and their future actions. Dr. Edward de Bono said that statistics had almost wrecked science because statistics seems to generate knowledge. In the words of Dr. Hayek what is being generated because of these statistical models is being pretended as knowledge whereas it is not. He called it "pretense of knowledge". Dr. de Bono writes,

"Mathematics is a highly effective thinking system made even more effective by our invention of a computer. Thanks to mathematics we can perform such unthinkable feats as landing men on the moon. We can harness atomic energy itself. But getting to the moon is easier than solving urban poverty, juvenile delinquency or even a strike. On the surface of the earth most situations are vague, interrelated, subjectively defined, shifting in value and dependent on human whims. Very rarely do we have even half the information we need to solve the problem – and yet we have to take action. If we could translate all situations into definite symbols and relationships we should never need to look beyond mathematics for our thinking."

Dealing with human issues is a complex phenomenon. There are three types of elements or variables and their relationships in this universe. First, those which can be known with certainty and are fixed e.g. laws of nature. In this case mathematical models are excellent – landing on moon is just one example. In natural sciences this is mostly the case. Second are "not known but knowable". In this case statistical models are helpful. Assigning probabilities and estimating outcomes. The third are "unknowable"

and they are the most important while dealing with human behavior. The example is the intention of a person or when he may change his intention. Nussbaum (1990) notes three aspects that define practical matters: 1) they are mutable and change over time; 2) they are inherently indeterminate and ambiguous, and are subject to interpretation; and 3) they contain particular and non-repeatable elements.

Dealing with practical matters needs what Aristotle termed as "practical wisdom". We don't discuss practical

am simply pointing out that they only are not enough. We need to develop moral will and moral skill in our students if we are looking for a better world. The quantitative models are just tools which should be used with wisdom and morality. Please don't add more ethics courses as they will do more damage than benefit if the students don't have the broader awareness of the global issues of distributive justice. We need to sensitize them about big questions otherwise they will find justification of their act to relentlessly follow self-interest.

1. When and how to make "an exception to every rule"
2. When and how to improvise
3. How to use these moral skills in pursuit of right aims.
4. A wise person is made not born

wisdom in our classes. Aristotle said a wise person is one who knows:

The first two, he says, are to be used in the pursuit of right aims which he describes as benefit to other human beings and not in pursuit of self-interest. We teach our students "competition" not "cooperation". So what they do in their practical life is to make exceptions and improvise rules to serve their personal interest. In team building we do teach cooperation but the aim is to maximize profit not benefit of humanity. Please don't be mistaken, I am not making a case against mathematical and statistical models. I

There are strong opinions on to whether business schools have benefitted the humanity or have done more damage.

Summantra Goshal said, "many of the worst excesses of recent management practice have their roots in a set of ideas that have emerged from business schools over the last 40 years". After the debacle of ENRON and other big firms the business schools started worrying about inculcating ethical values in their graduates. New ethic courses were developed to be included in the curriculum. Goshal said, "business schools do not need to do a great deal more to help prevent future Enron's; they need only to stop doing a lot they currently do. They do not need to create new courses; they need to simply stop teaching some old ones. Our theories and ideas have done much to strengthen the management practice that we all are now so loudly educating". Leavitt asserts that "we have built a weird, almost unimaginable design for MBA level education that distorts those subjects to it into critters with lopsided brains, icy hearts and shrunken souls" (1989:39).

I argue that business education forums must bring big questions on their agenda. They should not act as stooges of capitalism and corporate world. They must debate alternate



business models that may ensure distributive justice to create a better world. The NCRC and NBEAC must go beyond standardization. The business conferences, particularly The Deans and Directors' Conference must bring big questions under discussion and recommend strategies to incorporate them in the curricula. The business schools must include courses in their curricula that build students capacity to think about big questions. I suggest the following courses that must be included in the core of business curriculum.



1. History of Economic thought
2. Critical Analytical Thinking
3. Integrative Thinking
4. Thoughts in social and Political Philosophy
5. Sociology
6. Psychology

These courses will help groom an all-round personality rather than a lopsided utility maximizer.

