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FREE AGENT LEARNING AND EMPLOYABILITY IN A MANAGEMEN CAREER

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ABSTRACT

In conventional wisdom, those who could not work would not work. The employability is a widely debated subject for provision of effective education. The Schools are teaching youth without exactly knowing what professions will be invented by the time they will reach an age to work. The lifelong employability is no longer guaranteed by the education received in schools. The continuous restructuring and cost-cutting approaches frequently result into layoffs leading towards a job recession in global economy. This has increased the importance of up-to-date skills and competences to prepare the people for a more uncertain future. This study investigated individual's perception and ways they deal with issues relating to their learning and employability in banking sector. The analysis of data collected from 250 bank managers supported the hypothesis that there is a positive relationship between free agent learning and employability with respect to a management career. The study concluded that free agent learning may help to update and expand expertise, knowledge, and skills needed for job transitions. It could be used as a strategic approach to capitalize over learning and development opportunities for maintaining individual's employability as well as organizational excellence.

Keywords: Free agent learning, management development, employability.

INTRODUCTION

The ultimate goal of life-long learning is sustainable improvement in the quality of life (Uttam and Nayak, 1997). In today's highly volatile and competitive global work environment, one of the major challenges of education and management profession is the human resources development (HRD) which aims to enhance the understanding, skillfulness and competence of people to make them a productive and useful member of society leading towards economic development and fulfilling lives. Schools are teaching young people without clear understanding of what professions will be invented by the

time they will reach an age to work. As we move towards the knowledge based global economy, new knowledge and skill requirements are continuously emerging due to rapid pace of technological advancement, capital is becoming more and more mobile and countries having highly skilled workers are becoming more attractive for investments. The workers without latest education and many older employees who don't take interest in enhancing their skills and abilities become the most vulnerable for future employment. To remain competitive, it is critical for workers to take self responsibility for constantly upgrading essential knowledge, skills, and attitudes for maintaining their lifelong employability and succeed in emerging job opportunities.

The concept of free agent learning (FAL) has emerged as an important factor to attract, develop, and keep knowledgeable workforce (Marsick et al., 2000). The FAL occurs on a just-in-time basis in response to strongly felt challenges situated within highly relevant contexts. The current arrangements for workforce development are serving well, however in order to cope with fast changing learning requirements, the labour market requires a different type of workforce, one that is able to acquire, apply and create knowledge in flexible and innovative ways to generate greater value and support economic aspirations. The prosperous future seems the fate of those only societies which systematize their learning process. The knowledge and its right use plays a key role in economic prosperity in the same manner as, in the past, control over natural resources did. Hence, for competing in the future, it is essential to establish national learning systems and involving all institutions and individuals to learn and act in an efficient and effective manner (Marshal and Tucker, 1992).

Background and research objectives

This study has its roots in self-regulated and self-directed adult learning processes through which the learners set goals, monitors their learning, and controls their motivation, behavior and cognition (Pintrich, 2000). It stems from Goal Orientation Theory in which the learners must have goals and the motivation to attain them (Bandura, 1986; Zimmerman, 1989); Motivation Theory according to which learners are intrinsically motivated and enjoy learning in order to achieve a specific objective (Pintrich and Schunk, 1996); and Self-Efficacy Theory which states that the self-regulated learners have strong beliefs in their abilities to organize and execute actions required for achieving desired objectives (Zimmerman et al., 1992). For organizations, it only makes sense to keep good quality people and develop their skills to be exactly what they need. There is an 'employability gap' felt between formal learning at an academic institution and the student's actual beginning and maintenance of employment for longer periods over their working life. The key issue for successful workforce is developing appropriate employability skills and competencies which are traditionally seen as a personal responsibility. This study explores how and to what extent free agent learning can fill this employability gap.

Theoretical framework and hypothesis

The theoretical framework (Figure 1) for this study has been developed using extent literature. There are four variables selected in this research study; (i) free agent

learning (independent variable), (ii) employability (dependent variable), (iii) Basic Employability Skills (moderating variable 1), and (iv) Managerial competencies (moderating variable 2).
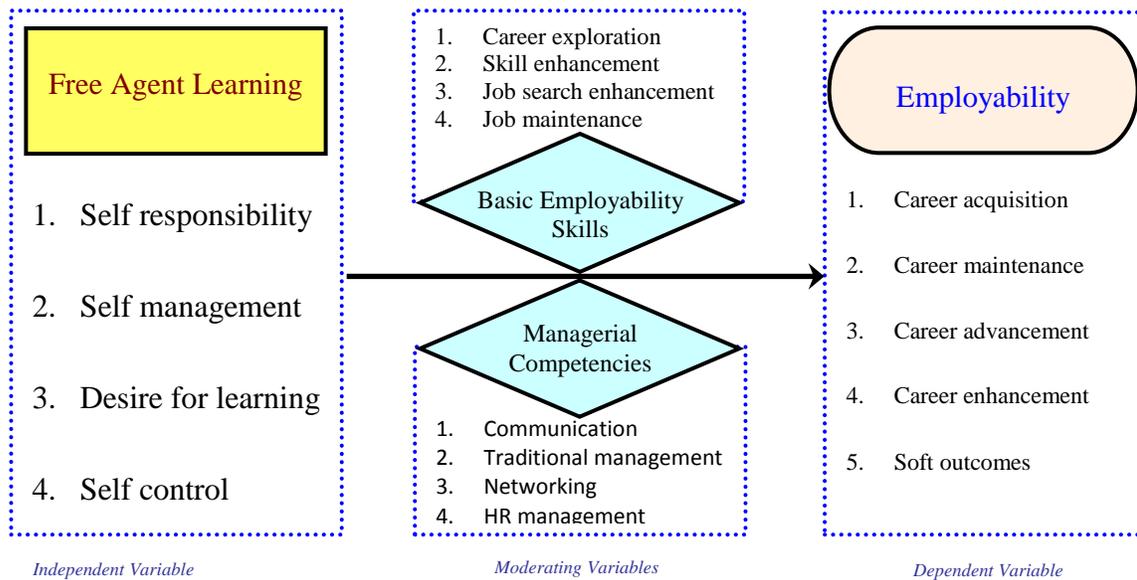
Figure 1. Theoretical framework

Hypothesis

This study explores the relationship among the variable of interest by testing following hypothesis:-

H: There is a positive correlation between 'free agent learning' and 'employability' with respect to management career of an individual over the period of his working life.

Variables and measures

All the research variables have been operationalized on the basis of relevant literature. *Free agent learning (IV)* is the ability of an individual to independently and continuously engage in acquiring, applying and creating knowledge and skills essential for employability such as self responsibility, self management, desire for learning, and self control (Guglielmino, 1977; Fisher et al., 2001). The *Employability (DV)* is the individual's potential for career acquisition, career maintenance, career advancement, career enhancement, and achieving other soft outcomes (Carnevale et al., 1990). The *Basic employability skills (MV1)* is the capacity of an individual to acquire knowledge, skills and competencies required for career exploration, skill enhancement, job search enhancement, and job maintenance (Amundsaon, 2003). The *Managerial competencies (MV2)* are the professional competencies of an individual required to effectively perform on a managerial position such as communication, traditional management, networking, and human resource management (Luthans & Lockwood, 1984; Luthans, 1988).

Significance of the study

Now, the employers do not rely solely on qualifications acquired by the individuals at educational institutions. The research indicates an 'employability gap' due to lack of other generic skills which could be filled through improved learning. The FAL is an approach to get that requisite learning. The personal qualities such as self theories and efficacy beliefs effect employability of a graduate (Yorke, 2001). Thus, learning and learning how to learn is the core solution to achieve employability goals in one's working life. Special attention is required for workers without latest education and those who don't take interest in enhancing their skills and abilities for future employment. They are perceived to be the most vulnerable when structural unemployment takes place in organizations. The basic framework of this research project intends to describe aspects of learning and employability of free agents as a cogent HRD philosophy. This study will provide managers and learners in all other fields with new knowledge, skills, motivation, commitment for learning and development.

Delimitations and Limitations of study

The banking sectors suffers from more frequent structural changes and its excellence depends upon its managers who can easily foresee and anticipate potential changes in the job market. They are therefore considered an appropriate group to study self-direction and self management. Hence, significance of FAL for employability of bank managers seems a relevant object of study. This study was limited to the extent of management careers in banking sector and convenient sampling from selected cities only.

LITERATURE REVIEW

Despite varied meanings of the concept of employability, the strength of self-development approach is that self-developers can survive under unsympathetic conditions. It seems that individuals who know what they want and how to get it will always do better than those who do not, even when the latter are provided with better opportunities. Hillage and Pollard (1998) found that employability helps to build capabilities essential for gaining, maintaining and regaining a fresh employment, as and when desired or required. To them it depends on assets (knowledge, skills and attitudes) and the deployment and presentation of such assets to the employers in the work context (labor market and personal circumstances). Lee Harvey (2005) says that employability is less about 'employ' and more about 'ability'. It is an enabling process for acquiring a job and career advancement through developing critical and reflective abilities. The term employability skills describe broad-based, transferable skills and attitudes that are valued as essential for personal success and growth in workplace i.e. communication skills, teamwork skills, problem-solving skills, and self-management skills. It includes getting a job, keeping a job and getting promotions. The acquisition and possession of employability skills enables employees to add value, adapt to changing market expectations and opportunities and prepare for transitions as and when required. There are perceptions raised by the labor market developments that all labor force may expect to encounter discontinuities in their careers. In present

uncertain and volatile labor market, the "notions of cradle-to-grave job security have been shattered" (Hall and Mirvis, 1996). Consequently, the idea of "life time employment" has been replaced by "life time employability" (Thijssen, 1997). Employability is thus regarded as the propensity of an individual to get and keep a job and get the one again if current job is no longer assured through marketability of his collective skill set. Employability is required for enabling both sustained competitive advantage of the firm and individual career success. The Harvey et al. (1997) found that readiness for learning, self management, communication, working with teams, interpersonal skills, self awareness, and networking abilities are some key employability skills. The Yorke (2001) expressed that communication, workload handling, team management, problem solving, and various other abilities such as critical reasoning, working under pressure, commitment, dependability, creativity and willingness to learn leads to employability. The flexible and responsible employee map out their career plans within but also outside the current working organization. Presently, it is being realized by all developed countries, organizations as well as researchers that only career specific skills are not adequate and numerous supplementary skills are also required to remain competitive and attractive in the labor market.

The Dench et all (2006) found a positive impact of learning on employment outcomes of low-qualified adults who are currently out of work or are at a potential risk of losing their jobs. They explored that learning significantly enhances employability outcomes in terms of employment, long term employment, earnings, qualifications and skills and soft outcomes. The Hillage and Pollard (1998) expressed the employability in terms of an individual's capacity for gaining initial job, maintaining it and obtain a new job when needed. They also explained that an individual's employability depends upon his personal effects in terms of the knowledge, skills, abilities and attitudes, his manner of utilization and deployment of such assets, the manner he presents those assets to employers, and more importantly the context in which he looks for job. Individual employees are responsible for finding or keeping an attractive job for themselves. The employable workers are willing to continuously learn new things and broaden their skills and knowledge through self-directed learning activities. They are also able to be mobile whenever necessary or desired by preparing for regularly changing jobs. Traditional approaches seem inadequate for transfer of knowledge. Acquiring a formal degree does not automatically help to achieve everyday jobs productively i.e. having an MBA degree does not entail being a high-quality businessman, fine manager or a good administrator, The additional competencies involving open-mindedness, flexibility, confrontation, relationship building, and the setting up of reliable and dependable ties are also required (Civelli, 1998).

Jan (2010) concluded that the organizations focusing on continuous quality improvement should have the core pursuit of individual skill development. He observed a strong association among quality of work, understanding of work, efficient work and interest in work for learning organizations. On the contrary, he observed a weak relationship of quality of work with understanding of work in conventional organizations. Luthans

(1988) suggested four core activities performed by the real managers which include (i) communication (interacting with others and socialization), (ii) traditional management (planning, decision making, and controlling), (iii) human resource management (motivating/reinforcing, disciplining/punishing, managing conflict, staffing, and training/developing) and (iv) networking (socializing/politicking and interacting with outsiders). Denning (2011) proposed five basic shifts in management practices which suggest that the goals, manger's roles, coordination mechanism, values, and communication should be people centered. He suggested that through a focus on its customers and adopting people centered management practices the managers can achieve organizational success. The key managerial competencies are managing diverse employees in diverse organizational and global environments, decision making, planning, strategic management and control, human resource management, motivating and leadership, managing groups and teams, communication, conflicts and negotiations, politics and change (Gareth and Jennifer, 2003; Robbins and Coulter, 1999; Lurs et al, 2005).

