MARKETING PROPOSAL & HUMAN RESOURCE MANAGEMENT

Batch MBA 2K14

NUST Business School

National University of Sciences & Technology

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Batch

MBA 2K14

Company Selected

Project

Building The Best For You

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Acknowledgment

We are thankful to 360 Technologies for providing us with an opportunity to gain practical exposure towards real time projects. We would also like to extend our thanks to Mr. Farukh Qureshi, Chief Operative Officer of 360 Technologies and Mr. Naveed Tahir, CEO of Outpost Information systems for their support and guidance. We would like to extend our gratitude to the whole team at INDUCTIN, Especially Mr. Junaid Chaudhry (Head of HR), Muhammad Haris (Assistant Manager Marketing) and Muhammad Faran Khalid (Business Development Executive) for providing us with the required information and for helping us all the way throughout the project.

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Last but not the least, our team members; it was an honor, a pleasure and a fulfilling experience working with you.

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Abstract

Inductin, a project initiated by our client organization, 360 technologies, after they observed that a gap exists between the skills students possess and what is actually required in the market. They experienced the situation form an employer point of view and that led towards beginning for this project. The program "Inductin" looks to polish students' skills and provide employers with trained labor. Our client organization, 360 Technologies, has started Inductin as a means to help bridge the gap. This Project Report details the application of our knowledge on the real-life project of Inductin in the areas of Marketing and Human Resources.

In Chapter 1, we have briefly introduced our client organization and their launch of "Inductin", highlighting the problems of the program, where we play a key role in the execution of their Marketing and HR endeavors.

Chapter 2 is all about the background of the project. In this chapter, we have explained what Inductin is and also mentioned the purpose of the project. Further details about the project have been described including our early meetings with the client organization where brainstorming sessions and discussions took place, which led to us setting our objectives for the project.

Chapter 3 consolidates all the project specific information, clearly outlining the objectives, limitations, planning, execution, milestones, work breakdown structure, content and description. In this chapter, we have explained all the activities that we did in the project with their details in this section along with the exhibits.

Chapter 4 describes the findings and analysis of all the research conducted via questionnaires and focus groups. It also includes the recommendations suggested based on the findings.

Chapter 5 concludes the report. It includes a summary of our findings, suggestions; along with the results of our project and what they mean for the organization.

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Chapter 1
Introduction

Our client organization, 360 Technologies, is involved in delivering Technology based solutions to meet IT needs of a company. Working with many professionals and companies, they identified a key problem in the Pakistani market. They saw how students were unable to get employment and at the same time employers who were not happy with the quality of graduates produced by local universities. 360 Technologies took this problem as an opportunity to diversify their business by tackling both these problems and started Inductin.

"**Inductin**" is a new program they initiated which required assistance regarding how to reach out to students, their prime target market. The major problem for Inductin was that they lacked expertise in the Marketing field since the company was more focused on the technical side. Moreover, they also required the HR necessities for their dealings with students. This is where we came in. For this purpose, we started our project with Inductin not primarily as a research project but rather as a project where we play a vital role in their Marketing and HR activities. This included giving inputs like creating the tagline, helping in promotion efforts, reviewing marketing efforts and making a handbook for students details the code of conduct and guidelines for the program.

The Report is organized in five chapters following the pattern of Introduction, Background of the project, Appraisal of the project, Findings, Conclusion and Results and ending with the References and the Exhibits.

KEY WORDS: Inductin, 360 Technologies, Academia Gap, Skill set, Student Handbook, Focus Groups.

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Chapter 2
Background

2.1. INDUCTIN at a Glance

360 Technologies has developed a comprehensive Youth Skilled Development Program named "INDUCTIN". It is aimed at bridging the gap between academia and industry by bringing the Youth, Industry and Academia at one Platform. The program offers courses to provide necessary skills that are required by the industry, hence creating a pool of candidates for respective companies. INDUCTIN trains individual on gaps, engages them on projects, employ them on job and place them globally. This is done by first identifying what they are good at i.e. through interactive assessments. Then engaging a mentor for a skill set roadmap and lastly helping them in their career paths by connecting them to relevant fraternities i.e. bridging academia and industry. Individuals will then be engaged in real time projects and hence they are provided experience before experience. At INDUCTIN, the environment is like that of any corporate sector. Individuals will be groomed in all aspects required for professional career.

2.2. Why INDUCTIN?

Latest courses in the field of IT, technical sciences, management, business and other related courses that will enable youth towards employment/deployment are designed and offered. Arrangements of vocational training in incubation/engagement/excellence programs with a true objective of learning and knowledge are integral part of the program. The Hands-on training from the 360 Technologies team and collaboration partners from the technology industry, human resource and technology principals sets it apart from any other training course. Trainees will be

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provided exposure in relevant markets by bringing corporates, employers and technology principals at the Project platform through multi-layer collaborations.

360 Technologies with the "INDUCTIN" program has now signed a five-year contract with National Institute of Science and Technical Education (NISTE) under a Public Private Program (PPP) of the Government of Pakistan. The program envisages a strong capacity building model under this banner. The key objectives and concept is simple – Induct youth nationwide and enable them to be gainfully employed locally, globally or equipped to be self-employed.

2.3. Purpose of this project

- To apply our knowledge on a real life project related to our areas of specialization
- To gain practical exposure
- Add value to the organization
- To fulfill the mandatory requirement for the completion of MBA degree

It was mutually decided with 360 Technologies that we would have a meeting on 18 January with CEO Mr. Farukh for setting the objectives of this project. The meeting occurred at the time in under construction building in H-8. It was Monday; start of a new week, fresh off our final term exams.

The session commenced in a very friendly and informal manner, but it was very professional nonetheless. We met up with Madam Hajra and she briefed us about what INDUCTIN was and what the company wanted the brand to be.

We discussed various ideas, and managed to identify our different stakeholders. One important idea pitched to the INDUCTIN team was that for the launch it was required by the team to reach out to the various institutes and meet up with their faculty. Because the main market for

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INDUCTIN is the students which are fresh graduates or looking for some activity or a program to enroll into in the summer vacations. As teachers are the most prominent Academic figure in a student's life, so it would be better if the idea or the influence came from the teacher himself.

As it was our first time visiting the INDUCTIN office and the facility, we were given a guided tour of the premises. So that we can get a better understanding of how the environment and the experience was going to be at INDUCTIN.

2.4. Strategizing/Brain Storming Sessions
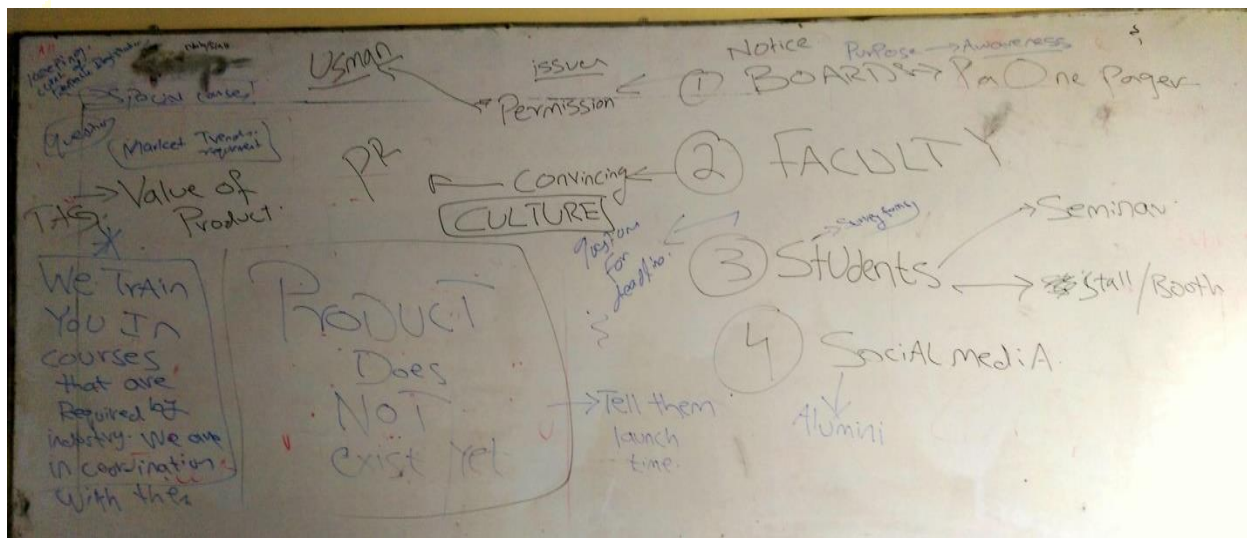
On 19th of January, our whole team showed up at INDUCTIN at 11 am sharp.

We recognized following issues at hand:

- Building for Inductin in H-8 was being renovated entirely

- The company was not sure about which courses to offer

- Brand positioning had yet to be decided

In these circumstances, we proposed the following:

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- Use the present time to interact with students and take their feedback regarding the program through focus groups and questioners.

- Talk to university administration for possible collaboration (COMSATS)

- Arrange and conduct seminars

- Arrange brand ambassadors for Inductin

- We proposed that Inductin should not be positioned simply as a training institute but rather as a medium and a bridge to not only get employed in the industry but to get the skills necessary to be a successful entrepreneur.

In the coming days, our team also gave its inputs in deciding the psychometric testing plan and schemes for the potential candidates. We sat with an extremely qualified professional hired especially for the purpose and we had a productive talk with him on the matter and gave insights on the minds of the average students and what they except from the courses INDUCTIN was about to offer.

After this multiple visits followed to H-8 building to discuss various aspects of the project. We were a multi-disciplined team so it was ample to come up with different objective in the areas of marketing and Human Resource. We had two objectives regarding HR.

- The student handbook for INDUCTIN students

- Make and document Code of Conduct

As the project undertaken by us is a startup and there is not any previously existing data on such a project so we decided on doing a market analysis instead of a literature review. This analysis was aimed towards getting the maximum insights from the intended target market of INDUCTIN i.e. Graduate students. We conducted a series of focus group sessions and an online survey. For

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the focus group, we got permission before hand from the management at INDUCTIN (A copy of the Research proposal is attached with the report as an exhibit).