I fail to understand as how one can feel happy when others around him are in misery. Only an ice-hearted person could do that. In addition to these courses there must be students' discussion forums where big questions are debated. The objective should no longer be to educate the good employees but to develop the knowledgeable world citizens.

If we just focus on market demand current trends, latest management fads and fashions, we will be doing more damage to the society than any good. The curriculum must include

understanding of theory, philosophy of business and history of economic thought.

The number of traditional courses can be reduced as there is lot of duplication in what is being taught. The time saved should be used to develop wisdom, integrated thinking and sensitivity to human issues. I propose that after three semesters of classroom teaching the fourth semester must be used for activities promoting these three characteristics. The activities may involve case studies, presentations, group discussions, field trips, simulations etc. The objective of these activities should be to develop the skills of reasoning and argument the

byproduct will be the wisdom. Big questions dealing with economic systems, global business, humanitarian issues, international relations, current affairs etc. should come up for discussions. Similarly the final semester should also be conducted like this converging, integrating and concluding the entire course.

I think I should stop here with a request to my colleagues to share their opinions. Let us debate and improve and achieve our common goal to enhance the quality of business education to have a more prosperous Pakistan.

Contribution by: Business Graduates

ERP Implementation: An Application of Nadler's Congruence Model Kayani, N., Iqbal, Jamil, M. Paracha, A. Sajid, Q. (FAST School of Management)

Most of the literature on implementation of Enterprise Resource Planning (ERP) systems focuses upon identification of critical success factors, which fails to cater for the complex and integrative nature of ERP implementation. This study provides a comprehensive explanation of inter-relationships of a variety of factors at play during ERP implementation using Nadler's Congruence Model (Nadler and Tushman, 1980) and Roggers' Diffusion of Innovation Model (Roggers, 1983), in addition to the exploration of key facilitators for effective change management. Both quantitative and qualitative data comprising of 8 interviews and 150 questionnaires were collected from four Pakistani organizations having functional ERP systems, two each from health sector and oil and gas sector. Qualitative analysis verifies the importance of communication and user involvement, training and top management support for effective transition to ERP systems. Quantitative results support Nadler's proposition of complex inter-relationships of organizational components. For example, communication about ERP implementation impacts skills and knowledge, creates a collaborative environment, reduces uncertainty and increases exposure through training. The collaborative work culture created through communication further impacts skills and knowledge as well as formal coordination between departments. The aforementioned factors were further found to impact decision to use the system by affecting the stages proposed by Roggers, i.e. awareness, perceived value and motivation. Overall, communication was found to be the most important factor throughout implementation, which impacted all the three stages mentioned above. Contrary to previous researches, uncertainty was not found to have any impact on user awareness, perceived value or motivation. A noteworthy finding was varying impact of these factors on the three stages. For example, exposure through trainings was found to impact awareness alone, while it was not of consequent importance for perceived value or motivation. Similarly, collaborative environment and formal coordination were important for perceived value and motivation respectively. This study therefore draws two concrete findings, i.e. ERP implementation requires subsequent changes in all of organizational elements, and success can only be guaranteed if these elements are in harmony with each other. Moreover, each of stage that users through to accept (or reject) ERP implementation has a unique set of critical success factors. Therefore, a detailed ERP implementation roadmap, which pays due attention to relevant factors before, during and after implementation is crucial for success.

Compensation System for Employees in Public and Private Universities and its Impact on job Performance (A Case of Faisalabad) Rana, B.A. (School of Management Studies The University of Faisalabad)