Taher et al (2011) found that extraversion and conscientiousness personalities and openness to deep learning envisages higher performance of MBA students. Teare (2011) reviewed that independent workplace learning plays a vital role in development of professionalism, skills and competencies which could yield benefits for both individuals as well as organizations. Higgins and Aspinall (2011) recognize that knowledge could be gained through practice which, if focused on real world issues and lived experiences, may enhance management development for organizational success. The HRD Canada established a four dimensional framework for employability which include career exploration, skill enhancement, deployment and presentation, and job maintenance skills (Amundsaon, 2003) for assessing the capacity and capabilities of an individual to acquire knowledge, skills and competencies required for employability.

There is a need to focus on how to encourage and sustain learning, change, growth and development. The learners are essentially required to pursue a self-governing road map to self-discovery and achieve preferred learning outcomes concurrently (Stewart, 2007). The learners are responsible for deciding goals and necessary efforts to achieve such goals. Hence, they become agents for their own learning and change. Individual can be trained to be free agent learners and more self directed to become responsible owners, managers and monitors of their personal learning and development process. The free agent learners do not demonstrate loyalty to any one source of information or training or to any group. They know how to skim and filter vast sources of information rapidly to find something to meet their immediate learning needs (Rothwell, 2008). The world is moving towards a knowledge-based society and economy creating a need for the governments to grant incentives for employers and individuals to invest more in lifelong learning.

METHODOLOGY

This research relies on a survey based design using a structured questionnaire. The target population consists of all managers working at all functional levels of various banks

based at major cities. The questionnaire was administered to about 400 banking professional; however, only 250 valid responses were received from 32 banks i.e. Islamabad (41), Rawalpindi (46), Lahore (39), Karachi (40), Quetta (48), and Peshawar (36). Hence, this research study used the convenient sample of 250 managers.

Validity and reliability

The instrument was developed using reliable and tested source of existing literature. The 'Free agent learning' scale was developed with the help of Guglielmino's (1977) self directed learning readiness scales (Fisher, et al., 2001). The scale for 'Basic employability skills' was designed using four dimensional framework of HRD Canada (Amundsaon, 2003). The Luthans' twelve managerial activities (Luthans and Lockwood, 1984) were used to measure 'Managerial competencies' and the 'Employability' was measured with a scale developed on the basis of a series of stages helping a person to achieve self-actualization as described by Carnevale et al. (1990). The questionnaire was also reviewed through discussions by a penal of experts.

Pilot study

The internal consistency and reliability of questionnaire was tested using a sample of 37 bank managers. The item-to-item correlations, mean, standard deviation and Cronbach's alpha coefficient was computed. All inter item correlations were found above 0.3 and the Cronbach's alpha coefficient for various scales found in the range from 0.7104 to 0.9204 (Table 1) confirmed that the instrument could be trusted for internal consistency and reliability. The final questionnaire was floated to collect data for this study. The data was processed using SPSS 16 Base software for descriptive statistics, Pearson's correlations and regression analysis.

ANALYSIS AND DISCUSSIONS

The descriptive analysis summary shown in Table 1 reflects the results of demographic characteristics of the selected sample for this study.

Table 1. Descriptive Statistics – Personal and Demographic Information

1.	Gender	Male	182	72.8 %
		Female	68	27.2 %
2.	Age	21 - 25 Years	15	6.0 %
		26 - 30 Years	74	29.6 %
		31 - 35 Years	61	24.4 %
		36 – 40 Years	43	17.2 %
		41 & Above Years	57	22.8 %
3.	Highest qualification	MS / M.Phil (18 years)	8	3.2 %
		Masters / BS (16 years)	185	74.0 %
		Graduation (14 years)	56	22.4 %
		Intermediate (12 years)	1	0.4 %
4.	Management level	Top management	5	2.0 %
		Middle management	100	40.0 %
		First line management	145	58.0 %
5.	Managerial experience	1 - 5 Year	145	58.0 %
		6 - 10 Years	53	21.2 %
		11 - 15 Years	13	5.2 %
		16 – 20 Years	14	5.6 %
		21 – 25 Years	2	.8 %
		26 – 30 Years	8	3.2 %
		31 & Above Years	8	3.2 %
6.	Number of employers worked with.	1 Employer	63	25.2 %
		2 Employers	47	18.8 %
		3 Employers	32	12.8 %
		4 Employers	13	5.2 %
		5 & more Employers	79	31.6 %
7.	Tenure with current employer.	1 Year	38	15.2 %
		2 Years	50	20.0 %
		3 Years	35	14.0 %
		4 Years	17	6.8 %
		5 Years	23	9.2 %
		6 & Above Years	67	26.8 %
8.	Number of promotions received during overall employment period.	0 Promotion	41	16.4 %
		1 Promotions	55	22.0 %
		2 Promotions	43	17.2 %
		3 Promotions	35	14.0 %
		4 Promotions	25	10.0 %
		5 Promotions	8	3.2 %
		6 Promotions	9	3.6 %
		8 Promotions	2	.8 %
9.	Completed any formal qualification during job.	Yes	68	27.2 %
		No	149	59.6 %
10.	Presently enrolled for any formal qualification.	Yes	42	16.8 %
		No	201	80.4 %

The descriptive statistics in Table 2 shows a very good level of agreement of the respondents on given statements for each variable. This indicates that nearly all are able to acquire a fulfilling and rewarding career and maintain it effectively with productivity and performance. They are also able to make horizontal and vertical career moves to enhance and diversify their learning and experience. They are also enjoying soft career outcomes such as respect, recognition, confidence, and well-being

Table 2. Descriptive Statistics – Employability

Variables	Mean	Std. Deviation	N
Free agent learning (FAL)	4.2743	.4259	250
Basic employability skills(BES)	4.0483	.4250	250
Managerial competencies (MC)	3.9690	.4381	250
Employability (EMP)	4.1261	.4610	250

The Pearson's correlation coefficients show the strength of a linear association between any two variables. The data gathered to support the research area was subjected to Pearson's correlation analysis using SPSS 16 software to analyze the relationship between independent variable (free agent learning) and dependent variable (employability) in the presence of moderating variables (HRD framework for employability, and managerial competencies). The resulting correlations matrix as shown in Table 4 confirms the existence of a significantly positive linear affiliation among the research variables ranging from 0.020 to 0.896. The correlation coefficient values suggest a positive linear relationship among the variables. It suggests that 62.6% acquisition of basic skills for employability, 51.3% acquisition of managerial competencies, and 43.3% of employability is the result of free agent learning. The correlation values also suggest that employability is described by the level of free agent learning (43.3%), Basic employability skills (49.%9) and managerial competencies (55.4%).The results also explain that employability outcomes are represented by career acquisition (70.5%), career maintenance (69.7%), career advancement (62.6%), career enhancement (67.7%), and soft outcomes (75.3%). The presence of <0.001 p-value for all correlations suggests that the correlations are also significant at 0.01 level. These values also imply that a good number of the respondents are excellent in free agent learning, possess essential employability skills and managerial competencies. Hence, they are employable in the highly volatile banking sector especially when their career is vulnerable as a result of mergers, acquisitions and organizational restructuring processes.

Table 3. Pearson's correlations matrix

	FAL	BES	MC	EMP	ECA	ECM	EAD	ECE	ESO
FAL	1	.626**	.513**	.433**	.256**	.459**	.138*	.356**	.428**
BES	.626**	1	.656**	.499**	.417**	.435**	.189**	.407**	.416**
MC	.513**	.656**	1	.554**	.427**	.454**	.276**	.445**	.554**
EMP	.433**	.499**	.554**	1	.705**	.697**	.626**	.677**	.753**
ECA	.256**	.417**	.427**	.705**	1	.355**	.380**	.404**	.406**
ECM	.459**	.435**	.454**	.697**	.355**	1	.216**	.466**	.556**
EAD	.138*	.189**	.276**	.626**	.380**	.216**	1	.143**	.263**
ECE	.356**	.407**	.445**	.677**	.404**	.466**	.143*	1	.542**
ESO	.428**	.416**	.424**	.753**	.406**	.556**	.263**	.542**	1

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Regression analysis

The regression model summary was generated to test the stated hypothesis "H1: *There is a positive correlation between 'free agent learning' and 'employability' with respect to management career of an individual over the period of his working life".* The R values for free agent learning (0.433), Basic employability skills (0.522), and managerial competencies (0.591) confirm the presence of a moderate positive linear association among these variables. The R square values suggest that the variation in employability (career acquisition, career maintenance, career advancement, career enhancement, and soft outcomes) is predicted and explained 18.7% by free agent learning (self responsibility, self management, desire for learning, and self control), 27.3% from Basic employability skills(career exploration, skill enhancement, job search, and job maintenance skills), and 35% through managerial competencies (communication, traditional management, networking, and human resource management). The values of adjusted R square explain how well the model is generalized. The Durbin-Watson value shows that there is no autocorrelation among the variables. The p-value of this correlation is <0.001 which indicates that the association between these variables is significant at 0.01 level. Hence, there is strong evidence that the research hypothesis is accepted.

Table 4. Regression Model Summary[d] for Testing Main Hypothesis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.433[a]	.187	.184	.41639	.187	57.167	1	248	.000	
2	.522[b]	.273	.267	.39465	.086	29.072	1	247	.000	
3	.591[c]	.350	.342	.37401	.077	29.010	1	246	.000	1.942

a. Predictors: (Constant), FAL

b. Predictors: (Constant), FAL, BES

c. Predictors: (Constant), FAL, BES, MC

d. Dependent Variable: EMP

Conclusion

The skills and competencies developed during formal schooling seem to be inadequate in changing professional careers and work places, thus arising a need to build an up-to-date portfolio of assets (value added skills and competencies) to remain attractive and competitive in the job market. To prepare for a more uncertain future, the FAL can play an important role to gain and maintain rewarding careers. It helps to sustain employability security and career growth without being bound to any single organization. The people involved in taking responsibility for their independent self directed learning are likely to remain attractive and competitive in the marketplace hence, employable for longer periods during their lives. Employability skills are associated with high performance workforces and are identified as the key to job survival which enables individuals to prove their value to an organization. It is a shared responsibility of employers and employees as it provides advantages to both employers and employees.

Recommendations

The findings of this research study suggest that individuals should focus on FAL to enhance their employability by being attractive and competitive for the job market. Organizations should retain key employees by providing them necessary growth and development opportunities which could play a strategic role in making them competitive, productive and a useful member of society. The academic institutions should, as a strategic objective, incorporate effective employability skills and activities in the curriculum at secondary level so that students are understand various professions and related employability skills for choosing appropriate career.

Need and scope for future research

This study was limited to banking professionals in selected cities only. Although a significant moderate positive association exists among the variables, the danger in this concept is that organizations might see learning as an exclusive responsibility of employees and may be inclined to offer limited or no learning facilities for their career development. It may also increased turnover rate due to mobility of highly employable employees and holds likelihood of a future in low-wage work arising need for further research in this domain of human resource development. i.e. research comprising

professionals in other sectors of economy, individuals from non-managerial, scientific, technical, and vocational fields, compare employability level of those engaged and not engaged in free agent learning, comparative role of organizational initiatives for employee development and individual's free agent learning on their employability, productivity and performance.

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Role of Motivation in Brand Information Processing From Advertisements

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Abstract

Role of motivation in brand information processing from ads is very important for producer they must know about consumer motivation before advertisement how ads will effect consumers. Consumer motivation is readiness to purchase brand. Consumer motivation is pre exposure level which influenced producer to make ad design strategeies.ad design strategy is consisting of two parts information processing goals and executional strategies. Information processing goals are basically to develop brand attitudes. Final outcome post exposure level brand attitude is used as input to ad design strategies. Executional strategies indicate producer sets his goal and to achieve those goals there must be some strategies. Informative objective is used to inform consumer about brand change in prices and features etc. persuasive objective is used to persuade consumer to switch their brand and purchase their product and reminder objective indicate producer want to remind consumer about brand. Processing motivation used different elements to enhanced consumer motivation and process brand information. After processing motivation and ad design strategy consumer give responses about brand if it is sensible conscious response it will be judgmental response and if it is unconscious response it will be emotional response. And finally consumer develop brand attitude. Brand attitude can be brand learning and brand memory. Brand attitude finally used as input for ad design strategy.