Chapter 3
Appraisal of Business Project
3.1 Project Scope

3.1.1. Project Objective:

To develop a marketing proposal for INDUCTIN and assist the company in formulating policies for Human Resource Management

Figure1

Objective 1	Develop Marketing Proposal for the company as per our scope
Objective 2	Make arrangements for seminars in at least two universities out of NUST, AIR, NUML & COMSATS
Objective 3	Create Product Awareness
Objective 4	Conduct focus group sessions
Objective 5	Assist the company in different marketing activities
Objective 6	Participate in idea generation activities
Objective 7	Share low budget marketing ideas that are ideal for startups
Objective 8	Prepare handbook for the students
Objective 9	Prepare code of conduct policy for INDUCTIN

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3.1.2. Project Deliverables:

- Identification of stakeholders

- Work Breakdown Structure (WBS)

- RACI matrix

- Project communication plan

- Time estimation plan

- Questionnaire design

- Data collection results

- Data analysis and final report

3.1.3. Milestones:

Figure2

Procedure	Action	Stream A – MBA 2K14
Orientation Seminar	MBA Focal Person	Last Week of Nov
Enrollment	Submission of BRP 1 Form by Groups to Supervisor, DCE, FP MBA & HOD	Monday, 21st Dec 2015
Proposal Defense	Panel of Supervisor & GEC Members / Submission of Form BRP 2 by Group to Supervisor Submission of Form BRP 2 & 2A by Supervisor to DCE	29th Feb 2016 – 11th March 2016 Friday, 18th March 2016
1st and 2nd Group Meetings with Supervisor	Visit to Supervisor and committee members' office	4th Week of April 2016 4th Week of June 2016

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Business Project Submission	Submission of Draft by Group to Supervisor	26th August 2016
Viva	Submission of BRP 3 Form by Supervisor to FP MBA, DCE for viva to be scheduled 7 days later Viva by Panel / GEC	Not Before 15th Aug 2016 29th August 2016 – 6th Sept. 2016
Result Submission	Submission of 3 Hard Bound Copies, 2 CDs, BRP 4 Form, Plagiarism Report by Group to Supervisor & DCE	After 1st Week of September

3.1.4. Technical requirements:

- Knowledge about Gantt charts

- Knowhow of project development process

- Questionnaire development skills using Google docs

- Analytical skills

3.1.5. Reviews with customer:

The clients for this report include management of INDUCTIN Program (360 technologies)

3.1.6. Limitations:

- 360 Technologies can over-write any of the suggestions made by the project team

- They can influence the work done by the group

- The implementation of our work is dependent on them

- We will have to meet the deadlines made by the client organization

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3.1.7. Identification of stakeholders

- ➤ Faculty
    - o Supervisor
    - o Committee members
    - o Members of Penal/GEC
- ➤ Administration
    - o DEC
    - o MBA Focal person
- ➤ Project Team (Students conducting the Project)
- ➤ User Group (Management of 360 Technologies)

3.1.8. Stakeholders' Influence on Project

Figure3

Stakeholders	Influence on Project	Involvement in the Project
Project Supervisor	Medium	High
Committee Members	Medium	Medium
Project Team	High	High
DEC	Low	Low
Members of Penal/GEC	Low	Low
MBA Focal Person	Medium	Medium
User Group	High	High

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3.1.9. Work Breakdown Structure (WBS)

Figure4

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                          Marketing Proposal
                               & HRM
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Planning & Brain storming	Design surveys & focus group sessions	Gather Information	Results
Identify Stakeholders	Design questionnaires	From client organization	Analysis of survey results
RACI Matrix	Design focus group sessions	Coordinate with supervisor and committee members	Analysis of focus group sessions
Communication Plan	Conduct Seminars	Through google docs	Analysis of response from target market through seminars
Time Estimation	Formation of students' handbook	From Focus Groups	Report compilation and cross checking
Meetings with client organization	Development of code of conduct		
	Recruiting brand embassadors		
	Develop marketing proposal		

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3.1.10. Work Packages

1. Identify Stakeholders

2. RACI Matrix

3. Communication Plan

4. Time Estimation

5. Meetings with client organization

6. Design questionnaires

7. Design Focus Group Sessions

8. Conduct Seminars

9. Formation of Students' handbook

10. Development of code of conduct

11. Recruiting brand ambassadors for INDUCTIN

12. Develop marketing proposal

13. Gather information from client organization

14. Coordinate with supervisor & committee members

15. Through Google docs

16. From focus groups

17. Analysis of survey Results

18. Analysis of focus group sessions

19. Analysis of response through seminars

20. Report compilation and cross checking

A=Accountable

R= Responsible

S= Supports/ Assists

C=Consult

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3.1.11. Responsibility Matrix

Figure5

Activities	Zaki (Team Lead)	Zoya	Zahra	Aarij	Committee Member 1 (Dr. Imtiaz Badshah)	Committee Member 2 (Ma'am Maria Khan)	Client Org. (INDUCTIN)	Supervisor (Sir Faqir Taj)
PROJECT TEAM								
Identify Stakeholders		A+R						
RACI Matrix		A+R						
Communication Plan		A+R						
Time Estimation	S	A+R	S	S				
Meetings with client organization	A+R	S	S	S				
Design questionnaires		A+R						
Design Focus Group Sessions				A+R				
Conduct Seminars	A+R	S	S	S				
Formation of Students' handbook		A+R				C		
Development of code of conduct		S	A+R			C		
Recruiting brand ambassadors for INDUCTIN	A+R			A+R				
Develop marketing proposal	A+R	S	S	S				
Gather information from client organization	A+R	S	S	S				
Coordinate with supervisor & committee	A+R				C	C	C	C

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members						
Through Google docs	S	S	A+R	S		
Through Focus Groups	S	S	S	A+R		
Analysis of survey Results			A+R			
Analysis of focus group sessions	S			A+R		
Analysis of response through seminars	S		A+R			
Report compilation & cross checking	S	A+R	S	S		C

3.1.12. Communication Plan

Communication plays an important role in coordinating and keeping track of project schedules, issues and action items. The plan maps a flow of information to respective stakeholders. Communication Plan dictates what, who, how, and when information will be conveyed to respective stakeholders. This is what helps keep track of schedules, issues and action items.

Figure 6: Project Communication Plan

What Information	Target Audience/User Groups	When	Method of Communication	Provider
Orientation Seminar	MBA 2K14 & 2K15 Batch	Last week of Nov.	PowerPoint presentation	MBA Focal Person
Enrollment	Supervisor, DCE, FP MBA & HOD	Monday, 21st Dec 2015	BRP 1 Form Hard copy	Project Team

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Project objectives	Project Supervisor (Sir Faqir Taj)	Monday, 21st Dec 2015	E-mail & Hardcopy	Project team
Project Deliverables	Project Supervisor	Monday, 21st Dec 2015	e-mail & hardcopy	Project Team
Project Background	Project team (4 members)	3rd week of January	Face to Face meeting	Client Organization (INDUCTIN)
Proposal Defense	Panel of Supervisor & GEC Members	29th Feb 2016 – 11th March 2016	BRP 2 & 2A Form Hard copy	Project Team
1st meeting with supervisor	Supervisor and committee members	4th Week of April 2016	Office visit	Project Team
Team Progress	Project Supervisor	When required	Office Visit	Team Lead
Marketing Proposal for INDUCTIN Program	Client Organization	1st Feb 2016	E-mail	Project Team
Students' Handbook & Code of Conduct Policy	Client Organization	2nd March 2016	E-mail	Project Team
2nd meeting with supervisor	Project Supervisor	4th Week of June 2016	Office Visit	Project Team
Business Project Submission	Project Supervisor	26th August 2016	Draft Report	Project Team
Project Report	Client Organization (INDUCTIN)	26th August 2016	E-mail	Project Team
Viva	Project Supervisor, Panel/GEC	29th August 2016 – 6th Sept. 2016	PowerPoint Presentation	Project Team
Result Submission	Supervisor & DCE	After 1st week of Sep	3 hardbound copies, 2 CDs, BRP 4 Form, Plagiarism Report	Project Team

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3.1.13. Time Estimation

Since, we have done this project free of cost so there will not be any estimation for the resources spent on this project. In addition, we received consultation from our faculty including our supervisor and committee members who did not charge us for their consultation because this project was conducted to fulfill the academic requirements so we will only indicate the number of days spent on completion of this project.

The time spent on each activity performed throughout the completion phase is as follows:

Figure 7:

Activities	Number of Days
Identify Stakeholders	1
RACI Matrix	1
Communication Plan	1
Time Estimation	1
Meetings with client organization	30
Design questionnaires	5
Design Focus Group Sessions	10
Conduct Seminars	15
Formation of Students' handbook	15
Development of code of conduct	7

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Recruiting brand ambassadors for INDUCTIN	10
Develop marketing proposal	5
Gather information from client organization	7
Coordinate with supervisor & committee members	5
Survey conducted through Google docs	20
Through Focus Groups	20
Analysis of survey Results	5
Analysis of focus group sessions	5
Analysis of response through seminars	3
Report compilation & cross checking	5
Total Days spent	**171**

- Targeted Days for the completion of project = 212 days

- Actual Days spent on completion = 171 days

- Buffer Time = 15 days

As per the schedule, our project officially started on **1ˢᵗJanuary 2016** and completed on **1stAugust 2016**.

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3.2. Activities conducted as per our objectives

As per our given objectives, we were involved in following activities for execution of the said objectives:

1. Design and conduct Questionnaires

2. Conduct Focus groups

3. Arrange and conduct Seminars

4. Marketing Proposal

5. Make Student Handbook

6. Write Code of conduct for Inductin

7. Recruit Brand Ambassadors

3.2.1. Design and conduct questionnaires

For the purpose of research, we designed and conducted questionnaires online. The questionnaire is in exhibit (4) where as our key findings are in chapter 4.

3.2.2. Conduct Focus Group

For getting more insights from our target market, we conducted 3 focus groups. Details are given below:

3.2.3. Focus Group Objectives

Below were the desired objectives of the focus group:

1. Identifying perceptions and the attitude our target market (Graduate students) have regarding skills enhancing programs

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2. The propensity to spend on such programs by the students and their likelihood of getting enrolled in such programs.

3. Ideal duration for such programs according to the students

4. Their opinions regarding the existing gap between academia and industry or how this gap of practical skills and knowledge can be minimized.

5. Whether the students have heard about INDUCTIN, or do they have the knowledge of the courses offered by INDUCTIN.

6. Whether the promotional strategy opted by INDUCTIN is successful and to what extent.

7. Elicit ideas for how INDUCTIN can in future give enriching experiences and services to its customers

In order to achieve reliable and valuable insights in the research, the recruitment of the participants and the focus group activities were ensured to be in alignment with the objectives. The research was conducted in three different universities namely COMSATS Institute of Information Technology, National University of Modern Languages and National University of Science and Technology (NUST Business School). The next section of methodology explains how the alignment was ensured.