Compensation management is one of the most important aspects of personnel management. It covers financial rewards in the form of wages and salaries as well as in various forms of non-financial rewards. Therefore, this research work had been carried out to look the impact of compensation management system on the job performance of employees of the public and private sector universities. For the purpose of this study, a quantitative method was used. Data was collected through questionnaire. A sample size of one hundred & fifty (150) was chosen from the employees of public and private sector universities of Faisalabad. From which a sample size of 80 were chosen from employees in public sector universities and 70 were chosen from the employees in private sector universities. After data collection, Chi-square test was used to analyze the data. Overall, the statistical results showed that all rewards types including direct compensation (basic salary, house rent allowance, conveyance allowance and medical reimbursement) and indirect compensation (insurance, hospitalization and overtime policy) have significant and positive effect on job performance of employees of both public and private sector universities. Furthermore, the study showed that public sector universities employees are more motivated as compare to private sector universities employees. Private sector universities should include allowances which will enhance the performance of employees positively. Allowances like house rent allowance, conveyance and medical allowance. Compensation management system has impact on job performance so it should be based on quantity, quality and impact of work.

Tourism Hospitality Management-A Message for International Tourist Syeda Masooma, Talib Department of Business Management, KIU Gilgit

It is an undeniable fact that the unique geo-physical and geo-strategic location of Gilgit-Baltistan confers the region an exceptional significance. Most of the highest peaks and largest glaciers outside the polar region are located in the area. It is also the junction point of three mighty mountain ranges of the world naming Karakoram, Himalaya and Hindukash. It is also abode of critically endangered species like snow leopard and Markhor. Above all it is at the door steps of China, Central Asia, Afghanistan and India. GB has also been endowed with various invaluable resources by Nature. Be it high mountain peaks, glaciers, picturesque locations, rare species of animals, precious minerals, abundant water, strategic location and diverse culture, all vividly manifest the generosity of Nature. Owing to the very fact the area attracts a great deal of tourists but unfortunately lack of adequate facilities discourages them. Though the government is boasting that it is trying its level best to facilitate the tourists yet the ground realities depict a very different picture. The paper aims to discuss the issues in detail and suggests some way outs to mitigate the obstacles and uplift the tourism industry of Gilgit-Baltistan. To be more focused and succinct, the paper presents the Deosai plains as the case study. The paper also endeavors to dig out the problems faced by the tourists so that the real issues could be unearthed and addressed in the earnest.

An investigation of Determinants of Environmentally Conscious Purchase Behavior: Developing an extended model of theory of Planned Behavior Nazish Muzaffar Department of Business Administration, Fatima Jinnah Women University, Rawalpindi, Pakistan

The study examines the antecedents of environmentally conscious purchase behavior, using extended frame work of theory of planned behavior. The appropriateness of theory and conceptual framework is tested using structural equation modeling (SEM). The result of the study indicates that the strength of significant relationship between attitude and behavioral intention was greater compared to the dimensions of perceived behavioral control with that of purchase intention. Self concept was found to be statistically significant with behavioral intention but the change caused by self concept in environmentally conscious purchase behavior was low. Subjective norm was found to be highly significant, whereas environmental knowledge was not significant at all. A highly significant and positive relationship was also found between behavioral intention and environmentally conscious purchase behavior. Model yielded chi square of 2.019, CFI 0.985, GFI 0.945, AGFI 0.947 and a RMSEA of 0.03. The current study considers the proper role of Subjective norm, which is often neglected or its exploratory powers are often being under estimated in past studies conducted in Asian region. Moreover study generates many important implications for marketers and policy makers.

Impact of Brand Engagement on Customer Advocacy through Social Media in Pakistan. Kamran, F. Hamdard Institute of Management Sciences, Hamdard University

This research tries to identify how brand engagement through social media has a significant and positive impact on customer advocacy. First and foremost, an online mini survey was conducted through Google forms to get an understanding of the most popularly used brands that people are mostly connected to and engaged with through social media. Based on the gathered results and frequencies a few favorite brands were chosen to be put into the questionnaire for better understanding, diversified results and consumer engagement pattern over the social media. The analysis of the gathered data revealed that brand engagement affects positively the intention to communicate and be involved with brand's activities in Social Media and consumers to be self-expressive and advocate the brand to other people. It also affects positively the intention to purchase a product from this brand. As proved in the study, the higher the engagement in a brand's Social Media activities the higher the customer advocacy. These results are of great importance since they can be applied in companies and be helpful for managers. Managers should understand Social Media and promote their products via them but be careful and keep the exposure to Social Media aligned with their goals. This study shows that companies should not be afraid of investing over social media activities and promotions and they should find innovative styles and creative tools to engage users with such activities. Companies can give some promotions or contact very active social media users of their brand to involve them more in their activities and talk more about their brand in social media (i.e. make them brand advocates).