Key words: Motivation, Brand Information Processing, Advertisement
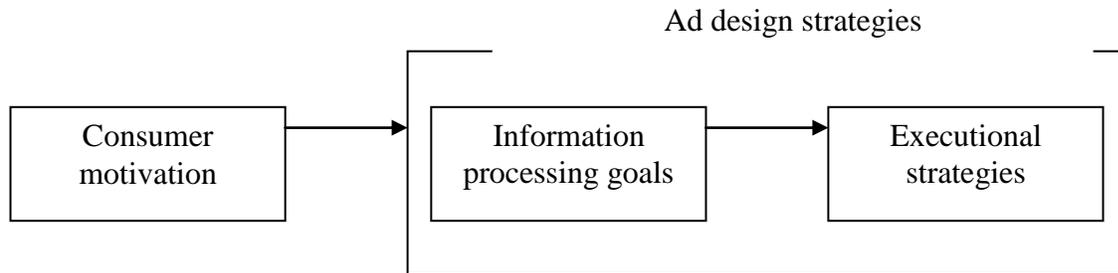
Introduction

Role of motivation in brand information processing from ads is very important for producer they must know about consumer motivation before advertisement how ads will effect consumers. Motivation is basically readiness and willingness of consumer to purchase product and motivation directly affects ad design strategy which is essential part of advertisements. There are many studies regarding motivation, advertisement strategies ability, and opportunity and brand attitudes. Motivation influence ad design strategies and
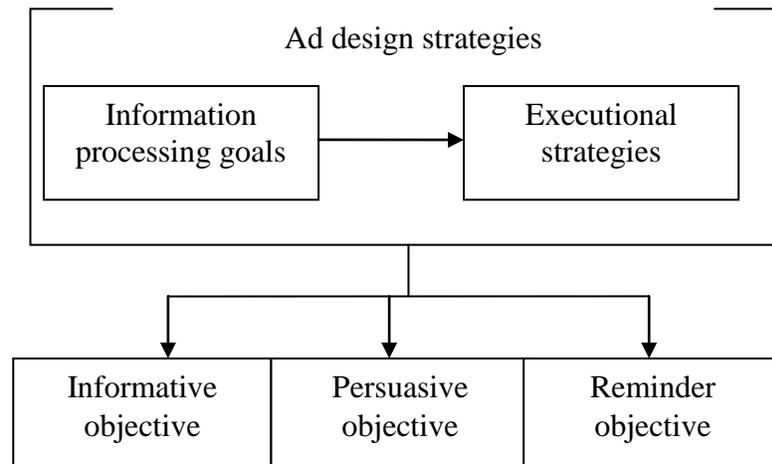
that strategies help to processed motivation and develop consumer response toward brand attitude. Here we discussed this model in different steps that includes motivation, ad design strategies, processing motivation consumer's responses and finally brand attitude.

Ad design strategies

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┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│  Consumer    │ ───> │ Information  │ ───> │ Executional  │
│  motivation  │      │processing    │      │ strategies   │
│              │      │goals         │      │              │
└──────────────┘      └──────────────┘      └──────────────┘
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Motivation is basically consumer's willingness to purchase product or brands. According to philosopher Arthur Schopenhauer Stanford University (2003), "To be motivated is to be moved into action, or to decide on a change in action." Consumer's motivation influenced ad design strategies. Consumer's motivation is pre exposure level and that level enhanced by ad design strategies. Ad design strategies include information processing goals and executional strategies when producer make and execute ad design strategies. next step is to process motivation in consumer which processed through different schemes and that processing motivation lead to enhance motivation to attend certain ads and it help to process brand information in consumer mind in return consumer shows his judgmental and emotional response which are basically depend on ad design strategy and motivation processing and which in result give brand attitude. Brand attitude consist of learning or acquisition and memory or retention of brand.

Ad design strategies

Ad design strategy is second step of model indicate that organization makes strategies which describe their product in different way which lead to attract customer that must include your product features how it is different from others product which are likewise there product in market and here producers first set their goals and their goal is to develop brand attitude in customer mind and to accomplish these goals organization makes strategies and execute that strategies. Ad design strategies consist of two steps information processing goals and executional strategies.

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┌──────────────────────────────────────────────────────────┐
│                    Ad design strategies                    │
│   ┌─────────────────┐          ┌─────────────────┐        │
│   │   Information   │─────────▶│   Executional   │        │
│   │ processing goals│          │    strategies   │        │
│   └─────────────────┘          └─────────────────┘        │
└──────────────────────────────────────────────────────────┘

   ┌─────────────┬─────────────┬─────────────┐
   │ Informative │  Persuasive │  Reminder   │
   │  objective  │  objective  │  objective  │
   └─────────────┴─────────────┴─────────────┘
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Information processing goals

MacInnis and Price 1987 found Information processing is a mode or mechanism through which information is processed and saves in memory. Information processing goals is defined as the extent to which consumer allocate his recourses and attention in response of brand information processing from advertisement. We consider T.V ads for processing brand information from ads. At this stage producer or business set their goals and we define these goals as brand attitude business set their goal and make strategies which lead brand attitude in the mind of consumer. Consumer motivation influenced producer to develop ad design strategies. First step in ad design strategy is information processing goals .information processing goals are to develop brand attitude and outcome of this model brand attitude after post exposure level used as input in information processing goals.

Executional strategy

"Strategy is the direction and scope of an organization over the long-term which achieves advantage for the organization through its configuration of resources within a challenging environment, to meet the needs of markets and to fulfill stakeholder expectations". Executional strategy indicate here processing goals into strategies and makes strategies based in goals and finally execute that strategies to

reached at your goals. Advertiser used three objectives in this stage that are informative objective, persuasive objective and reminder objective. Each and every objective has significant importance in ad's strategies.
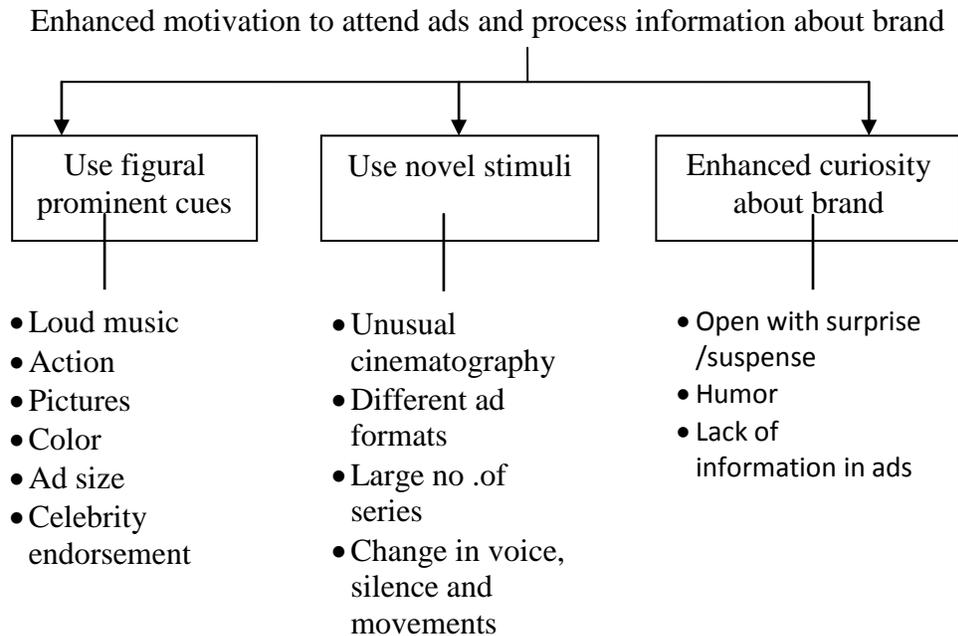
Informative objective is used when producer want to inform about his product to market. It can be about change in prices , new features of brand etc. it contain brand information which can be helpful in developing emotional response for example there is a decrease in prices of brand consumer response it emotionally because o new information change in price.

Second objective is persuasive objective here producer directly and indirectly persuade consumer to change your brand and persuade consumer to buy their products. For example producer persuades consumer his brand has good quality and reasonable prices. Here consumer can give judgmental response. Consumers are aware of your and your competitor product and consumers sensibly evaluate you and your competitor product and finally he will give response with sensible, rational and judgmental response. Reminder objective is third objective of advertiser here producer want to recall his lost consumer and he want to remind his product with new packages and features. In reminder objective consumer can give both emotional and judgmental response that depends on consumer behavior.

Processing motivation

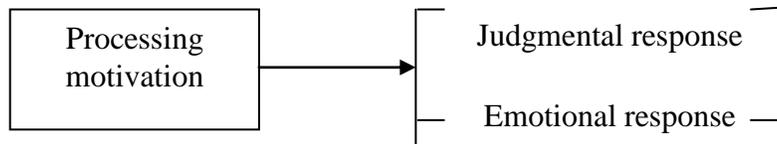According to Maclnnis attracting consumer attention toward ads and increasing information regarding product in advertisement is appropriate for information processing goals. Here processing motivation is develop to enhance consumer motivation and brand information towards consumers. In processing motivation we have choose three elements use figural cues, use novel stimuli and enhanced curiosity about the brand.

Processing motivation

Enhanced motivation to attend ads and process information about brand

Use figural prominent cues	Use novel stimuli	Enhanced curiosity about brand
• Loud music • Action • Pictures • Color • Ad size • Celebrity endorsement	• Unusual cinematography • Different ad formats • Large no .of series • Change in voice, silence and movements	• Open with surprise /suspense • Humor • Lack of information in ads

Different elements in figural prominent cues, novel stimuli and curiosity about brand are used to enhance motivation and process brand information. When consumers are motivated and they have brand information they come to response and consumer here give response in the result of ad design strategies and processing motivation. Prior researchers found that colorful and pictorial prominent cues are long lasting in consumer's mind rather than black and white pictures. Celebrities in ads also have positive impact on consumers and that are also long lasting in consumer's mind. In the same way different ads format changes in voice, silence and movement n ads has better effect on consumer attitudes towards brand.ads open with suspense and surprise and ads having humor more attract consumers. Lacks of information in ads also have better effect because that create curiosity and consumer are more curious to know about that product.
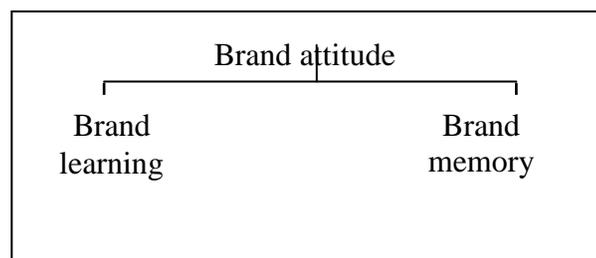
Responses

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┌──────────────┐              ┌─   Judgmental response   ─┐
│ Processing   │──────────▶   │
│ motivation   │              └─   Emotional response    ─┘
└──────────────┘
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Response is basically acted of giving reply for something or action. Here response indicate consumer act of giving reply after ad design strategy and processing motivation. Response measured in two ways. one is judgmental response and second is emotional response Judgmental response indicate here consumer's act   after getting brand information through processing motivation he make rationale, sensible decision after evaluating and assessing brand.

Emotional response indicate consumer's unconscious act toward brand ads without evaluating brand .Consumer's emotional responses include stance of love, joy and patriotism and due to these feelings consumer may prefer assured ads due to plausible convincing product description and demonstration. Researcher found that consumer's emotional response has impact toward brand attitude.

Brand attitude

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┌─────────────────────────────────────────┐
│              Brand attitude              │
│          ┌──────────┴──────────┐         │
│        Brand               Brand         │
│        learning            memory        │
│                                          │
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 A brand is a "Name, term, design, symbol, or any other feature that identifies one seller's good or service as distinct from those of other sellers". Brand attitude indicate how consumer and market feel after giving response to particular brand ads. Brand attitude develop after judgmental and emotional response .if consumer feel pleased than brand attitude is develop for long time. Brand attitude is measured in two steps one is learning

that indicates acquisition of consumer and second is brand memory which indicate consumer retention.

Brand learning or consumer acquisition indicate new consumer learned about product and it is the stage of acquiring new consumer and convert existing visitor into consumers. Informative and persuasion objective used by advertisers are lead to judgmental and emotional response. Judgmental response here leads brand learning.

Brand memory or customer retention is important in brand attitude. Brand memory is developed when consumers are very pleased with your brand and they don't want to switch from your brand. Brand memory or retention help to enhancing profitability, reputation and goodwill of brands. Reminder objective increased brand memory and retention. Important part of brand memory and retention is consumer emotional response toward brand. Brand attitude which is post exposure level and final outcome of model is used as input for ad design strategies.

Problem Statement

Role of consumer motivation in brand information processing from ads.

Purpose

Purpose of this model is producer anticipate consumer's motivation and develop ad design strategies to enhanced consumer attitude toward brand.

Objective

This model is very important for producer to anticipate consumer before advertisement and final outcome of this model brand attitude can be used as input in features to develop ad design strategies according to consumer attitude about brand.

Significance of the Study

The importance of this topic in advertisement is very important. There are many issues regarding advertisement. This will help advertiser and producer to develop ads after assessing consumer attitudes as consumer's motivation toward brands are enhanced by ads. It will play a vital role for producer and advertiser.

Literature Review

Figure indicate that consumer motivation is readiness and willingness to buy something influenced producer to make ad design strategies ad design strategies include information

processing goals and executional strategies when producer make and execute ad design strategies.