3.2.4. Methodology

The focus group was administered in the NUST Business School campus on **25thJuly 2016** at **13:15 pm**. The session was intended to be of 35 minutes' duration, however it lasted for 24 minutes and 12 seconds i.e. starting time **13:16 pm** and ending time **12:40 pm**. The moderator, Zahra Ahmed was responsible for moderating and carrying out the exercises, while Zaki Chaudhry carried out the responsibility of facilitating in terms of logistics and overall activity management. Zoya Zainab served as an observer while continuously taking notes of respondent's

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behaviors and their reactions. Members were equally involved in designing the exercises, pattern and questions.

The second focus group was administered in the COMSATS Institute of Information Technology campus on **26th July 2016** at **14:25 pm**. The third focus group was administered in the National University of Modern Languages campus on **1stAugust 2016** at **11:35 am** and it lasted 24 minutes and 29 seconds. The moderators and the facilitators were the same as the first focus groups but Mr. Talha Malik and Sarfaraz Khan additionally played the roles of Observers in the other two focus group sessions respectively.

The nature of the focus group is qualitative and it was aimed at aiding in the assessment of views and opinion of students from different courses and fields and how they viewed INDUCTIN as a potential skills providing institute. The participants were questioned about their perceptions regarding training institutes, about the gap that supposedly exists between academia and Industry, the value they received from such training institutes, the associations they have with the current academic scenario, courses being offered, and the situations they supposedly face when they enter the practical world and the Industry. A total of 8 participants attended the first focus group session, 11 attended the one at NUML and 7 attended the focus group conducted at COMSATS, all the discussion was done on pseudo name basis. The participants were invited based on the following entry requirements:

- The participant must be enrolled in a university with in the vicinity of Rawalpindi/Islamabad

- The participant had to be aged between 20-28 years.

- The participant must have been a part of a course that requires industrial influence and is oriented towards jobs and is not purely academic.

- Random gender participation was ensured.

- Diversity in terms of backgrounds, language and areas of specialization was ensured.

Questions were kept as simple as possible owing to the fact that we had a group of diverse audience. The questions asked were all open ended and were aimed towards getting the maximum insights and subjective opinions. Same set of exercises were used for all three sessions and they were analyzed together as well.

There were 3 exercises in the focus group session listed as follows:

1. Fill in the Blanks.

2. General discussion questions

3. Psycho-drawing (a drawing or listing down the factors that make up a perfect image of how a training institute)

The 3 exercises help evaluate the perceptions students had regarding the gap that may or may not exist between academic training & education and Industrial environment and factors. They also helped in gaining insights regarding whether a participant was likely to visit a training institute or not and how much they were willing to pay for a special course. The questions and activities developed were in accordance with the literature (Krueger, Designing and Conducting Focus Group Interviews, 2002). All the questions start out broadly and then narrowed down to specific objectives. Refreshments were provided to the participants as a mode of encouragement and gratitude for their participation. The findings of focus groups have been discussed in chapter 4.

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3.2.5. Arrange and Conduct Seminars

Over a period of preceding weeks, there were seminars conducted in COMSATS Institute of Science and Technology Islamabad and Mohammad Ali Jinnah University Islamabad. Our team attended both the events but arranged and conducted one Seminar in COMSATS. Our team member Zaki Chaudhry even delivered an excellent speech at COMSATS Islamabad. He talked about his experience in the professional industry, how is it different from the academia and the difficulties he had to go throw to establish a successful career.

3.2.6. Seminar Write-Up

A seminar was conducted by the INDUCTIN team in COMSATS University, Islamabad Campus on 26th February 2016. Our NUST team played an important role with Mr. Zaki Chaudhry hosting the entire event. (see **exhibit 8**) The seminar was intended to be an informative session to create more awareness among potential customers and increase the next set of candidates for the program. The target audiences were computer science and software engineering students nearing the completion of their degree.

The outlay of the presentation was in the format of introduction of INDUCTIN, explanation of INDUCTIN's activities, experiences of ex-students with INDUCTIN and of the industry and some concluding remarks followed by a Q/A session. Since the focus was on keeping the session interactive, there was a 30 minute Question and Answer session to clarify ambiguities among the students and faculty.

The seminar was delivered to a full house with last year Computer Science (CS) and Software Engineering (SE) students along with the entire faculty for the CS department. The chief guests were Mr. Iftikhar Chaudhry, Executive Director of Delight Pakistan, Mr. Farukh Qureshi, Chief

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Operative Officer of 360 Technologies and Mr. Naveed Tahir, CEO of Outpost Information systems.

After the recitation of the Quran, Mr. Zaki Chaudhry started off the seminar with quirky comments to capture the audience's attention. He kept things simple and interesting with a video to sum up what INDUCTIN is and what the seminar would talk about. He proceeded to ask the audience what they thought INDUCTIN was and then explained what it was about, how and where it was taking place and why students should go for it. Mr. Chaudhry also talked about the current market scenario, unemployment and students' future career and plans. This was an interactive session with Mr. Chaudhry listening to the views of students and incorporating them in his discussion and describing how INDUCTIN's aim was to bridge the gap between academia and the industry.

The next part of the seminar included an entrepreneur and an ex-student of COMSATS, Mr. Sohail Raza, who shared his personal experiences with the hall. The presentation included another video about the reviews on Induction from its first batch of students to give the audience more information on how helpful INDUCTIN was to them. The next speaker to come to the stage was an ex-student of Induction. Mr. Uzair Ali, being a CS graduate himself was able to identify with the students and added the element of humor in the seminar to keep the audience involved. Both of these presenters shared their INDUCTIN and job experiences with the hall to provide them with a better understanding of the operations of INDUCTIN.

The presentation was followed by a rigorous Question and Answer session. The host made sure to address every query asked either by the students or the faculty. Gifts including USBs, wireless mouse and headphones were also handed out to the participating audience. The questions were

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addressed to the chief guests/ panel of INDUCTIN management with the NUST team also chipping in to back-up the answers of the INDUCTIN team with their own experiences and views. The chief guests also invited the students to visit the campus of INDUCTIN to see the professional working environment provided over there. It was a 1.5-hour session with the time divided equally between imparting the information and answering queries. After the session, a few members of INDUCTIN stayed back to take direct feedback from the students while the rest of the team and the university faculty proceeded to a refreshment session where the University Management decided to collaborate with the INDUCTIN team. Shields were also given to the chief guests in this session.

The seminar was concluded to be a successful one by the INDUCTIN team. It was the first event of its kind for INDUCTIN and with the amount of participation and feedback received, the team was satisfied that its purpose had been fulfilled.

3.3. Marketing Proposal

The marketing proposal includes the following objectives:

- Identifying the right target market

- Creating a unique position of "INDUCTIN" in the minds of approachable target market

- Creating awareness of brand "INDUCTIN" through social media (Facebook), seminars (at least one), questionnaires and focus groups

- Getting feedback about the program from target market through questionnaires and focus groups

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3.3.1 Situation Analysis

External (Competitors' Analysis)

<u>Competitors</u>

The competitors mentioned here are indirect competitors to INDUCTIN, owing to the fact that the nature of service is unique and there is not a single institute that offers the services we do.

- **SINA** is an industry oriented training institute which has excellent laboratory facilities and offer various training by industrial experts, they offer a full range of training options encompassing every aspect of field related to Telecom, Automation, Control system, Embedded system, Languages, Computer skill and Management.
- **EVS** Professional Training Institute is training division of eVentureSolutions (Pvt.) Ltd. EVS has developed professional training centers in Lahore and Rawalpindi/Islamabad. Its training institutes can also provide custom training to corporate customers according to their requirements.
- **Management Development Institute** (MDI) is a training institute that provides custom training to corporate customers according to their requirements.

It serves both individuals and organizations from all three sectors:

1- **Corporate** including local and international companies

2- **Development** including international agencies and local/international NGOs

3- **Public** including ministries and statutory organizations

Internal Analysis (SWOT)

Strengths

- The service has a comparatively low cost for students and provides the maximum value even to the students which are low on budget, against the services and the skills provided.

- The degree of flexibility is high for the service, and it can be modified with the audience's demands and the nature of the market demand.

- 360 technologies already has an established brand name in the market and it will help us in establishing our credibility with the academia.

- We have a well setup premise which will provide a contusive environment for skills acquisition and learning and growing.

- It is a new and different service to the already present training institutes and vocational centers in the market.

- We have a robust marketing mechanism in place which makes use of the non-conventional as well as the conventional media and marketing approaches.

- INDUCTIN is linked with 360 technologies. 360 technologies being industry itself will be offering real time office environment and skill. This time can be counted as experience for the candidates.

Weakness

- Product is based on what target market demands so we cannot offer courses in advance without knowing the demand of target market.

- Collaboration with industry will require great deal of time and effort before they start selecting from pool of candidates INDUCTIN builds.

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- The program is new and target market will take time to develop trust with INDUCTIN as a brand.

- We have limited resources (space, courses, teachers etc.) hence we cannot make INDUCTIN go viral at the moment.

- The primary market for now is limited within the vicinity of the twin cities (Islamabad & Rawalpindi). Our physical constraints limit us from expanding into new markets currently.

Opportunities

- We can expand into other cities like Faisalabad, Gujranwala, and Hyderabad. Because these cities are near to the main cities and people have to move to the adjacent big cities for education and training. It will be an edge for us.
- This program can generate a pool of potential candidates for 360 technologies as well. Thus reducing the HR costs (recruitment & training) for the company.
- This project is also associated with CSR and it can generate goodwill for the company which nowadays, is a mandatory requirement for operating globally.
- INDUCTIN will have a first mover advantage, as there is no other company offering the same services as INDUCTIN in Pakistan.
- Unemployment rate is high in Pakistan and hence INDUCTIN has a larger target market.
- More and more population is now aware of the Industry academia gap making it easy for INDUCTIN to capture this target market.

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Threats

- The threat comes from the existing indirect competition like the training and vocational institutes; with a little investment they can expand into INDUCTIN's services as well.

- The current situation regarding security and law & order in Pakistan is also a major threat for our new program.

- There is also a threat regarding the brand image of INDUCTIN. Since the service is new, we need careful and calculated moves to position the service and in identification of our target audience.

3.3.2. Target Market Analysis

Target Market/ Market Segmentation

There are three primary segments: university students on summer break, students in their final semester and lastly the alumni of respective universities who are to switch their careers or are interested to get employed at any given company. Within this segmentation, with respect to our objectives we will be targeting students of Air, NUML and NUST University; those who are still studying.