New NBEAC Council Members



Mr. S. M. Muneer is the Chairman of Din Group of Industries including Din Textile Mills Ltd. Under his dynamic leadership and missionary zeal, Din Group have been awarded various Best Export Performance Trophies by FPCCI for its highest exports and have also been awarded twice Top 25 Companies Award of the Karachi Stock Exchange by the Prime Minister of Pakistan. He has been awarded Best Business Man of the year Award by FPCCI, "SITARA-I-SAAR" in 2006 and "SITARA-IMTIAZ" in 2007 by the President of Pakistan.

Mr. Shaikh Mohammad Muneer
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Mr. Sirajuddin Aziz is a senior banker with over 35 year international and local banking career. He held several senior management positions in various countries including Pakistan, UK, UAE, Nigeria, Hong Kong and China. Before joining HMB, Mr. Aziz was serving as the CEO of a large local commercial bank. During his career, Mr. Aziz has contributed to various professional bodies including Pakistan Banks' Association as Chairman.

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Mr. Muhammad Adrees is the Chief Executive Officer of Sitara Chemical Industries Ltd – the largest Chlor-Alkali Chemical Complex of Pakistan. Mr. Adrees is a distinguished name in the business world at regional and national level and as a Corporate Leader. Under his Corporate leadership, Sitara Chemicals is today the largest chlor-alkali Chemical Complex of Pakistan with annual turnover of Rs 8.1 billion per annum. The production capacity was gradually increased from 30 MT/day (1984) to current 610 MT/day (2013).

Mr. Mian M. Adrees
President FPCCI

Director MARC (Management Advancement Research Centre), FAST School of Management, National University of Computer and Emerging Sciences, Islamabad, Pakistan. Dr. Sadia Nadeem is an Associate Professor and Director MARC (Management Advancement Research Centre) at FAST School of Management, National University of Computer and Emerging Sciences, Islamabad, Pakistan. She holds an MBA and a PhD in Management from Cass Business School, City University, London, UK. Dr. Nadeem has carried out research and consultancy work in large private and public sector organizations.

Dr. Sadia Nadeem



Dr. Farooq-E-Azam Cheema has an MSc in Human Resource Management & Development from the University of Manchester, UK and PhD in Management from the University of Karachi. He is also member of the coveted HR development body Chartered Institute of Personnel & Development (CIPD), UK. Besides having worked with frontline higher education institutions. Presently he is working as Dean Faculty of Management & Social Sciences, Bahria University, Islamabad (Karachi Campus).

Dr. Farooq e Azam Cheema
HoD, Faculty of Management Sciences, Bahria University Karachi



Dr. Muhammad Mohsin Khan is the Director of Institute of Management Sciences (IMSciences) Peshawar. He has Doctorate in Business Administration from San Diego, California, USA, in 1986. He has conducted research and consultancy assignments in Pakistan and Afghanistan for multinational organizations.

Dr. Muhammad Mohsin
Director, Institute of Management Sciences, Peshawar



Dr. Malik holds a master degree in Commerce from University of the Punjab and Ph.D. in Marketing from the University of Leicester, Leicester, United Kingdom (UK). He has over 30 years of teaching and research experience.

Prof. Muhammad Ehsan Malik
Dean, Institute of Business Administration, University of Punjab, Lahore



Dr. Chaudhry is the Rector of Lahore School of Economics and also Professor of Economics. He teaches Public Finance and Pakistan Economic Policies at the Lahore School. He has Ph.D. from McGill University. Since 1985 he has been working on Public Sector Management Issues and is a member of a number of National Commissions on the subject. He was Deputy Chairman of the Pakistan Planning Commission from July 2000 to July 2003.

Dr. Shahid Amjad Chaudhary
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