Motivation: Park and Mittal in 1985 describe motivation as motivation is goal directed stimulation. Motivation is basically readiness and desire to buy something. In this context consumer motivation is pre exposure level where consumer is not known much about the product of the company and at this consumer motivation influence organization to develop such strategies where he would know about the product. There are different theories which explained motivation but we consider the arousal theory of motivation where it describe and suggest that people take action to increase and decrease arousal level so motivation is a goal directed arousal.

Others researcher (Burnkarant 1976, Moorman 1990, Robert 1973, celsi & Olson 1988) describes motivation as readiness, willingness, interest and desire to buy something .different theories regarding motivations are: "The incentive theory suggests that people are motivated to do things because of external rewards." According to the drive theory of motivation, people are motivated to take certain actions in order to reduce the internal tension that is caused by unmet needs." "The arousal theory of motivation suggests that people take certain actions to either decrease or increase levels of arousal." "Humanistic theories of motivation are based on the idea that people also have strong cognitive reasons to perform various actions."Motivation occurred in the response of individual's desire and need and that desires and needs are internally persuaded.

According to Edwin B. Flippo Motivation is basically mechanism and process to influence others and encourage others. According to Arthur Schopenhauer, motivation is to be moved yourself to take action and it suggests that there must be some driving force which induces you to take action. According to philosopher Arthur Schopenhauer Stanford University (2003), "To be motivated is to be moved into action, or to decide on a change in action."

Gollwitzer, P., and Bargh, J., (1996) motivation is a result of an individual's values, desires, needs, instincts and the study is intended to evaluate motivation of employees in the organization. A good motivational program procedure is essential to achieve goal of the organization. Motivation has variety of effects and Consumer motivation which is willingness to purchase product influenced producers to develop ad design strategy. Ad

design strategy includes information processing goals and executional strategies. This ad design strategy is influenced by pre exposure level which is consumer motivation

Ad design strategies: It indicates strategies relating to advertisement as advertisement are very important for conveying message about product. Producer through advertisement spread information about his product in public.

Strategies: According to Wikipedia "A **strategy** is a plan of action designed to achieve a vision. Strategy is all about gaining (or being prepared to gain) a position of advantage over adversaries or best exploiting emerging possibilities". Johnson and Scholes define strategy as "Strategy is the direction and scope of an organization over the long-term which achieves advantage for the organization through its configuration of resources within a challenging environment, to meet the needs of markets and to fulfill stakeholder expectations".

Information processing goals: (MacInnis & Price 1987) found Information processing is a mode or mechanism through which information is processed and saves in memory. Michael L. Ray state that motivation and opportunity makes emotional responses and it delicate consumer information processing research instead of dedicating advertising lacked attitude structure. He also mentioned in his paper that peoples do not like ads and they show very low attention towards that while information processing help to motivate people toward ads and process information .he state that in advertisement it's very difficult to develop attention and attract consumer while information processing forced to develop attention and attract consumer.

In advertising "there is, in an information theory sense (Shannon &Weaver, 1949), much noise(consisting of competing messages, etc.) while CIP re- search is usually conducted in a sterile environment in order to create "experimental realism" (Aronson and Carlsmith, 1968)" information processing motivation are develop for consumer response through motivation processing

Executional strategies: Producer makes goals based on information processing and then that goals lead to strategies and producer executes hat strategies according to Philip main objective of advertisement is to create awareness about product and remind about

product. Execution part consists of informative advertising, persuasive advertising and reminder advertising.

According to kotler informative advertising is used when producer want to create information regarding product. It address communication of customer values informing market about a new product if new product is introduced it also suggest usage of product how a product work .it also include change in price it inform market about the change in prices of the product and it described all those services which are available in market it is also used to develop and create brand and company image in the market.

Persuasive advertising is a second part of executional strategies according to Kotler persuasive advertising is used as comparative advertisement through which companies compare their product and brand with others. It can be directly and it can be indirect comparison of product. In persuasive advertisement companies usually develop brand preferences. It encouraged and persuade consumer to switch from your brand and purchase their brand now and it also convinced consumers to tell about their product to others. It also used to change perception regarding their brand. It basically persuade customer to their products.

Reminder advertisement is third and last part of the executional strategies. According to Kotler reminding advertisement is used to remind consumer about their product that it might be useful in near future and it will be needed in future. It is also used to remind and recall their product in the customer mind when its season is off and it will be needed in near future.

Two major element of Ad design strategy is creating advertising messages and selecting media. According to Kotler advertising strategy is very important in today's time .ads can succeed only and can fulfill its purpose only when it contained a good message and it gain consumer's attention. Kotler define advertising media as "the vehicles through which advertising messages are delivered to their intended audience. "in today's time business need medium which not only help consumer too reach but it also help to engage consumer and which can easily develop consumer attention and attract them.

Processing motivation: Processing motivation indicates how consumer can be motivated and how producer can enhance consumer motivation and process brand information. For this there must be something which help to enhanced consumer attention toward ads and which can add brand information. According to MacInnis attracting consumer attention toward ads and increasing information regarding product in advertisement is appropriate for information processing goals. When consumer motivation towards brand information is decreasing its attention is deliberately allocated toward motivation processing or stimuli.

Use figural / prominent cues: figural and prominent cues indicate here use that cues in advertising which are very prominent and which have some specific recognize shape. Here Figural prominent cues are used in different dimensions. That is consisting of loud music, action, picture, celebrity endorsement, colors and ad size. Hanssens and Weitz in 1980 state that ads which have loud music and action grasp attention and attract consumer toward brand. Gardner in 1983 said prominent cues lead to influence consumer attitudes and memory. Houston, Childers, and Heckler (1987) found that brand containing attractive pictures are more memorable and it attract and motivate consumer more than other.

Bryce and Olney 1988; Childers and Houston 1984 found strong influence of pictures in strong prominent cues. Tiselius and Stendhal 1984 and Kroeber-Riel 1979 also found pictures have strong effect on attention and it plays a vital role in attracting consumer toward brands. (Lutz and Lutz 1977 and Paivio 1971) also found strong impact of pictures. Shepard 1967 and Starch also found pictures leave strong effect on memory. In that entire researcher only Finn in 1988 did not found strong effect of pictures.

 After analyzing views of all researchers we can understand superiority of pictures and through facts we can say that pictures are the prominent part of the ads. Different researcher Hanssens and Weitz 1980 ; Diamond 1968; Finn 1988 Holbrook and Lehmann1980 found that only pictures are not played as ad prominence but ad size also have strong influence on ad prominence and ad size also influence consumer attention toward ads and attract them. Next element of prominent cues is color. Color indicates color used in ads and different researcher has different views regarding color. Childers

and Houston (1984) did not indicate any effect of color in ads and processing motivation while Chute (1979) indicate that colored ads and picture has long lasting effect rather than black and white ads. (Starch and Finn 1988) also find positive impact of color on ads. (Beattie and Mitchell 1985) also found positive impact of colorful ads than black and white ads. Celebrity endorsement is another element of prominent cues and different researcher found its positive impact. Friedman and Friedman (1979) found celebrities used in ads help to recall and attract consumer for brand. Mapes and Ross; Ogilvy and Raphaelson 1982 found celebrities used in ads help to recall 22% increment.

Petty, Cacioppo, and Schumann (1983) indicate that product recall can be enhanced by using celebrities in ads. Atkin and Block (1983) reported peoples pay more interest in ads in which celebrities are used rather than that didn't used. Maclnnis finally found consumers are more motivated to attend ads where figural/prominent cues are more used.

Novel stimuli: Use novel stimuli are second predictor of processing motivation. Novel stimuli are those stimuli which produce or create greater attention then familiar's one. Novel stimuli can be in many forms. That stimulus is novel which is not exposed to consumer before that and he is not familiar with them. Different novel stimuli are used to develop and increase consumer's attention that includes unusual cinematography. Ad formats, large numbers of scenes in an ad and change in voice, silence and movements.

(Alsop 1988) found unusual cinematography used to boost consumer's attention. Anderson and Levin (1976) found that sudden change in ad's voice and movements increase ad attention. Thorson and Zhao (1988) also found positive impact of sudden changes in ads on attention. Bumkrant and Unnava (1987) found positive impact of large number of sense in consumer's attention. Contrary to last researcher (Rethans, Swasy, and Marks 1986) and Maclinnis found negative result due to ads repetition and it reduce novelty perception.

Enhanced curiosity about the brand: Enhanced curiosity about brand is the third predictor of processing motivation. Which indicate advertiser want to create some suspense regarding brand so consumer can be more enthusiastic and curious to learn about that

product? It includes open with suspense or surprise, used humor and lack of information in ads. Hastie 1980; Lynch and

Small 1982 found that suspense and surprised events are taken as interesting and that cues which bring curiosity in consumer's mind are increasing level of processing. Stewart and Furse (1986) state that curiosity strategy can be used to increase motivation and brand information about the brand and he found that the ads which are open with suspense or surprise are more attractive and consumer pays more attention toward that ads. Myers-Levy and Tybout (1989) also found a positive relation in curiosity about brand and brand information. Sujan (1985) found curiosity suspense and surprise in ads have positive effect on processing motivation.

(Madden and Weinberger 1984) found that humor aroused motivation and lead to inducing brand information processing. (Lammers et al. 1983; Madden and Weinberger 1982) also found positive effects of humor on brand information from ads. (Duncan, Nelson, and Frontczak 1984) found in ads humor can be made in different ways as parody, exaggeration and creating fun. It can be in suspense's and surprise. Research didn't found any specific reason of effecting brand information whether it is because of suspense, surprise or because of some other reason. According to (Ward and Gaidis 1990) processing motivation can be enhanced by involving surprising relationship between different objects.

Gray and Snyder (1989) found that brand information processing can be enhanced by ads with surprising statements and picture. Ward and Gaidis (1990) also found positive relation between surprising ads and motivation. Curiosity also include lack of information in ads and the ads which have lack of information stimulate more curiosity Severn, Belch, and Belch (1990) "found more product and message thoughts and fewer execution related thoughts when the message contained high levels (approximately 50 words) versus low levels (approximately 14 words) of information".

Figural prominent cues, novel stimuli and curiosity enhanced motivation to attend ads and process brand information. It will lead to judgmental response and emotional response.ad design strategy and motivation processing influenced consumer to make

response and that response can be I two forms judgmental response and emotional response.

Judgmental response: "Judgment of the rightness or wrongness of something, or of the usefulness of something, based on a personal view" (Wikipedia). Judgment is "the ability to judge makes a decision, or form an opinion objectively, authoritatively, and wisely". Rationale process of reaching a decision is a judgmental response. It is the process to sensibly evaluate the things and then come to the decision.

Emotional response: Emotion is basically state of mind that develops without conscious effort and enhanced motivation. Emotion is associated with motivation, mood and temperament. Processing motivation enhanced emotional responses towards brand. It is state of feelings that motivate to take some action. Consumer's emotional responses include stance of love, joy and patriotism and due to these feelings consumer may prefer assured ads due to plausible convincing product description and demonstration. Researcher found that consumer's emotional response has impact toward brand attitude.

(Batra and Ray 1986) found emotional response of consumer have positive impact and influence consumer attitude toward the ad and the brand. (Only, Holbrook 1991) found consumer emotional response increased consumer attention toward the ads. (Englis, 1990) also found positive relation. (Hoyer 1984 and Grabois) found consumer normally didn't engage in judgmental response but they are more engaged in emotional response. (Allen et al 1992) found emotions are basic motivator which motivate consumer behavior and plays important role in developing attitude about the brand.

Brand attitude : A brand is a "Name, term, design, symbol, or any other feature that identifies one seller's good or service as distinct from those of other sellers". Brand is distinguish name, word or symbols which makes differences between you and your competitor. Advertiser worked on brand they are responsible for creating and making recognizable name of product and company which later on named as brand. Brand is a specific name which identifies you and makes you different from others.

Brand attitude is a consumer's opinion about the product and it state what consumer and market think about your product what they need and what they wanted from you. It is important for advertiser to know about brand attitude it assist them to plan and develop advertisement. Brand attitude finally played as input for ad design strategy. (Petty,

Cacioppo and Schumann 1983) found in attitude toward the ads the main purpose and objective of ads are to develop positive attitude towards the ads and brand attitudes. Petty and Cacioppo 1986) found positive relationship between ads and consumer's brand attitudes. (Fazio and Petty 2007; Petty, Haugtvedt, and Smith 1995) indicate brand attitude includes brand consideration, consumer intention to buy, buying behavior and consumer's brand choices. Brand attitude include brand learning and brand memory.