Intended Positioning

INDUCTIN needs to have a unique position in the market where it does not have any competitors. INDUCTIN will be positioned as a platform and a gateway which links academia to the industry. It is not a training institute. INDUCTIN is industry itself collaborating with academia and industry to eliminate the gap between the two, getting required skill set from industry and creating a pool of candidates for them to hire and in the same way INDUCTIN will

be giving that required skill set to candidates who will be interested in getting employed in particular industries.

3.3.3. Marketing Mix

1. Product/Service

INDUCTIN is a platform which eliminates the gap between industry and academia. The program offers courses to provide necessary skills that are required by the industry, hence creating a pool of candidates for respective companies. INDUCTIN trains individual on gaps, engages them on projects, employ them on job and place them globally. This is done by first identifying what they are good at i.e. through interactive assessments. Then engaging a mentor for a skill set roadmap and lastly helping them in their career paths by connecting them to relevant fraternities i.e. bridging academia and industry. Individuals will then be engaged in real time projects and hence they are provided experience before experience. At INDUCTIN, the environment is like that of any corporate sector. Individuals will be groomed in all aspects required for professional career.

Programs offered:

1. Academia Industry Integration Program

2. Resource Augmentation Program

3. Structured Internship Program

4. Industry Collaboration Program

5. Employability Enhancement Program

6. Entrepreneurship Promotion Program

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2. Placement/Distribution

INDUCTIN facility is situated in Islamabad Sector H-8 Faiz Ahmed Faiz Road. All activities will be conducted within this facility. For working on live projects candidates may also be transferred to 360 technologies. Its office is situated in Blue area Islamabad.
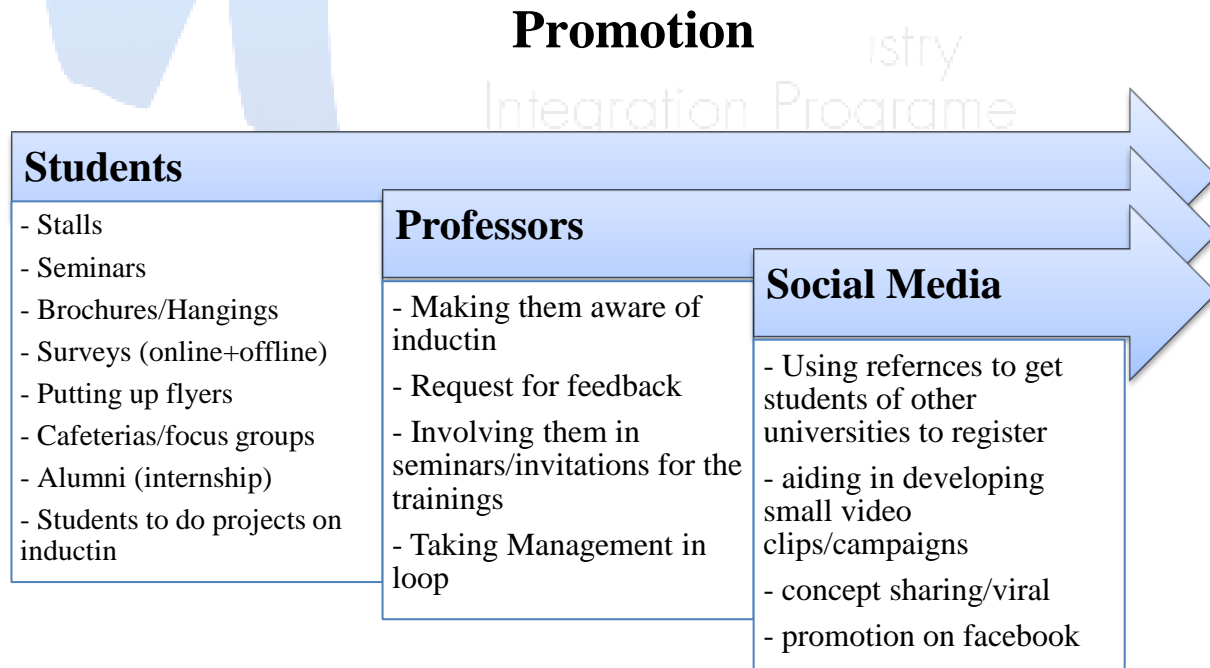
3. Price

This will be with respect to each course offered.

4. Promotion

The main key elements of promotion will be as follows:

- Students

- Professors (those having industry experience and influential)

- Social Media

Figure 8

Promotion

Students

- Stalls
- Seminars
- Brochures/Hangings
- Surveys (online+offline)
- Putting up flyers
- Cafeterias/focus groups
- Alumni (internship)
- Students to do projects on inductin

Professors

- Making them aware of inductin
- Request for feedback
- Involving them in seminars/invitations for the trainings
- Taking Management in loop

Social Media

- Using refernces to get students of other universities to register
- aiding in developing small video clips/campaigns
- concept sharing/viral
- promotion on facebook

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- For the first month, focus will be on creating awareness. For that we will use notice boards, set up stalls where free giveaways will be offered to attract students, giving away brochures and conducting surveys both online and offline.

- Following that, we will conduct focus group discussions to get feedback about what students think of the project. This will also include cafeteria informal discussions.

- We will conduct meeting with respective faculty to let them know about the project and how they can encourage students to register and do projects on INDUCTIN.

- We can also invite those faculty members as guest speakers to motivate and provide guidance to the students.

- We will use social media to get maximum number of registrations, moreover we will aid in idea sharing regarding how we can use social media for launch of INDUCTIN.

- We will also use Facebook as a medium to promote the program and getting registrations by putting a link on pages which are being used as the official and unofficial pages of respective universities.

- Furthermore, it can also be used for getting user generated content containing feedback about INDUCTIN.

- Lastly, we can conduct a video competition for promotion of INDUCTIN. In this video, competitors will be required to best explain what INDUCTIN is. Any video that has the most likes shall be the winner. (Optional)

- Making video of all our activities which will further be used for promotion.

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3.3.4. Brand Elements

Name: INDUCTIN

Logo: Already decided

Slogan/Tag line: Your Gateway to industry

3.3.5. Recruit Brand Ambassadors

When we were done with the planning phase we diverted our attention to executing the marketing strategy and the activities we had decided upon. The first phase of selecting Brand Ambassadors is to represent INDUCTIN in different universities. For that purpose, we posted the message of hiring on different platforms such as Facebook, Whatsapp and contacted different people within our own networks. We also went to the students of our preceding batch MBA 2K15 at NUST, we managed to gather 10 potential candidates from MBA 2K15, 5 from MBA 2K14 and two from SEECS. Our team also participated in deciding the proposed compensation scheme for the potential Brand Ambassadors of INDUCTIN. We also managed to gather Brand Ambassadors from other key Universities we promised 3 brand Ambassadors from Air University Islamabad and 4 Brand Ambassadors from National University of Modern Languages Islamabad (NUML).

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3.4. Make Student Handbook

The student handbook, which we made for Inductin includes the following chapters:

- **Chapter 1:** Introduction to the Program

  - ➢ Inductin at a Glance (already discussed in background of report)

  - ➢ Short Description (see exhibit **2**)

  - ➢ Long Description (see exhibit **2**)

  - ➢ Mission (see exhibit **2**)

  - ➢ Why Inductin (already discussed in background of report)

  - ➢ Important Contact Numbers (see References)

  - ➢ Location (see references)

- **Chapter 2:** Registration Information

  - ➢ Registration form (See references)

- **Chapter 3:** Programs and Courses

  - ➢ Programs offered (see exhibit **5**)

  - ➢ List of courses (see exhibit **5**)

- **Chapter 4:** Rules And Regulations

- **Chapter 5:** Code of Conduct

- **Chapter 6:** Forms and checklists (see exhibit **1 & 3**)

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Rules and Regulations

1. **Attendance Policy**

   - Students are expected to arrive on time

   - More than 3 absences in a month without any valid reason or intimation will not be entertained

   - In case of emergency student needs to report to HR department

   Authorized absences include:

   - Sick leave

   - Death in the family

   - Emergency situations beyond your control

2. **Dress Code**

With a specific end goal to keep up academic dignity and sacredness of the organization, trainees and trainers are required to dress up decently and professionally. Reason for Dress Code is to set up the essential rules for suitable work dress that advances a positive and professional image of the Institution while keeping in view the cultural norms and values. Considering the dress code students ought not to:

   a. Wear Shorts, or sleeve-less shirts.

   b. Wear tight or see-through dress.

   c. Wear Tee-Shirts/dress bearing language or Art, which appears to be provocative or indecent and is likely to offend others.

   d. Wear unprofessional attire in formal programs and interviews.

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All employees, trainers and trainees will be expected to monitor this code of conduct and report any such disregard or violations to institution for taking appropriate action.

3. Student ID Cards:

Students are required to wear their ID Cards within the premises of INDUCTIN. Otherwise, they will be fined for it.

4. General Safety Rules

Your safety is the main concern of this company. Every precaution has been taken to provide a safety environment. We take your safety seriously and any willful or habitual violation of safety rules will be considered cause for disqualification. INDUCTIN is sincerely concerned for the health and well-being of each member of the team and students. The cooperation of every student is necessary to make this institute a safe place to work. Help yourself and others by reporting unsafe conditions or hazards immediately to your supervisor.

a) Accident Reporting

Any injury at work must be reported immediately to your supervisor or to other employee of INDUCTIN and receive first aid attention.

b) Specific safety rules & guidelines

To ensure your safety, and that of your peers, please observe and obey the following rules and guidelines.

- In case of sickness or injury, no matter how slight, report at once to your supervisor.

- Keep your classes clean.

- Observe smoking regulations.

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- Running & horseplay are strictly forbidden.

- Do not block access to fire extinguishers.

- Do not tamper with electric controls or switches.

- Report any UNSAFE condition or acts to your supervisor.

- Use designated passages when moving from one place to another, never take hazardous shortcuts.

- Do not throw objects.

- Place trash and paper in proper bins and containers.

5. Resource Usage Policy:

- **Purpose**

To indicate the acceptable utilization of INDUCTIN's resources by all clients

- **Authorization**

Unauthorized uses include, but are not limited to, the following:

  ➢ Providing another person with their access details for any facility protected by user identification or password.

  ➢ Intentionally using INDUCTIN's resources for purposes that interfere with organization's mission.

- **Professional Considerations (use manners, avoid humor or sarcasm)**

Trainees are required to take due consideration when utilizing resources and equipment and act reasonably to keep away from harm or damage.

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- **Personal Use**

Passwords connected with an individual's system ID, gadget or system access can't be shared.

- **Security/ Appropriate use (no hacking, no use of sites vulnerable to viruses)**

A user is not permitted, without prior approval, to:

  ➢ Attach any device in order to extend access or provides off-campus access to INDUCTIN's resources.

  ➢ Attempt unauthorized access to any Induct In resources

- **Violations/ Procedures**

  ▪ The organization treats misuse of its resources and facilities seriously and will pursue and address violations.

  ▪ Anyone aware of possible violations of this Policy must report them immediately to an appropriate person (e.g. their supervisor, the system administrator, computer lab manager or Department Head/Chair, etc.)

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3.5. Code of Conduct Policy

1. Purpose of the Code

The purpose of this code is to provide a clear framework according to which candidates are expected to conduct themselves. The company strives to ensure a safe and pleasant learning environment for its candidates in which integrity, professionalism, honesty, and respect for fellow students, employees and the clients of the company are constantly reflected in standards of conduct and personal behavior.

2. Scope of the code

The Code applies to all candidates of INDUCTIN and must be complied with at all times. 360 Technologies' employees must ensure that all candidates are aware of its contents, either by referring them to INDUCTIN's website or providing them with a copy of the Code.

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3. Principles

The Code establishes the principles of conduct which all candidates are expected to observe:

- They should act with integrity and professionalism

- They should perform their work honestly and efficiently

- They should take personal accountability for their own actions

- They should display a sense of respect, good faith, loyalty and responsibility toward one another, the clients and the organization

- They should Report any violations of the Code of Conduct or related policies

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- They should not bring the organization into disrepute through their activities, either inside or outside the INDUCTIN campus. Activities outside are likely to be unacceptable if they:

    i) Damage the reputation or standing of 360 Technologies

    ii) Interfere with the candidates' performance

4. Grievance Procedure / Reporting of Concerns

Candidates are allowed to register grievances that are addressed in a systematic manner so as to protect their' privacy and protect them from retaliations.

Candidates have a duty and a right to express and highlight concerns which they might have about breaches of company policy without fear and retaliation. This should normally be done through their Supervisor but in situations where this is not appropriate they may approach the Manager of Human Resources in confidence. Those reporting the matter should attempt to get all the facts before reporting it. No individual who raises their views in good faith and in accordance with this guidance will be penalized for doing so.

5. Performance of Duties

Candidates are expected to carry out their work in a competent and efficient way. This means that they are expected to:

- comply with the rules, procedures and SOPs of 360 Technologies

- maintain an agreed standard in their work performance

- show proper care when using company resources, property or funds

- obtain permission from their supervisor for any leave during the course

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6. Unacceptable Behavior

All candidates are required to maintain high standards of work performance and personal conduct at all times. Violation of INDUCTIN policies or other improper or illegal acts or practices is strictly forbidden and may result in immediate expulsion. Examples of conduct that may result in disciplinary action up to and including expulsion of candidate are as follows. This list is not all inclusive but is expected to demonstrate the types of conduct that are considered unacceptable by 360 Technologies:

- Consistently inferior work performance

- Habitual absenteeism

- Dangerous, riotous, malicious, disorderly or violent acts or behavior

- Un-business-like conduct including physical, verbal and harassment related to religious, ethnic or sexual background

- Harmful defaming or degrading of 360 Technologies, its personnel, programs or projects

- Using alcohol, illegal drugs or any other illegal substances

- Destruction or theft of company property

- Engaging in any religious or political propaganda or similar activities

- Giving false information (e.g. : falsifying result records, etc.);

- Using inappropriate (abusive, obscene or threatening) language

- Giving or accepting gifts or rewards for personal gain

- Abuse, Misuse or unauthorized use of company information, funds, resources or property

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7. Appropriate Relationships with Candidates & Supervisors

- No candidate is to have a personal, familial or financial relationship with another candidate or supervisor with whom they have a professional relationship. Candidates must inform your supervisor/HR manager if a person to whom you are related, or with whom you have any personal relationship comes within the ambit of your professional responsibilities.

8. Respect for the Rights of Others

While the candidates are at INDUCTIN, they have a responsibility to treat their colleagues, supervisors and others with dignity and respect. You are expected to:

- Respect an Individual's privacy when dealing with personal information
- Avoid engaging in fights, bullying or behavior that might cause distress
- Avoid politicking or defaming any member of the organization
- Be non-judgmental. Do not harass or discriminate against anyone based on their age, gender, ethnicity, religion or disability
- Refrain from bringing any material into the campus that may be viewed as racist or sexist, that is inappropriate or offensive.

9. Conflicts of Interests

The company expects that candidates will work conscientiously, honestly, and according to the best interests of the Organization. This means that:

- Candidates are not to use the knowledge gained through INDUCTIN for personal gain.

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- If Candidates are unsure if a particular situation is, or could be seen as, a conflict of interest, they should communicate all the facts to their supervisor. Guidance will be provided regarding their continued involvement in the situation.

- Candidates should not lend or borrow money with members of INDUCTIN. The resultant indebtedness could lead to a conflict of interest in formal work relationships.

- The Candidate must agree to undertake conflict of interest statement.

10. Disclosure of Confidential Information

Be scrupulous in using the information gained through INDUCTIN, i.e. for the purpose for which it was collected. Candidates should observe any applicable guidelines and directions on the use of information like:

- Gather and use only the information necessary for your work. Use reliable sources to supply this information.

- Retain the information only for as long as necessary or as required by law.

- Keep all organization and client information confidential.

- Candidates should not access information through unauthorized means or hacking.

- Candidates should not download or share sensitive information.

- Candidates must not release any information to the media or public without authorization by the organization.

- Candidates must agree to undertake disclosure of confidential information statement.

11. Disciplinary Action

Disciplinary action is all about problem solving. 360 Technologies is focused on identifying issues, their reasons and attempting to solve them. It also tries to ensure that the process for

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solving those issues is quick, consistent and fair. Disciplinary procedures generally include informal or formal disciplinary actions:

a. Informal Disciplinary Action

- Discussion of the problem

- Assistance and guidance to help overcome the problem

- Referral to the Student counseling if needed

b. Formal Disciplinary Action

- Oral warning (usually precedes a written warning depending on the seriousness of the misconduct)

- Written warning

- Punishments (fines, weekly or permanent suspension) depending on the seriousness of the misconduct following an investigation

- Cancel of registration of candidate with or without notice

Other options may be considered, depending on the circumstances of the case. No disciplinary papers will go in the candidate's file unless he/she has seen them or has been given a genuine opportunity to see them. If the candidate is unsatisfied with the disciplinary action taken, he/she has the right to pursue a personal grievance.

12. Opportunity of Hearing to the concerned person

Candidates have the right to defend their position and present their point of view in case of a disciplinary action taken.

(a) Candidates will be informed of their right to request assistance and/or representation.

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(b) Candidates will be told what specific performance or behavior is causing concern, and will be given a reasonable chance to explain their stance. Candidates will also be guided as to the action required to change or improve the behavior / performance.

(c) Such candidates will be given the opportunity to improve their behavior and their performance.

(d) Before any disciplinary action is taken, the matter will be investigated step by step. A record will be kept of the whole process. Candidates reserve the right to appeal to higher authority in case of unsatisfactory decision.

Chapter 4
Findings

This chapter includes all our findings related to questionnaires and focus groups. Other findings have been mentioned in report where needed. Below are our findings on Questionnaires.

4.1. Survey Analysis

To determine whether people were aware about Inductin and their response to such a program, a questionnaire was designed to collect data from bachelor and master students of different universities in Islamabad including NUST, FAST, COMSATS, Air University, etc. The majority of the respondents were between the ages of 20 to 25. The respondents were a mixture of Engineering, IT/CS and Business Administration.

Program Awareness: In the second part of the questionnaire, we introduced Inductin and asked students whether they were aware of this program. 80.2% replied that they were unaware of the program with only 19.8% having known about the program beforehand. Out of those 19.8%,

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69.8% had known of Inductin from friends or colleagues while only 18.6% had found out through ads on social media. The main problem of Inductin remains the fact that a lot of its target market is unaware of the existence of the program. This goes to show that more efforts at promotion are required to attract potential candidates to increase the student batch in Inductin.

Figure 9

Did you know about this program before?
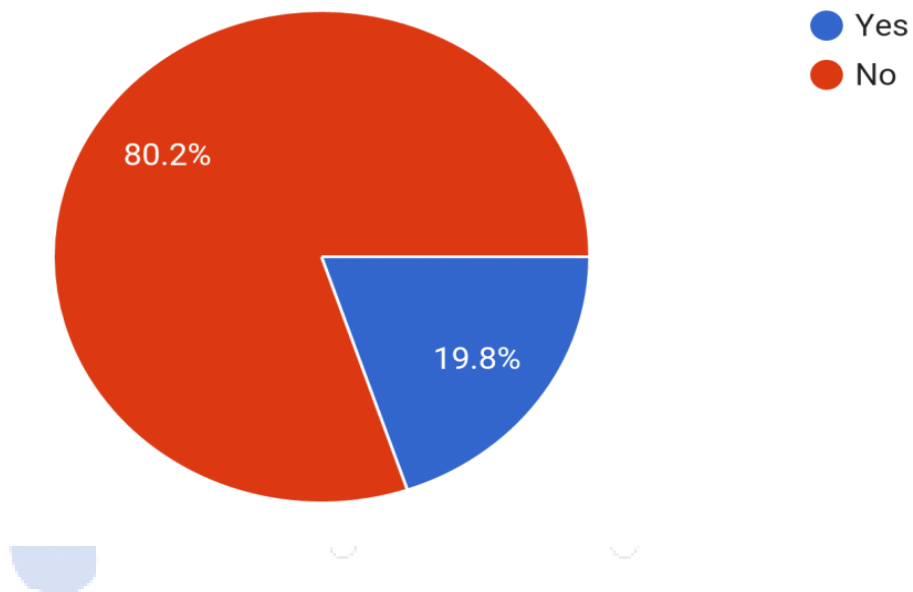
Willingness to adopt the program: A 100% respondents said that they had not registered for Inductin. When asked how likely they were to register, Majority (37.7%) respondents went with somewhat likely followed by 22.6% of not so likely and 13.2% of not at all likely. Those more agreeable towards the program constituted of 20.8% very likely and a meager 5.7% extremely likely. The ratio of people likely to register is slightly lesser than those unlikely to register. Respondents again point out that since although it seems like a good program, they are unaware of it and need more details to come to a decision.
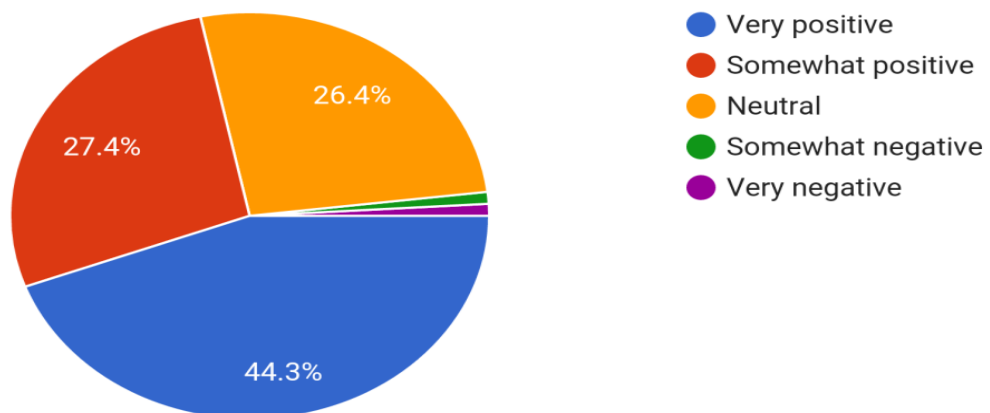
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Figure 10