Research Design
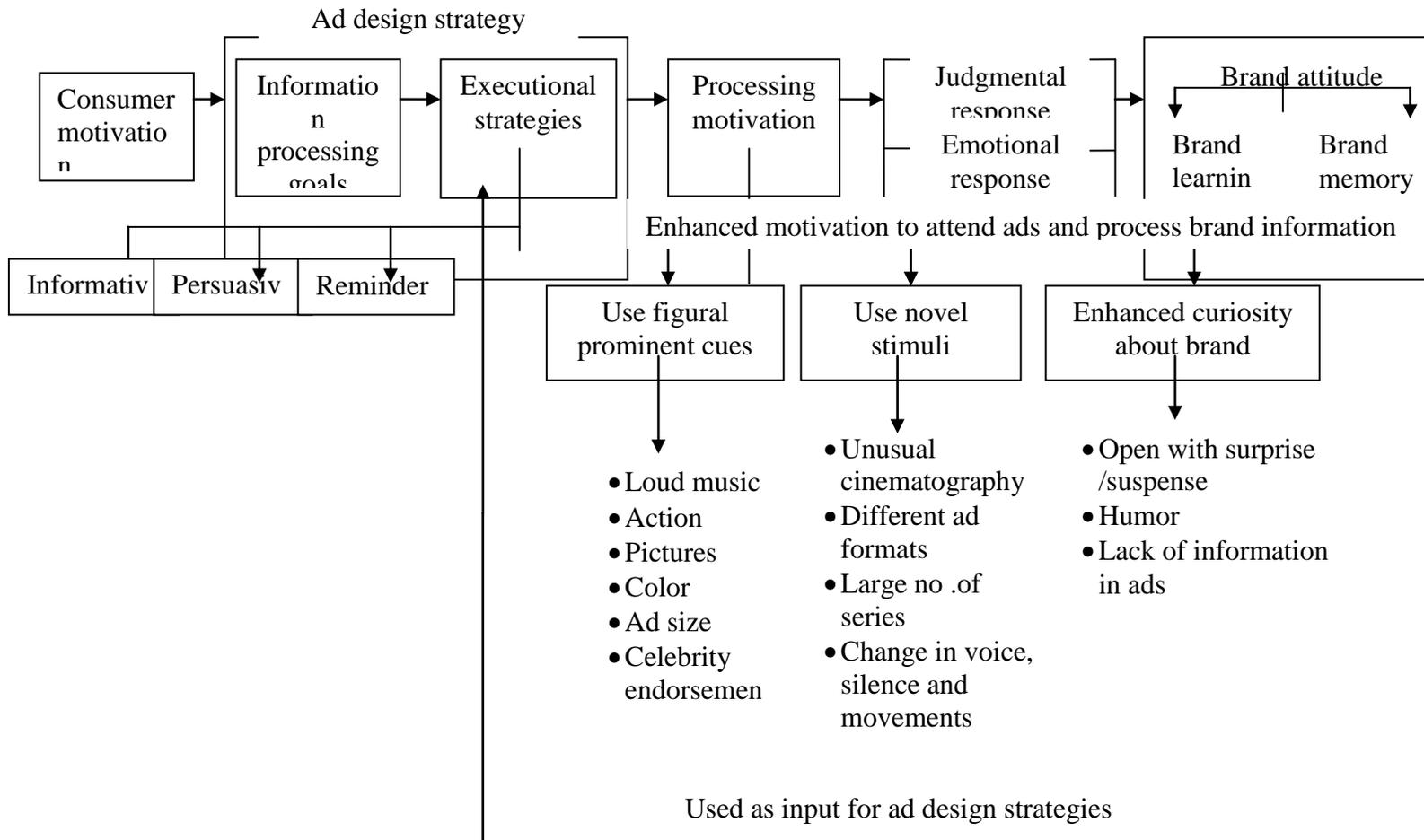
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Assessing the Impact of HR Practices on Perceived EmployeePerformance in Islamabad Capital Territory Industry of Pakistan

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ABSTRACT

The theoretical model in this research paper has been developed in light of existing literature that explores the impact of key HR Practices of Compensation practice, Performance Evaluation practice, Promotion Practices and Work Climate policies on perceive employee's performance. The purpose of this research study was to analyze the contributing role of HR practices specifically in context of ICT sector of Pakistan. The sample of the research constituted the 183 employees from 07 organizations of Information and Communication Technology sector. Dependencies of the independent variables have been analyzed by using Pearson Correlation and Multiple Regression Analysis. Results of Multiple Regression showed that 54.9 % of variance in perceived employee performance was accounted by the these four HR practices in which compensation practice accounts the highest of 38.4% in comparison to other four HR practices. Overall findings indicate that key HR practices of Compensation practice, Performance Evaluation practice, Promotion Practices and Work Climate policies have significant influence on performance of ICT sector employees.

Keywords: Compensation practice, Performance Evaluation practice, Promotion practice, Work Climate policy, Perceived employee performance

INTRODUCTION

BACKGROUND OF THE RESEARCH

Increasing technological developments and globalization has shifted the focus of ICT sector towards the achievement of competitive advantage to capture more market share. Organizations are facing severe challenges in competitive market and survival lies with the fittest one possessing competitive edge. Pertinent to mention the fact that Human Resource function of an organization plays the pivotal role in profiling the performance of firm in competitive environment. Number of research studies have highlighted that there is significant contribution of Human Resource practices in boosting the firm performance (Arthur 1994; Huselid and Becker 1995; MacDuffie 1995; Huselid and Becker 1996; Youndt et al. 1996; Ichniowski, Shaw and Prennunshi 1997; Appelbaum et al. 2000).

Although the researches on HR practices is not a new phenomenon in management sciences but up till now, very few local researches has been conducted to explore the HR practices in private sector of Pakistan in comparison to other countries and considered to be the less explored area in Pakistan. Therefore, the authors personally felt the need to explore the HR Practices in private firms of ICT sector of Pakistan. The objective of this research is to empirically analyze the impact of four important HR practices of compensation practices; performance evaluation practices; promotion

practices and work climate policies on perceived employee performance specifically in ICT sector of Pakistan.

SIGNIFICANCE OF THE RESEARCH

Sing K Khan(2004) has conducted a research study and found a significant positive relations between HR practices and perceive firm performance in India. The present research study has also attempted to explore the impact of key HR practices of compensation practice, performance evaluation practice, promotion practice and work climate policies on perceived employee performance of private organizations of ICT sector of Pakistan.

LITERATURE REVIEW

Generally in business world, employees are considered to be the real asset of an organization. Organization striving for achieving the competitive edge needs to develop competencies in their employees to boost productivity. Organization's performance is reflected by the manner the human resources practices are managed. Bayo-Moriones.A and Merino-Díaz de Cerio J. (2002) concluded in their research study that HR practices greatly influences the organization performance. High committed HR practices of an organization enhance the productive behavior of employees which in turn increases the productive performance of an organization. Measuring the perceived employee performance to assess the role of HR practices to boost the productivity provides the sound measures for the assessment of organization's performance (Huselid and Becker, 2000; Wright et al, 2001; Gerhart et al, 2000a, 2000b).

Guest (2002) emphasized in his research study that performance of an organization is dependent upon the perception of its workforce relating HR practices in vogue. How an employee views the HR practices of an organization greatly influences the perceived employee performance. Taking in consideration the ICT sector, the growing competition and challenges faced by cellular, fixed local line and wireless local loop companies stresses on a fact that highly committed and competent work force is the dire need for executing the competitive business strategies. Wood (1999) has also indicated that efficient performing workforce is needed to implement the business strategy. This indicates that HR practices play the crucial role in measuring the productivity of firm in terms of employee performance.

Singh (2004) has argued that compensation and wages are the crucial variable in determining the employee performance. The word reward has been extensively used in literature as something that firms give to an employee in return of his work or contribution in organization operational performance (Agarwal, 1998). Silbert (2005) argued that compensation and rewards boosts the performance of employee by realizing that they are worth-while to the organization. Based on existing literature, the below hypothesis is formulated;

H1: Compensation practices are positively related to the perceived employee performances of ICT sector of Pakistan.

Zeng (1999) studied the HR practices in Chinese small and medium enterprises. He concluded in his study that two major HR practices of performance management and

incentive management have strong association with the overall performance of Chinese SME of foreign and private owned companies. Employees aware of the fact that their contribution level to productivity is assess by the management in terms of performance measurement obviously will bring commitment from employee end. This formalized process of performance monitoring by the management will serve as a tool in hands of management for increasing the growth in organization productivity (Cardy & Dobbins 1994; Murphy & Cleveland 1995). Brown M and Heywood S. J. (2005) conducted a research study on performance appraisal role in performance of employee and found that monitoring in form of appraisals in establishments proves to be more fruitful in increasing the productivity rather than deferred rewards. In light of existing literature, we propose the hypothesis that;

H2: Performance evaluation practices are positively related to the perceived employee performances of ICT sector of Pakistan

Many researchers have found that those organizations who want to achieve maximum performance by maintaining the healthy relations with its employees should provide the developmental opportunities to their employees (Hall & Moss 1998; Hsu, Jiang, Klein & Tang 2003; Steel et al 2002; Woodruffe 1999). Allen, Shore & Grieffeth (2003) has also indicated in their study that promotional opportunities have significant impact on the performance of employees. Lack of developmental and promotional opportunities causes the good performer to leave the organization. An employee provided with promotional opportunities with more responsibility along with the authority perceives his contribution is more valued by the organization and support from management may lead him to perform in more enthusiastic and efficient manner. Perhaps organization should be careful in making any financial benefits to employee during any phase of employee life cycle as breach to these promises may diverts the positive magnitude of performance towards negative dimension. Therefore we hypothesis that;

H3: Promotion practices are positively related to the perceived employee performances of ICT sector of Pakistan

Lichtman J R (2007) analyzed that the organizational climate factors such as self-fulfillment, advancement and interpersonal relations have significant impact on the working behavior of supply chain managers. The findings suggested that the organizations should focus on the climate factors relating to personal development and growth in order to maximize the performance of employees in case of supply chain mangers. Rhoades & Eisenberger (2002) also argued that emotional attachment of employees with an organization results in higher productivity. However, this emotional attachment may be triggered by any one or more of HR practices that stimulate the sense of belonging in employee towards the organization merely referred as organizational citizenship behavior in existing literature. Hong & Kaur (2008) concluded in their research study that organization can overcome the high turnover rate of employees by improving the organizational culture. Sardozka E (2006) conducted a comparative analysis of social climate and structure in private sector companies and reported that the organizations possessing the high-quality social climate and flexible structure could only produce efficient working environment in comparison to those companies who possess low-quality social climate. There we propose the following hypothesis that;

H4: Work climate policies are positively related to the perceived employee performances of ICT sector of Pakistan.
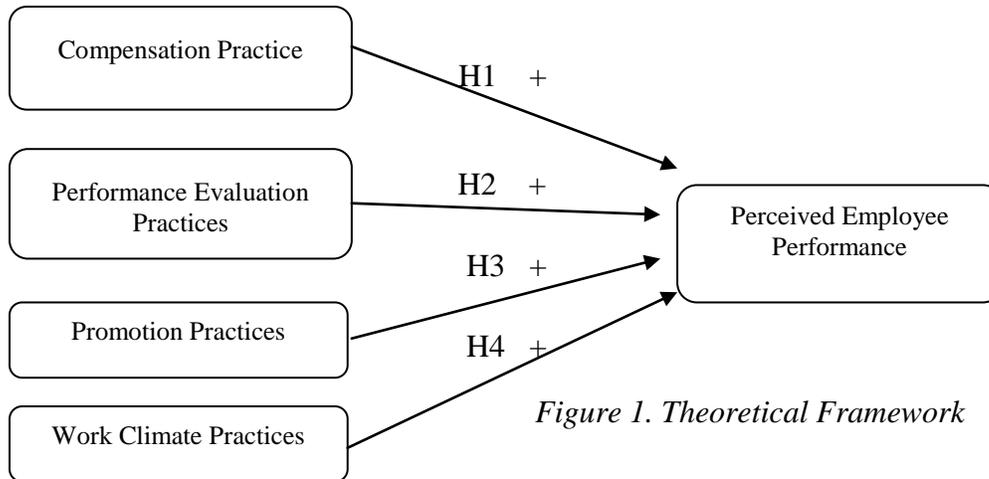
THEORETICAL FRAMEWORK

Figure 1. Theoretical Framework

This theoretical model explores the impact of key HR practices of performance evaluation practice, compensation practice, promotion practices and work climate policies on the performance of employees of ICT sector organizations of Pakistan.

METHODOLOGY

Population and Sample

Population of the research comprises of ICT sector of Islamabad including 07 organizations namely PMCL (Mobilink), PTML (Ufone), Zong, Wi-tribe, Nayatel, PTCL, Worldcall. The sample size for the study constitutes 183 employees of private organizations of ICT sector. Sampling strategy was driven by the convenience sampling under which 03 organizations were randomly picked from cellular sub-sector (Mobilink, Zong, Ufone): 02 organizations from fixed local line sub-sector (PTCL & Nayatel) and 02 organizations from wireless local loop sub-sector (Witribe & Worldcall) representing the whole ICT industry of Pakistan. Demographics of population are also summarized in Table. 1.

Table 1. Sample Demographics

		Frequency	**Percentage**
Age	20-25	44	24.05
	26-30	55	30.05
	31-35	34	18.58
	35-40	31	16.93
	41 & Above	19	10.39
Marital Status	Graduate	29	15.85
	Master	143	78.14
	MS/ MPhil & Phd	11	6.01
Gender	Male	153	83.61
	Female	30	16.39
Tenure	01 years & Below	27	14.75
	01 years – 03 years	83	45.36
	03 years – 05 years	40	21.86
	05 years & Above	33	18.03

Data Collection

For the present research study, data was collected through survey questionnaire from employees of private sector. For effective measurement, only the relevant items were picked that had the highest factor loading in previous research studies. The construct variables were measured using 5-point Likert Scale where 1=strongly agree, 2=agree, 3=neutral, 4=disagree and 5=strongly disagree.

The questionnaire was distributed among employees of private sector through different ways like email, faxes and personal distributions among different private firms that may have service centers/head offices in different cities of Pakistan. Overall, the questionnaire was easy to understand and it took five minutes for an individual to apply his opinion/judgment on the items.

Data Analysis

The measurement scale of the questionnaire was adapted by existing works of researchers Ramay, Bashir & Shahzad (2008) and Tessema & Soeters (2006). The Cronbach Alpha is widely used in research studies to estimate the internal consistency of reliability of measurement scale and responses and is satisfactory (0.794)Table 2.

Table 2. Reliability Statistics

Cronbach's Alpha	**N of Items**
.794	42

Data was analyzed using Statistical Package for the Social Sciences (SPSS) version 16. In order to obtain the better results, normality of data, skewness, kurtosis, kolmogorove-Smirnov test, normality plots and scatter plots was cross checked. Overall

data were found to be normal. Statistical treatment used was Multiple Regression Analysis to find the different influences of the criterion variables (promotion practices, compensation practices, performance evaluation practices and work climate policies) on the predictor variable (perceive employee performance). Before analyzing the data with Multiple Regression, the assumptions and requirements of normal distributed variables, homoscedasticity of variables and linearity of relationship between independent and dependent variables were checked.

FINDINGS & RESULTS

To assess the relationship among the variables, Pearson Correlation Analysis was conducted. A strong positive correlation was found between compensation practices and perceived (0.700) indicating that employees are perceiving compensation as the major contributing factor to employee performance. Similarly, strong positive correlation was found for work climate policies (0.670), promotion practice (0.276) and performance evaluation practice (0.598) with the predictor variable of perceive employee performance as summarized in Table 3. The correlation analysis results were in similar line with the studies conducted by Qureshi M. Tahir (2006) and Singh K Khan (2004) indicating that compensation practices had the highest positive correlation with perceive employee performance in comparison to other criterion variables.

		Mean	Std Deviation	1	2	3	4
1	Employee_Performance	2.5124	.46397	1			
2	Compensation_Practice	2.4018	.44896	.700**	1		
3	Promotion_Practice	2.4649	.32991	.276**	.461**	1	
4	Performance_Evaluation	2.4646	.48097	.598**	.673**	.484**	1
5	Work_Climate_Policies	2.4683	.44324	.670**	.799**	.527**	.657**

**. Correlation is significant at the 0.01 level (2-tailed).

1 = Employee Performance; 2 = Compensation Practice; 3= Performance Evaluation Practice; 4 = Promotion Practice; 5 = Work Climate Policies

The hypotheses developed in the light of literature review were tested using multiple linear regression analysis at confidence interval of 95%. Table 4 summarizes the results for the developed hypotheses. In the case of hypothesis 1, Beta = 0.384; t-value is 4.391>2 and p-value (0.01) < 0.05 which posits that compensation practices has a significant impact on the perceive employee performance of private sector. Hence the result validates the first hypothesis.

Table 4. Coefficients [a]

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1 (Constant)	.831	.182		4.575	.000		
Compensation_Practices	.397	.090	.384	4.391	.000	.323	3.091
Performance_Evaluation_Practices	.210	.069	.218	3.056	.003	.487	2.053
Promotion_Practices	.239	.084	.170	2.838	.004	.689	1.452
Climate_Work_Policies	.324	.093	.310	3.495	.001	.316	3.168

For hypothesis 2, Beta = 0.218; t-value is 3.056>2 and p-value (0.03) < 0.05 which solicits that performance evaluation practices has a significant impact on the perceive employee performances. Same as the case of hypothesis 3 & hypothesis 4 as depicted in table, the Beta = 0.170 & Beta = 0.310; t-value are (2.838) & (3.495) which are greater than 2 and significance p-value (0.04) & (0.01) respectively that hypotheses the true and valid relationships.

Table 5. ANOVA[b]

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	21.915	4	5.479	56.490	.000[a]
Residual	17.264	178	.097		
Total	39.178	182			

a. Predictors: (Constant), Compensation_Practices, Performance_Evaluation_Practices, Promotion_Practices, Work_Climate_Policies

b. Dependent Variable: Perceive_Employee_Performance

As depicted in Table 5, ANOVA is significant (F = 56.490, df(regression)=4, df(residual) = 178, Sig < 0.001) which means that the four predictors collectively account for a statistically significant proportion of the variance in the criterion variable and shows the model goodness of fit of the model as "Sign" is greater than 0.05.

Table 6. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.748[a]	.559	.549	.31143

a. Predictors: (Constant), Compensation_Practices, Performance_Evaluation_Practices, Promotion_Practices, Work_Life_Policies
b. Dependent Variable: Perceive_Employee_Performance

Since $R^2 = 0.559$, 55.9% of the variation and Adjusted R Square (.549) represents the 54.9% variance in perceive employee performance can be explained by compensation practices, performance evaluation practices, promotion practices and work climate policies as summarized in Table 6.

DISCUSSION & CONCLUSION

The finding of this research study and existing review of literature suggests that HR practices play a crucial role in shaping the performance level of employees in private sector. Significant positive impact of compensation practice has been found on employee's performance with the p-value of 0.001 and Beta = 0.384 which reveals that unit of employee performance in private sector is positively related with the 0.384 unit of compensation practice exercise by the private firm. Singh (2004) also argued that compensation practice helps in achieving the comparative advantage by increasing the performance of employees among Indian firm's employees sharing the same cultural attributes of Pakistani employees to some extent. Increased commitment of employees is essential which could be achieve by financial participation schemes. Summers & Hyman (2005) also indicated in their research study that financial participation schemes are more beneficial for inoculating organizational commitment behavior of employee rather than associated costs.

It was also found that performance evaluation practice among private employees has significant impact on the employee performance with the p-value 0.03 and Beta = 0.218 clearly soliciting the positive relationship among the variables. The result are also supported with the existing literature that effective performance monitoring system ensures the sense of responsibility among employees thus increasing the employee performance (Cardy & Dobbins 1994). Proper effective performance monitoring measures supported with the compensation and rewards enthusiastically increases the performance of employee with maximum contribution (Wright et al, 2003). Vacant jobs fill inside from organization enhances the work satisfaction and life satisfaction of employees thus builds the workforce with organizational citizenship behavior (Guest, 2002). The existing literature supports the result of this research study that promotion practices are positive significant impact on the employee performance with the Beta = 0.170 and p value 0.04 depicting performance based and merit based promotion measures

increased the productivity level of employees with more motivate workforce (Allen, Shore & Grieffeth, 2003).

More or less all of the organizations expects from their employees to put forth their best efforts to grab maximum productivity effectively and efficiently. However, the organization ensuring participation of best performer employees in decision making possessing flexible structure with well-defined job responsibilities, fair rewards with friendly environment plays crucial role in employee performance with the decrease in turnover rate (Hong & Kaur, 2008). Our results also support the fact that work climate policies have positive and significant relationship with employee performance in private firms of Islamabad. Perception of employees that how they are treated and supervised and how much they are allowed to contribute with their will shapes the performance of firms (Vijayakumar, 2007).

FUTURE RESEARCH IMPLICATIONS

Existing literature and this research study pertains the fact that HR practices plays influential role in driving the performance of employees which ultimately contribute in organizational performance. Aligning the prevailing HR practices of an private organization with the business strategy would be fruitful to attain the competitive edge in the market competitions. This research suggests that tangible benefit can be attain by the private organizations of Islamabad to compete in market with efficient and effective workforce performance by streamlining the HR practices with business strategy. However, this study has limitation of considering the functional manager and middle-manger in the research work, neglecting the staff which also plays crucial role in organizational performance. There may be other variables that may affect the employee's performance level but are not taken for research. No moderating and mediating variables are considered which opens the way for further future research in implication of HR practices in private sector of Pakistan.

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HAPPINESS AND INDIVIDUAL PRODUCTIVITY IN A LEARNING ORGANIZATION

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Abstract

The conventional wisdom of the world says that ultimate aim of all business and economic an activity is to achieve the purpose of being happy and satisfied in life. Achieving happiness through quality in life styles at work and family has remained the hot pursuit of all people ever in life. In this paper, the focus has been to explore the relationship between the happiness and productivity as well as to study the mediating role of learning on this relationship in learning organizational environment. One can not work, if one can't work until and unless they develop essential abilities to work. Only learned people are able to work and only able workers are able to do something and those who can work may be able to achieve happy in life through their work. On the other end only those people are able to learn who are happier in life. The disappointed and upset people can not focus on learning and hence are unable to perform at work. Hence, this research explores and found a significant positive relationship among happiness, learning and work productivity.

Key words: Happiness, life satisfaction, productivity, performance, learning, learning organization.

INTRODUCTION

This exploratory research has been conducted as a case study analysis of National Accountability Bureau in Pakistan (NAB). The NAB is an apex anticorruption body to fight against corruption and corrupt practices in Pakistan. It has established Head Quarter (HQ) at Islamabad having a network of five regional offices at Rawalpindi, Lahore, Karachi, Quetta, Peshawer and a sub office at Gilgit Baltistan. All the regional offices are well connected with each other and NAB HQ for operational supports. The bureau has a strategic framework against corruption which is enforcement operations, prosecution, and Awareness & Prevention. All the key functions of the bureau are carried out by the investigation officers / teams of the Bureau. The fight against white collar criminals and recovery of looted money is not an easy task. It involves a lot of stressful work and ongoing learning to collect the prosecutable evidence and then prosecute the cases in Accountability Courts where accused are though to be the favorite child of the law.

The working environment of NAB is very stressful due to complex nature of crimes, complexity in legal system of Pakistan and increased pressures and lack of will from political leadership in the country. The investigation officers of NAB are expected to be highly productive in terms of better decision making, judgment, learning, innovative and creative thinking which may enable them to be high achievers in the organization. Achieving high performance in terms of recoveries and conviction of white criminals through courts is really a tough job which creates stress. These stresses directly affect the

personal and social lives of investigation officers which ultimately influence their productivity at workplace.

SIGNIFICANCE OF THE RESEARCH

The need was felt to conduct this study so as to compare the productivity and performance of happy investigation officers with those who are unhappy and are victims of increased workplace stress, so that stress factors could be eliminated or controlled through effective use of coping strategies. Hence, this paper explores and reviews the evidence through causal analysis which supports the relationship among happiness, learning and individual productivity, that is the happiness results into the higher productivity and happier workers are more productive that less happy peoples. The learning is an element which strengthens the relationship between happiness and productivity.

LITERATURE REVIEW

The sustainable development and improvement in quality of life which gives happiness to human beings is the ultimate goal of all life endeavors (Uttam K. S. and A. K. Nayak, 1997). Today's workplaces are more diverse, volatile, competitive and reactive to global changes in the business and economic environments. The focus of this paper is to investigate the mutual relationship among happiness, learning and productivity of individual employees. The role of happiness on individual's productivity has been extensively studies in the literature in the field of economics, management, and social work (Amabile et al., 2005; Lyubomirsky et al., 2005). The happier workers are able to be more productive as compared to their less happy counterparts (Oswald et el., 2009). The research also suggests that personal productivity can positively influence the overall satisfaction in life (Baker et al., 2005). The feelings of achieving success, sense of self esteem which employees are able to get through their effectiveness at work are key factors which form the level of their satisfaction and happiness in life which in turn helps them to be even more productive at work.