If no, how likely are you to register for this program?

Legend:
- Extremely likely
- Very likely
- Somewhat likely
- Not so likely
- Not at all likely
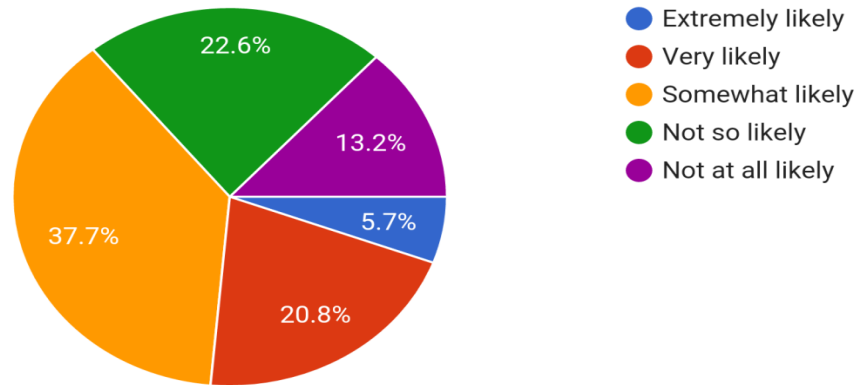
Response to the Program: When asked about their first reaction to the program majority of the response was positive (44.3% very positive and 27.4% somewhat positive) with 26.4% neutral respondents. A majority of respondents (51.9%) also believed that the service was very innovative while 29.2% thought it to be somewhat innovative and 11.3% found it extremely innovative.
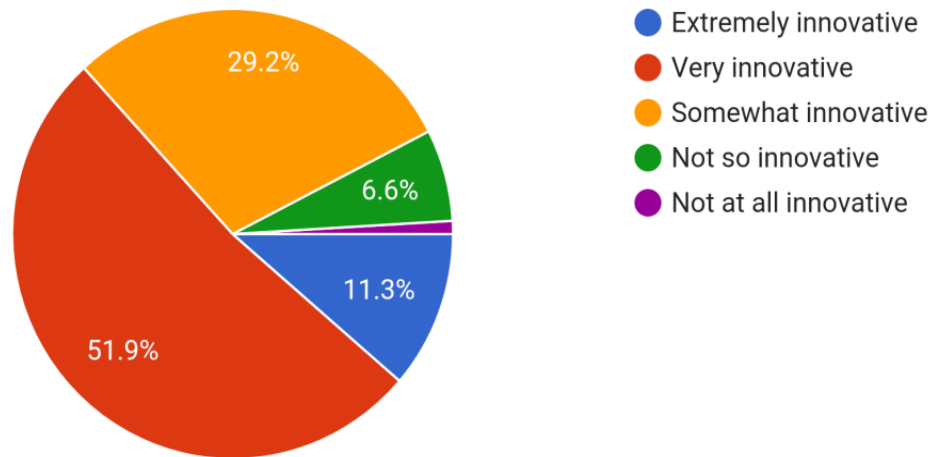
Figure 11

What is your first reaction to the service?

Legend:
- Very positive
- Somewhat positive
- Neutral
- Somewhat negative
- Very negative

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Figure 12

How innovative is the service? (from the perspective of Pakistani market)

Respondents were also asked if this program was something they needed or did not need. 50% of them believed it was something they probably needed while 23.6% thought it was a definite need while only 11.3% viewed it as something they did not need.

Overall, there seems to be a positive response towards the program. Respondents reacted positively to the concept of Inductin and the purpose of Inductin to connect the students to the industry is one, which many respondents appreciated.

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Figure 13

When you think about this program, do you think of it as something you need or don't need?
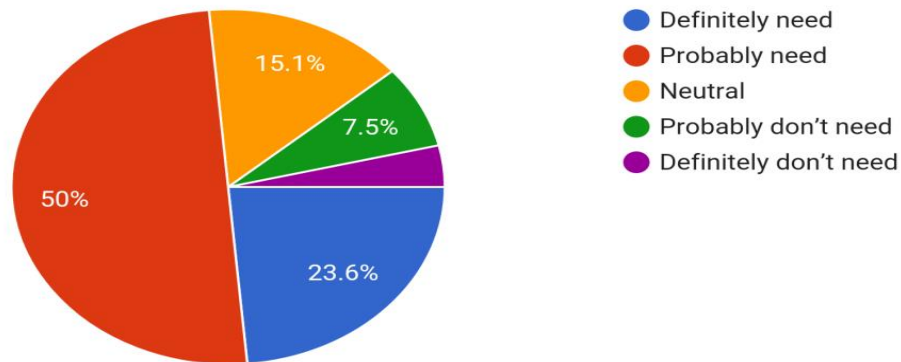
Utility of the program: As shown by the figure, majority of the respondents gave a score of between 5 to 9 in response to being asked to rate the program's utility. Students are of the view that in the current market situation such a platform is needed to help the graduates get employment. Majority agree that it sounds like a good opportunity for someone to polish heir skills as there is a lack of counseling institues in Pakistan. Students feel that such a program is needed to train them for the market. Here the difference comes in the opinions of students from more well known universities like NUST compared to other universities. Students from other universities tend to feel like they are less prepared for the practical world due to the bookish knowlegde they are taught. These are the students most likely to enter such programs and Inductin also looks to cater to them. Most students think that such an iniative would indeed be helpful in such a saturated job market. Their main goal is to get employement and anything that would aid that goal would be deemed as helpful.

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Figure 14

On a scale of 1 to 10 how much score will you give to its utility? (i.e. fulfillment of your needs by this program)
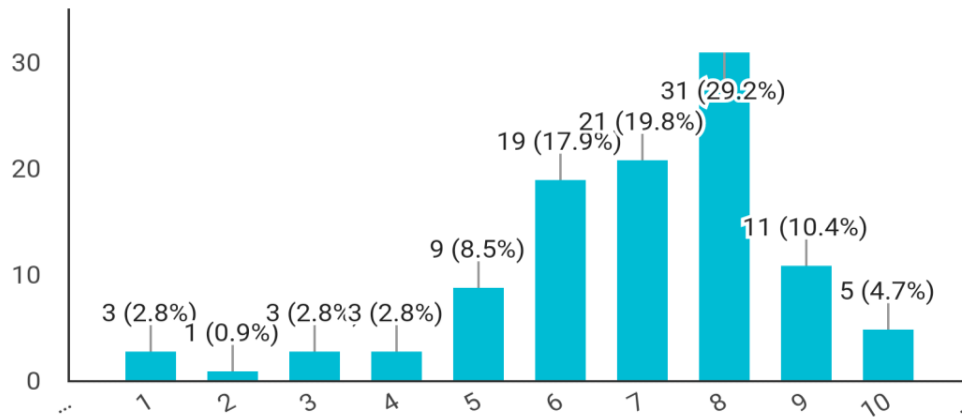
Likelihood of recommending program to others: As the figure shows, most of the responses indicated that people would likely recommend the program to their friends or colleagues. These believed that many students needed such an opportunity, as they do not have any career orientation. Also, Inductin would be a good platform for unemployed graduates and also provide more practical experience. Those that were unlikely to spread word about it responded with reasons such as lack of knowledge about the program, wanting to see more results rather than ideas and having not tried it so being unable to recommend.

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Figure 15

On a scale of 1 to 10 how likely is it that you would recommend this program (Inductin) to your friends or colleagues?
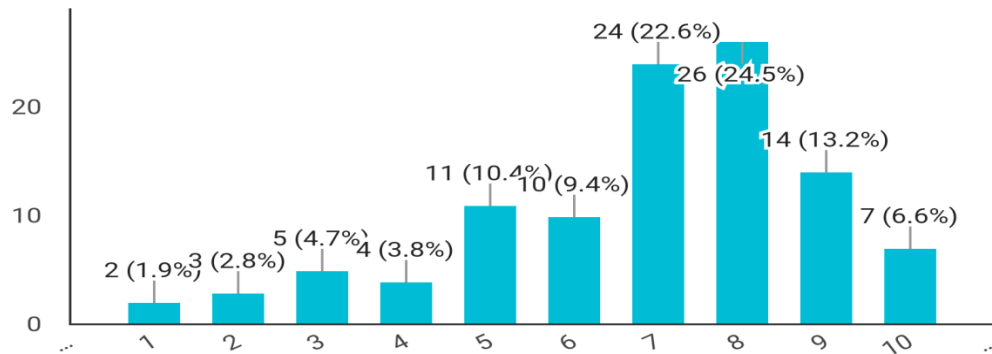
What are things you like about the program: The responses indicate that the best part of Inductin for students is acknowledging the gap in the market and trying to connect the students with the industry. Majority views indicate that Inductin is seen as a helpful initiative especially if it can aid fresh graduates in getting employment. Students these days lack direction and such a platform would provide learning opportunities, growth, innovation and career development. This will even help to reduce exploitation of fresh graduates by companies.