Although a lot of research is available dealing with the productivity and happiness. Only few papers suggest the underlying relationship between these two variables (Oswald et al., 2009). The term happiness includes the subjective wellbeing and life satisfaction which have been extensively studied in the field of positive psychology. The word happiness has different meanings for different people and it is an actual condition at a point in time that how satisfied one feels about some particular thing i.e. about ones work, workplace, coworkers, financial strength, social relationships, personal family relationships etc. It is an emotional and cognitive state which gives feeling of achievement and satisfaction to the people in life. At work this satisfaction is achieved through the quality of life at work, learning environment, healthy and supportive relationships, employers support. All these supportive functions at work result into individual's happiness and are key factors to reduce the work related stress and ultimately result into enhanced productivity and performance. Hence, the underlying concept of happiness in this research study is the subjective wellbeing of individual employees.

According to Amabile et al. (2005), the happiness is a key factor for creative work. He investigated in his research study on business organizations and found that happier workers are more creative in their work that unhappy employees at workplace. These unhappy people at work are mostly less productive and show incompetent behaviors. They prove to be burden over the financial position of organizations. They are just consuming the resources of organization more than others and produce less or nothing. Ashby et al. (1999) and Isen (2001) found that positive emotions are directly linked with the personal abilities of people which result into better choices and innovativeness while performing work related tasks. The happiness induces the people to allocate their available time to more interesting and useful activities, hence, people tend to be more productive (Isen and Reeve, 2005)

The inverse relationship between happiness and productivity is that productivity results into happiness. The happiness results as consequences of better productivity and performance, for example the positive employer feedback (Cropanzano and Wright, 1999), helping coworkers (George, 1991), and social support and encouragement from the colleagues and supervisors (Iverson et al., 1998).

The learning is an essential element which gives satisfaction of knowing well and enhances the confidence for doing well at work and life. Workplace is an important source of information and learning because it enables people to get the essential information and learn through experience as well as from the colleagues, seniors, subordinates and even from the suppliers and vendors in the organizational network. The high productive workers are those who expect from the employers highly practical training and want to be challenging tasks to be performed because this is the only way by which they could compete in the market and could remain employable for longer time (William J. Rothwell (2008). Learning enhances the professional knowledge, skills, competencies, career satisfaction and employability (Muhammad Nawaz Qaisar, 2011) which in turn increase happiness and workplace productivity and performance of an individual.

THEORETICAL FRAMEWORK AND HYPOTHESIS

Based on the variables of interest and literature synthesis following diagram has been designed to depicts the theoretical framework showing various relationships among the selected variables which form the basis for hypothesis development to be tested through investigation in this study.

Figure 1
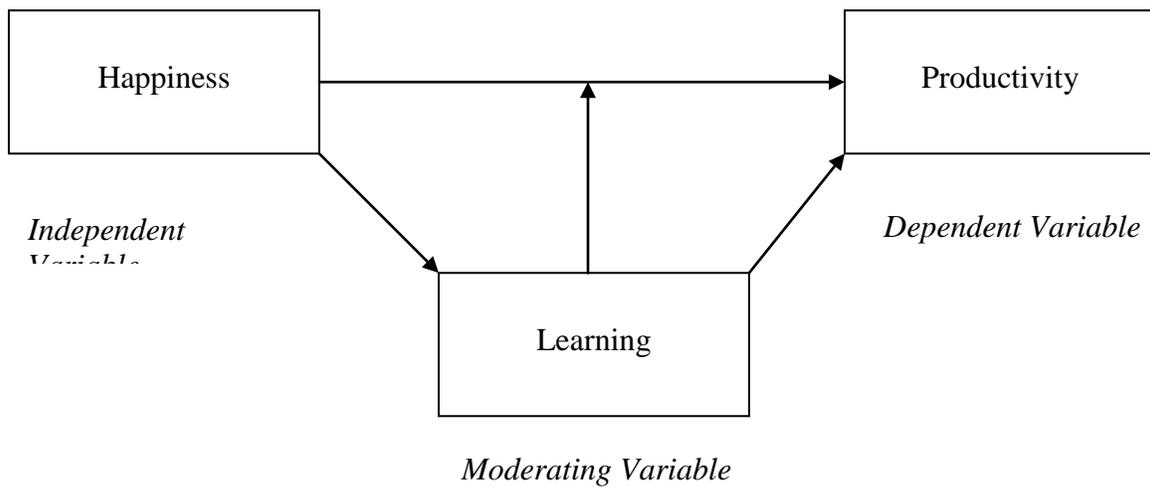
Hypotheses: Following hypothesis were graduated for testing through this study:-

- **H1:** Happiness influences the individual productivity.
- **H2:** Individual productivity induces the happiness.
- **H3:** Happiness results into learning
- **H4:** Learning enhances productivity.
- **H5:** Productivity improves learning.
- **H6:** Learning gives happiness.
- **H7:** Learning mediates the relationship between happiness and productivity.

METHODOLOGY AND DATA COLLECTION

This exploratory research has been conducted as a case study analysis of National Accountability Bureau in Pakistan (NAB). The data has been collected from key employees working on enforcement operations (inquiry, investigation and prosecution) in regional bureau from Rawalpindi, Lahore, Peshawer, Quetta and Karachi. The NAB has about 150 investigation officers out of which the structured questionnaire was administered to 70 participants selected as a convenient sample. Only 45 individuals responded back forming a sample of 45 individuals to represent all the 150 investigation officers of the organization. The data collected in the study was then subjected to statistical analysis using SPSS 16 software to find out descriptive statistics and regression correlations among the research variable.

The research instrument, the questionnaire, was prepared using various items selected from literature synthesis. Using the Delphy's approach, 5 senior investigation officers of NAB were requested to review the questionnaire inclusion or exclusion of various items in the questionnaire intended to measure the variables of research interest. Finally, in addition to 5 questions pertaining to demographic characteristics, a questionnaire comprising of total 15 items (5 for each variable i.e. happiness, learning and productivity) was formulated and administered among the participants for data collection.

As a pilot testing, initially, the questionnaire was administered among 15 investigation officers of NAB Rawalpindi. The responses obtained were tested for reliability and internal consistency using SPSS. The range (0.60 – 0.75) of Cronbach's Alpha values for all the items of each variable indicated that the better level of reliable and internally consistency. With the help of pilot study results, the few items of instrument were rearranged and reworded where felt necessary for obtaining better response during the final study.

Data analysis and discussions

The data collected in the study was statistically analyzed through SPSS software tool. The descriptive statistics were compiled which showed that out of 45 participants 15 participated from NAB Rawalpindi, 10 from Karachi, 8 from Lahore, 7 from Peshawar and 5 from Quetta out of which only 6 (13%) were female investigation officers and 39 (87%) were male investigation officers. The reason for this small proportion of female investigation officers is small fraction of female employees at the strength of human resource base of NAB. All the investigation officers are well qualified as 50% possess graduation with LLB degrees and rest all possess professional master degrees in the fields of economics, commerce, IT and finance. In addition to requisite master degrees (economics, commerce, IT and finance), the 5% of investigation officers also hold bachelor degrees in various disciplines of engineering i.e. electrical, civil and telecommunication which are very helpful for them in understanding the depth of crimes while investigating cases involving related projects.

The regression correlation analysis was conducted to ascertain the level of mutual relationships among the variables. The correlations among the variables are shown in the table below:-

Table: 1
Pearson's Correlations Matrix

	Happiness	Learning	Productivity
Happiness	1.000		
Learning	0.526*	1.000	
Productivity	0.675*	0.625*	1.000

* $p < 0.05$

The above mentioned coefficients (Table 1) of correlation show a very good positive relationship between all the variables. The correlations are also significant at level $p<0.05$.

The investigation officers who are found to be victims of higher stress levels what so ever the reasons are (whether personal, family or work and career related) during work are found to be less happy which negatively effect their learning abilities and workplace productivities. Contrary to this those investigation officers who perceive themselves to be happy in different aspects of life have been found to be enthusiastic in their learning and have been most productive during work hours in the best interest of the organizations. The results depicted by the regression correlation help to understand and establish the stated hypotheses. The regression values shown in model summaries verify the stated hypotheses by showing the presence of strong positive relationship among happiness and individual productivity (H1, H2), happiness and learning (H3, H6), learning and productivity (H4, H5), and mediating effect of learning on relationship between happiness and personal productivity.

The happy people are those who feel interest and satisfaction in work hence, are most committed in work and regular in attendance. They are mostly healthy and cost very less to the organization in terms of lost work hours and health budgets. On the other hand the unhappy people remain unhealthy (having one or the other health trouble the most common is headache, sleeplessness and stomach upset) hence, they cost the organization much higher in terms of increased lost work hours and increase health budgets) and even if they attend the office regularly they are less productive rather they behave as incompetent employees who negatively influence the productivity and performance of other employees.

Happiness may be achieved as result of interesting and challenging work environment with better ergonomics, better financial position of employee through competitive compensation structures, healthy workplace socialization and productive communication and relationships among peers, subordinates and supervisors, efficient time management and balancing between work, families, relatives, friends and other near and dear associates. Healthy life styles enhance quality in life and directly influence the work performance of individuals. Hence, it is an essential element of internal corporate social

responsibility to take efficient and effective measures which may be helpful in inculcating the healthy life endeavors resulting into essential levels of happiness and life satisfaction for the best advantage of the business organization. This creates the need for organization level initiatives for the betterment of its manpower for the core advantage of its own. These efforts of mutual benefit will lead and contribute towards overall excellence and wellbeing of humanity.

KEY FINDINGS AND CONCLUSION

The results establish a proof of presence of a significant and positive influence of happiness on productivity as well impact of productivity on individual's happiness. The results also verify the role of learning in strengthening the association between happiness and personal productivity at workplace. Hence, it is concluded that happiness, personal productivity and learning are significantly and positively related constructed each having influence over the other. A better and strong relationship among these variables in an organization may culminate into higher organizational performance.

RECOMMENDATIONS

The findings of this study help to recommend following for improving the organizational learning and ultimately achieve organizational excellence:-
- The efforts should be made to make the work environment stress free.
- The investments should be made to enhance individual's work related learning.
- The organizations should also assume the responsibility for subjective wellbeing of their employees as well as their families through creating an environment conducive for inculcating strong and healthy social relationships.
- The organizations should take initiatives for improving the quality of life of employees through provision of effective workplace education for their personal wellness which may help the employees to manage healthy physical, social, spiritual, financial, mental and emotional life styles. This will give the employees requisite happiness and life satisfaction and ultimately benefit the employers through increased productivity of their employees.

INSIGHTS FOR FUTURE RESEARCH

The human beings are the key to success in every business organization no matter technologically advanced it may be. The human on the other hand are social beings having certain emotions, attitudes and behaviors which can play havoc as well as result into higher level of success for the organizations. This research was limited to the extent of a single public sector organization (NAB). The further in-depth research is recommended to be conducted in the area of personal satisfaction, personal productivity and organizational learning involving large scale business organizations.

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BUREAUCRATIC LEADERSHIP IN PAKISTAN

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Abstract

Governance in Pakistan has been the Privilege of the bureaucrat, who has influenced the policy making directly or indirectly and has enjoyed unchallenged authority and discretion in its implementation. Bureaucrat has ruled this country ever since its inception, but has failed to lead it towards socio-economic development.

Key Words: Bureaucracy, Leadership, Policy Making,

INTRODUCTION

Bureaucracy is not exclusive to government; most of the large private sector organizations, commercial as well as civic, too have extensive and elaborate bureaucratic networks. And then even within the governments there are number of bureaucratic structures at different levels; federal, provincial, district and local and in number of fields; health, education, engineering and what not. In Pakistan, however the term Bureaucracy has become synonymous, rather exclusive, to the administrative organization of the federal government, which is recruited through an all country competitive examination, titled as Central Superior Services (CSS) and which then control almost all important and top management positions in the country at every level federal provincial and district and in almost every field, health, education or engineering.

RESEARCH QUESTIONS

The study will address the following Research Questions
1. Is the Bureaucracy in Pakistan trained and experienced in performing a Leadership role?
2. Has the Bureaucracy been successful in performing Leadership role in Pakistan?

OBJECTIVE OF THE STUDY

The objective of the study is to assess the performance of Bureaucracy in Pakistan in terms of Leadership role, it was expected to undertake for the people of developing country.

SIGNIFICANCE OF THE STUDY

The study is very significant and important as the people of the newly established state of Pakistan wanted experienced and trained leaders to guide them towards economic prosperity and institutional development. The bureaucracy in Pakistan was perhaps the only organization which was well trained and equipped to play that role. Whether it could

successfully play that role or not, needs to be carefully ascertained and that is the significance of this study.

THEORETICAL FRAMEWORK

Variables of the Study

The following are the various variables being addressed and explored in the study:
Constant Variable – Bureaucracy
Independent Variable – People of Pakistan
Dependent Variable – Leadership for Socio-economic Development

Hypothesis

The following **Hypothesis** is being envisaged for this Study:
"The Bureaucracy inherited by Pakistan was well trained and equipped to lead the people of the newly established country towards socio-economic development."