What things you would improve in the program: Our Findings indicate that majority respondents said that due to lack of awareness about Inductin they do not have the proper information about it to make a decision. Many suggestions indicate that Inductin should improve its promotion efforts (more advertisements) and give out more information .Some respondents were of the view that this program should specifically target students from less known universities and provide affordable prices to needy students. This would be a true help to the society. Another strong response was to focus on its employability factor as that is what students

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are most interested in at this stage. Having a good number of companies on board with the program and exposure to real life projects provides a good incentive to join Inductin. Improvement suggestions included showing figures and examples of placements for their students to get attention of the target market.

4.2. Findings of focus groups

1. There exists a major gap in Academia and Industry

The focus group gave insights on the fact that whether there exists a gap between the university education and what is being practiced in the industry. The objective was to get an understanding if the audience were aware of the existing gap or not. All of the participants agreed that Yes, there exists a gap between the training and education they are receiving at the university level and the skills they'll require when they will move into the Corporate world, as a respondent explained that the gap is actually in the environment and when asked to elaborate the respondent explained that the environment provided in the universities is a class room environment where you are supposed to sit and learn, where you have a freedom to make mistakes and you learn from those mistakes, while on the other hand you don't get that liberty in the corporate environment, there the employers expect the performance to be top notch and error free.

Another respondent chalked the gap to the somewhat limited links between the industry and the academia and collaboration between the two. He went further by saying that this gap can be minimized if only there were more collaborative relationships between the companies and the universities. Companies directly hire from the universities in certain developed establishments because there is an understanding between the parties that the education being provided to the graduates is top notch and falls perfectly in line to the requirements of the industry and what's

being taught to the students will be directly applicable in the real world and it's not just cramming and useless reading.

- One of the participants in response to the question said "Of course. A huge gap exists between theoretical knowledge and practical"

- Another participant responded to the question by saying: "Yes in the actual environment"

- A participants responded by saying: "The Gap is in the skills, training and the experience"

- Most of the participants answered the question by a simple Yes or a definite Yes.

When we moved on to the Why part of the question addressing the possible reasons of why there is a gap between the academia and the industry we received a number of interesting responses. One participant stated the reason being the culture, the difference in the environment and the application of the knowledge. One of the respondents also pointed towards the learning and the implementation. It was observed that certain participants felt that the knowledge they acquired at the universities was theoretical and bookish or it was relating to the situations that aren't directly applicable to the scenario in Pakistan. It was also brought to our knowledge that academia involved very little of "doing" part of the studies, where the students are supposed to take part in real-time projects or assignments, so that they can work closely or in collaboration with the organizations and observe and experience the diverse and practical corporate environment.

We also observed that certain participants felt that the academia doesn't prepare them for the challenging corporate life and it doesn't train them to work under pressure and challenge their skills enough, instead there is a fixed curriculum that the teacher is supposed to follow, attend a number of classes and you are supposed to become that expert of the field who can face the harsh

challenges of job and the pressure centric environment. When it came to the question of how the university education differs from the practical experience, in what specific terms

- A participants responded by saying: "Everything, especially experience and knowledge"

- Another participant responded by saying "Fieldwork experience"

- One respondent chalked it up to the relevance of the knowledge they acquire while studying.

- Another responded by saying "The life skills taught"

2. Professional Environment is challenging

When asked about the last interview of the last job held by the participants, it was observed that the responses varied greatly with institute, training, courses and the length of academic career. Participants from NUST were more likely to have been in a situation where they had some exposure to the industry whether it is in the form of internships, assignments or projects; while technical students were most likely to have worked on independent projects either in COMSATS or NUST. It was observed in the students of NUML that they didn't have a lot of practical exposure and most of the knowledge they had obtained was theoretical, but a healthy trend among the Master's graduates was that they had been involved with companies working for them on contracts or on entry level positions. But they shared their concerns with us that they were faced with challenging situations, deadlines and pressure they had no training to handle.

Most of the participants identified meeting deadlines, putting in extra hours just because they lacked the basic knowledge of how things go in the practical environment. They also expressed that they had to spend a significant period in the organization as a trainee to learn the processes and systems, which they were supposed to know right out of the Business School or their

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discipline of studies. It was also brought to our attention that majority of the students doesn't know how to use basic software's for project management, statistical analysis like SPSS, Basic accounting applications, Financial models, Photoshop, Video tools and Research tools. Some also pointed out that the methods and techniques they are learning are now obsolete and have now been replaced by either software or another more advanced tool. E.g. it was brought to our knowledge that the students at NUML still are unaware of how to use Gantt charts, project plans and they are being taught to do those calculations manually that have long been replaced by software.

When asked if their education background have provided them with the required skills needed if they were to go out in the industry for an entry level job, the responses we got were

- One of the participants said "The knowledge and the skills need to be specific, and relevant"
- Another said "They should teach us how to use different softwares used in the industry"
- One participant said that the assignments need to be challenging and engaging and should encourage maximum interaction with the industry
- Another response was "The universities need to provide specific training regarding culture of the industry and how to manage relations with their employers and peers"

As far as the relevant industrial experience was concerned, certain participants from COMSATS brought the fact into light that the independent work done by the students like free lancing, writing code or participating in conferences should need to be considered as professional experience, So that when a student graduates. It is not said that he is fresh, rather that he has worked with the industry in some capacity and should be treated as such.

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3. A Potential Solution

When it was asked from the audience that if there is a solution regarding an institute that can minimize the gap between industry requirements and the academia, would they be likely to join it? Almost all the participants said Yes to that. They expressed that they will be likely to join any establishment which can equip them with the skill required by the industry or the skills which will make them more hirable. But some participants from COMSATS were also quick to point out about the existing training institutes and their modes of operations which were less than satisfactory to somewhat satisfactory.

We then directed our discussion towards INDUCTIN as a potential solution and as a substitute to the present orthodox training institutes which focus on class room learning. The students were intrigued and expressed a great interest in attending INDUCTIN in the future. And one pleasantly surprising fact was that some of the participants were already aware of INDUCTIN and the programs being offered there. When inquired about it, some of them said that they have come to know about it from their peers who had attended seminars held by INDUCTIN in NUML and COMSATS. While a few of them had attended those seminars themselves and said that they were really encouraging and helpful. When we asked the participants if they had attended any such institute in the past and what kind of experience they had with those training institutes so the responses we obtained varied as some of the participants said that they didn't like the class room, lecture based mode of teaching, they also pointed that it just like a classroom experience with similar kind of experience. The also expressed the need for novelty and the need for the program to be interesting and engaging.

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4. Expectations

When we asked the participants why they were likely to visit an institute such as INDUCTIN for training and courses, the responses we obtained were

- One of the participants in response to the question said "To get an experience about the practical side"

- Another participant responded to the question by saying: "For the Experience"

- A participants responded by saying: "To gain or increase my knowledge"

- One of the respondents responded "To overcome weaknesses or difficulties that will come in the practical life"

It was also noted that when we asked the respondents the question that what they considered to be their greatest weakness or the skill they think is lacking, or what skills according to them will be helpful to them in the corporate world and the industry. Some pointed towards specific soft skills such as time management, handling pressure, team dynamics and leadership skills. While some also pointed towards specific technical skills such as Excel, Project planning, some specific software, Research skills, Presentation/Communication skills, Interview skills, Negotiation tactics and skills etc.

They expressed great interest in attending INDUCTIN if they were to provide such trainings. They also expressed that they were extremely likely to attend such programs if they ensured practical exposure and real corporate projects. Not just some more class room learning.
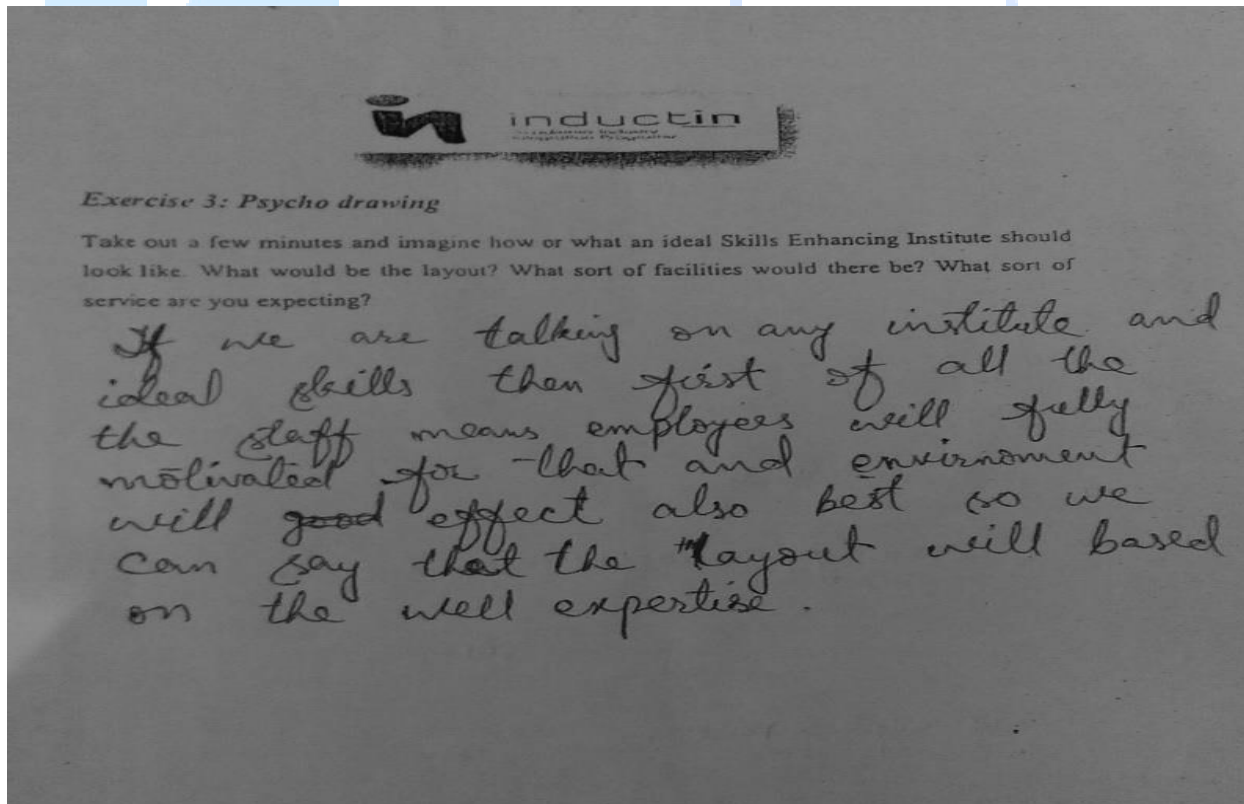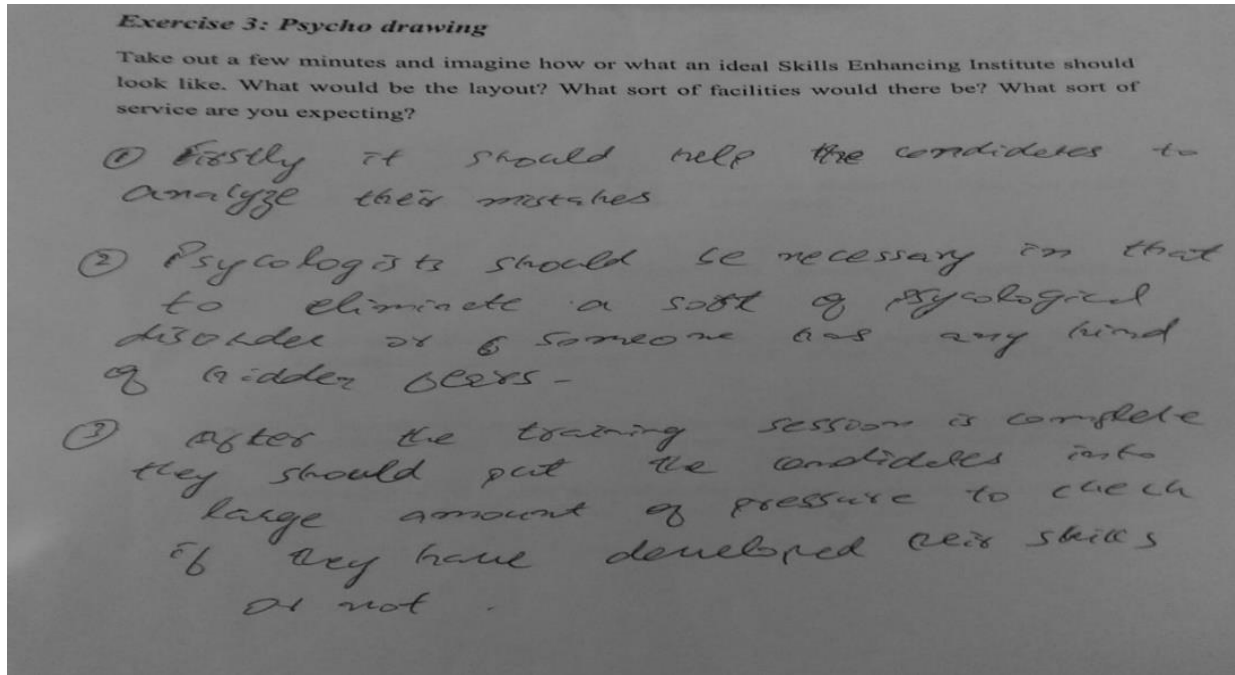
5. A Perfect Institute