Research Design &Methodology

Data Sources
This study draws upon the following sources for data.
1.   Available Literature
2.   Reports by International Agencies, intellectual forums, media.

HISTORICAL DEVELOPMENT LITERATURE

Both Pakistan and India at their independence inherited the bureaucratic structure designed and developed by the colonial rulers. Their Bureaucracy in fact was an institution; the imperial masters felt proud in leaving as heritage to the new states. Steel frame of the British Empire this indeed was an organization with the highest standards in professional competence and administrative discipline and personified the very power and prestige of the Raj to every nook and corner of the subcontinent. Though very few of the natives had been able to make to the higher bureaucratic echelons during British days, those who did, were held in the highest esteem, for their abilities and acumen, and the political forces which took power from the departing rulers knew that they will need to highly depend on these civil servants, as they were called, to run the complex business of state.

The bureaucracy thus made a smooth transition, from the controlling arm of the colonists to the administrative apparatus of the independent states of India and Pakistan, without much change in its candor and contours. However, while in Indian the ruling National Congress Party had developed a fairly good level of political maturity, having run the freedom movement for more than half a century, and had a good number of experienced politicians to run the new state and to keep the "bureaucrats on their toes"[1] the Muslim

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[1] Wallis, Malcom (1989) *Bureaucracy: Its Role in Third World Development*, P.29. Macmillan Publishers Ltd, London.

League which took over the government in Pakistan was not as fortunate. Its selective composition, elitist bias, and excessive dependence upon one person, Mohammad Ali Jinnah, who expired only an year after the independence, had militated against the growth of political culture in its ranks. "Motivated to make Pakistan a reality, Jinnah could not concentrate on building the organizational structure of the League, nor was he able to build a second line of leadership[2].

The politician in the new Pakistan was inexperienced in statecraft and inadequately informed about the immense socio-economic complexities, the task of administering a state entailed. He thus found it easy to leave the thankless job to those who had been doing it before the colonial ruler, the bureaucrats. On his part the Bureaucrat was more than willing to take up the Leadership responsibility. "Observing the ineptness and quarrelsome nature of the Muslim League politician, it was left to the professional administrators to manage the day to day affairs of the country[3].

The Bureaucrat was thus to continue wielding power and authority in the independent Pakistan, in fact much more than what he could ever do in the colonial days, as here he could even make to the highest executive and 'political' positions of the President and the Prime Minister of the country and that too more than once. For the powers he enjoyed or for the competence and professionalism that was attributed to him, he invoked not only fear but a great deal of respect and admiration too. Becoming a Bureaucrat was what most the educated young men dreamed and desired and finding a place in the ranks of Bureaucracy was what even the most influential families in the country, politically or economically, strived for their scions.

May it be economic planning or socio-cultural spheres, agricultural, industrial and commercial undertakings or law and order maintenance, bureaucrat in Pakistan was to remain in control and command for years to come and 'leaders from Mohammad Ali Jinnah onward were to rely upon him to advise them on economic and political issues and to chart out the course Pakistan pursue[4].

Meanwhile the country experienced eras of spectacular economic growth of over 6.5%, out performing most of its peers with similar factor endowments and in fact some of the better endowed ones, undertook extensive industrialization, recording a growth rate of over 15% for almost a full decade and made close to the threshold dividing the low and middle income economies.

The enviable economic achievements however could not be sustained and the country failed to make a take off. The achievement of 1960s and 1980s could not translated in to permanent features and the economy relapsed in to the vicious circle of low growth and poverty.

After more than half a century of independent existence, Pakistan is still ranked amongst the poorest and the most indebted nations in the world. Its economy is in shambles, with one third of the population living below the poverty line (less than $1 a day) and the

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[2] Shafqat, Saeed (1989) *Political System of Pakistan and Public Policy*, P.132. Progressive Publishers, Lahore.

[3] Ziring, Lawrence (1980) Pakistan: The enigma of Political Development, P.115, Boulder: West View,

[4] Laporte, R, JR (1992) 'Administration' in James, W.E & Roy, S (ed) Foundations of *Pakistan's Political Economy: Towards an Agenda for the 1990s*. P.102 Sage Publications, New Delhi.

poverty graph on consistent rise. Still worse are its social development indicators. With a literacy rate of less than 45%, an under five-mortality rate of 120 per 1000 children and with less than half the population having access to safe water and proper sanitation, it is placed amongst the least developed nations of the world[5].

The country has failed to develop political consensus or institutions, having been under military rule for most of its existence. Its administrative machinery seems to have crumbled under the pressure of deteriorating law and order. And its cultural fabric stands disfigured in the face of increasing social cleavage disharmony and discontent.

Pakistan is thus faced with a rather grave if not bleak social-economic situation today, which it is believed is the result of "bad governance and inept and inadequate administrative and management systems"[6]. Improving the quality of Governance, says the Asian Development Bank, is a precondition for the success of the reforms and for sustainable development, in Pakistan[7].

And governance in Pakistan has been the privilege of the bureaucrat, who has influenced the policy making directly and indirectly and has enjoyed unchallenged authority and discretion in its implementation. It is the Bureaucrat, it is widely believed, who has brought the country to economic ruin through his mismanagement and corruption and it is bureaucrat who is responsible for the continuing political uncertainties which suite his agenda of self-aggrandizement and self-perpetuation. He misled the political bosses and manipulated the poor masses to continue his hold upon power. He "never really became the facilitator. -- and instead adopted a suppressive and obstructive role vis-à-vis the people and national development"[8]. Bureaucrat has ruled this country ever since its inception, but has failed to lead it towards socio-economic development. Such is the sentiments in Pakistan today and it seems that the whole society; the media, the masses, the industrialists, the trader, the politician, all have got together and geared up against the bureaucrat.

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[5] World Development Report 2000/2001: Attacking Poverty. Pp 277,281,287,334 Oxford University Press, New York.
[6] Bennet, Jennifer. (1988) *Structural Adjustment and Social Development: An Agenda for the Poor.* P.9. Sustainable Development Policy Institute, Islamabad.
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BOOK REVIEW:

The Fifth Discipline: The Art & Practice of The Learning Organization (2006) by Peter Senge. Currency Doubleday, New York.

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Building a learning organization (Peter Senge 2006, p.5) means starting to understand the capabilities such organizations must possess. Organizational learning fosters the ability to not only adapt but also generate new learning patterns by changing the basic assumptions. Moreover, organizational learning can be achieved through establishing few contextual factors, or disciplines to achieve competitive advantage Senge (2006, 1990) gave five core disciplines, which constitute a learning organization.

This book is has five main parts. Part one discusses that what are consequences of actions and suggest not consider the matters and problems in isolation, but to believe that the world is not created of separate , unrelated forces. When we give up this illusion only then we can build a learning organization. This section also describes the five disciplines of learning organization. Senge (2006) says that learning involves a shift of mind. This section explain the reason of writing this book. In Peter Senge's words "This book is for the learners, especially those of us interested in the art and practice of collective learning. Further is said that this book should help managers in identifying the specific practices, skills, and disciplines. It can help parents in a way that they can enable their children to teach even parents about learning as a way of life. The citizens also can benefit from this book as it reveals to them the tools needed by communities and societies if they are to become more adept learners.

Importantly this section explains seven learning disabilities that cause failure in the organization and even in children if they are undetected. The reason of learning disability is the way the organizations are designed and managed, the way people's jobs are defined, and, most importantly the way we have all been taught to think and interact. First learning disability, I am my position, describes how people focus only on their positions (jobs) and they have little sense of responsibility for the results produced when all positions interact. People in organizations are able to describe their daily activities but not the purpose of the organization in which they take part. Second learning disability, The enemy is out there", explains the propensity in each of us to find someone or something to blame when things go wrong. The enemy is out there actually means enemy is "in here" which make it impossible to detect the leverage that can be used on these problems that straddle the boundary between us and "out there". Third is the illusion of taking charge which results when we claim that we are proactive. Proactiveness is also the reactiveness in disguise. We can become proactive when we are able to see how we contribute to our own problems. The fourth, The fixation of events, becomes active when our conversations only focus the events. Apparently they are sudden events but actually they result from slow, gradual processes. Fixation on events inhibits generative learning. Fifth, the parable of the boiled frog entails the maladaptation that gradually builds threats

to survival and is so pervasive in systems that cause corporate failures. To see the subtle and delicate interconnections of problems we have to slow down our speed of thinking. The sixth learning disability is the "delusion of learning from experience. Actually we learn from our action but what happens when we are unable to observe the consequences of our action and decisions in distant future or in distant part of the larger system within which we operate. The last learning disability, the myth of the management team, explains how we pretend the success of out teams and avoid disclosing disagreements and people with seriousness reservations avoid them publicly. The teams might function well with routine matter but when they confront complex issues that may be embarrassing or threatening, the ' teamness' seems to go to pot. Last section of this part discusses the beer game which is a laboratory experiment enable us to see how the consequence of our decisions play out more clearly than is possible in real organization.

Part two of this book discuss the laws of the fifth discipline. Section one discusses eleven laws which reveal that how our perception contribute to the problems and identifying their solutions. Second section, a shift of mind, discusses how underlying pattern of a system interact with each and if they go undetected they perpetuate the problems and the real leverage in most management situations lies in understanding dynamic complexity, not detail complexity. According to Peter Senge (2006) practicing systems thinking starts with understanding a simple concept called "feedback" that shows how actions can reinforce or counteract (balance) each other. It builds to learning to recognize types of "structures" that recur again and again.

Further it is stated that the systems archetypes reveal an elegant simplicity underlying the complexity of management issues. As we learn to recognize more and more of these archetypes, it becomes possible to see more and more places where there is leverage in facing difficult challenges, and to explain these opportunities to others.

Part three of this book explains the core disciplines that build the learning organization. These are: personal mastery; mental models; shared vision; team learning. First discipline is the Personal mastery which means personal growth and learning. People with high level of personal mastery are aware of their ignorance, their incompetence, and continuously live in a learning mode. They are more committed, take more initiative, have a broader and deeper sense of responsibility, and learn faster. They are deeply self-confident. Senge (2006) maintains that the organizations learn only through individuals who learn. Individual learning does not guarantee organizational learning. But without it no organizational learning occurs. He further elaborates that the personal mastery is the discipline of "continually clarifying and deepening our personal vision. It help us focus our energies, develop the patience, and to see the reality more objectively (2006). Second disciplines explains the mental models which are deeply ingrained assumptions, generalizations, or even pictures and images which influence our perceptions about the world and help us to take action keeping in view these generallizations. Mental models are tied to bringing key assumptions about important business issues to the surface. The third is concerned with team learning. Teams are fundamental units in modern organizations. Team learning is vital and is viewed as "the process of aligning and developing the capacity of a team to create the results its

members truly desire" (Senge, 2006, p. 218). Team learning starts with dialogue. A dialogue is the capacity of a member to suspend personal assumptions and enter into a "genuine thinking". When teams learn, they produce extra ordinary results and individual members grow more rapidly in teams. The fourthe one is the shared vision which creates a common identity, provides the focus and energy for learning, and foster risk taking and experimentation. People strive for a common aspiration when they truly share a vision. Lastly the discipline of systems thinking is the discipline of seeing wholes. Systems thinking enable us to see relationships rather than things and help see patterns of change rather than static "snapshots". It integrates all other four disciplines fusing them into a coherent body of theory and practice.

Part four of the book explains few reflections from practice. In the "Foundations" Peter Senge discusses how to shape the culture of reflectiveness and deeper conversation, and how to adapt the changes in the organizations? It also discusses how to think strategically and learn interactions of learning and working. Peter Senge's (2006) also discusses the leader's new role. His leader of learning organization is different from the traditional view of leaders. Traditional view is 'based on people's powerlessness, their lack of personal vision and inability to master the forces of change, deficits which can be remedied only by a few great leaders. His leader in a learning organization is a special person who sets the direction, makes key decisions and energizes the individuals. Senge's (2006) leader of a learning organization is a designer, a steward, and a teacher. The next discussion is on how system citizenship starts. It starts with seeing the systems that we have shaped and which in turn shape us. The last discussion is on the frontiers of inventiveness of the prevailing systems of management.

Part five of the book starts with a speech of astronaut who shares his experience of floating in space. According to Senge (2006) Rusty discovered the first principles of systems thinking. But he discovered them in a way that few of us ever do - not at a rational or intellectual level but at a level of direct experience. The earth is an indivisible whole, just as each of us is an indivisible whole. Nature (and that includes us) is not made up of parts within wholes. It is made up of wholes within wholes. All boundaries, national boundaries included, are fundamentally arbitrary. We invent them and then, ironically, we find ourselves trapped within them.

This book presents cases and gives detailed account on the five discipline of a learning organization. It is of practical use for practitioner, academicians and researchers.