As the last exercise was to draw a perfect Institute, it proved to be a bit of a challenging for the participants as they were a little reluctant to draw so instead we asked them to draw a perfect

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picture of INDUCTIN. And what they think will be required by INDUCTIN to be successful. As participants expressed their inability to draw so we asked them to list down the success factors for INDUCTIN.
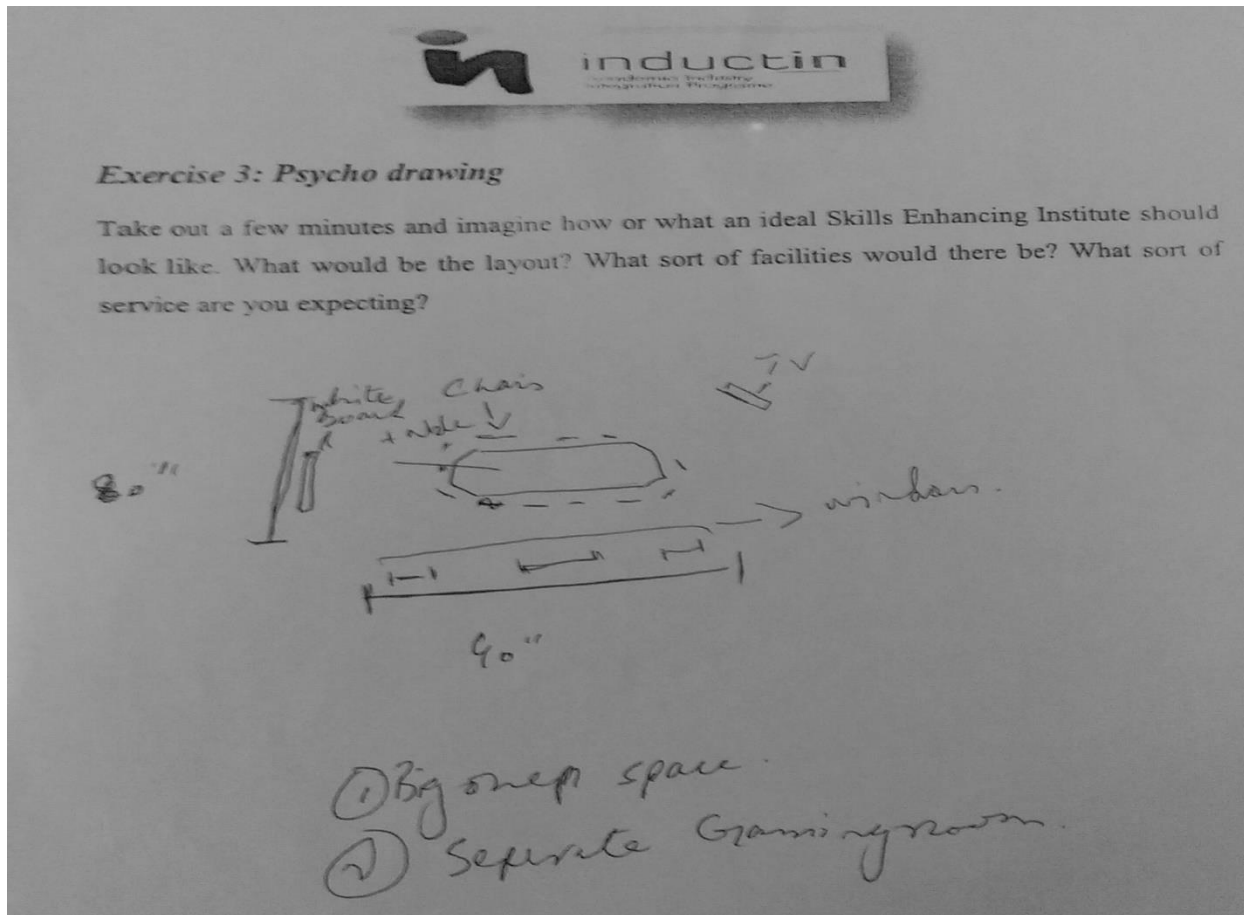
We received responses like:

- Live experience of practical work and instant feedback

- Real life examples and tasks

- Course work should be minimal but related to domestic studies

- Lecturers should deliver lectures according to the mental capacity of the participants of the course

- Use the language which was understandable for everyone

- Provide actual/ field environment

- Facilities provided should be good

- Respect for employees and everyone

- Ensure speedy and timely delivery and execution of services

- Discussions should be encouraged and there should be a lot of debates and presentations

- They should polish the participants on their skills encompassing customer management and client handling

- Interactive environment and multimedia aids

- Casual and comfortable workstations

- Comprehensive guide regarding projects

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A few other responses were:

Exercise 3: Psycho drawing

Take out a few minutes and imagine how or what an ideal Skills Enhancing Institute should look like. What would be the layout? What sort of facilities would there be? What sort of service are you expecting?

① Firstly it should help the candidates to analyze their mistakes

② Psycologists should be necessary in that to eliminate a sort of psychological disorder or if someone has any kind of Gidder fears.

③ After the training session is complete they should put the candidates into large amount of pressure to check if they have developed their skills or not.

Exercise 3: Psycho drawing

Take out a few minutes and imagine how or what an ideal Skills Enhancing Institute should look like. What would be the layout? What sort of facilities would there be? What sort of service are you expecting?

If we are talking on any institute and ideal skills then first of all the staff means employees will fully motivated for that and environment will good effect also best so we can say that the layout will based on the well expertise.

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Only one of the participants had a crack at drawing the perfect rendition of Institution.

4.3. Implications and Recommendations

This final chapter will discuss the findings of the research in accordance with the research objectives and how these findings can be applied to the operations and functioning of INDUCTIN as a program.

- From the responses noted above in the section which discusses about the existing gap between academia and the industry it is evident that target market is well aware of the market gap. INDUCTIN needs to capitalize on the fact that the market has reached a certain level of maturity that it is recognizing the problem. It can focus on converting this problem into a need and present INDUCTIN as a potential solution for that need. The

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students know that their degree lacks practical implications of the course work they have gone through, INDUCTIN needs to make them realize that it can help fill in that gap and it's not just another training institute.

- It is also important for the management at INDUCTIN to enforce its image as a facility which is miles ahead of other orthodox training institutes which focus on providing class room lectures and expect the audience to learn. INDUCTIN is much more than a training institute it is a complete program and it should be marketed as such

- In the finding, it has been established that students are asking for out of box solution to the problem they are facing which is lacking the relevant marketable skills. INDUCTIN needs to start such courses that cater to that problem. Courses which might or might not be offered at a university, such as Negotiation tactics and presentation skills. But it needs to keep these fresh and move away from that classroom clichéd presentations and assignments. Market here at the Twin Cities is quiet mature and it demands out of box solutions for its problems, we have a lot of evidence to support this statement collected from our research.

- According to a recently conducted survey regarding academia-industry linkages in Pakistan shows that 76.61 employer brands in the country are not satisfied with the quality of graduates being produced at Pakistani Universities and recruiters as high as 74.27 has emphasized on the importance of soft skills for landing a good job. These finding go in favor of INDUCTIN and the program it is offering. It can use these findings, publish them on their social media, website and in their marketing to make the target market realize how critical the situation is in Pakistan. INDUCTIN needs to present itself as a solution to this dilemma.

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- According to the same study career, counseling plays an important role in finding the right job for the right candidate in the market. However, according to 94.74 percent of the recruiters, it is a concept unknown to majority of the students that something like career guidance and career counseling is important. And due lack of guidance majority of the students ends up studying subjects which are unnecessary or irrelevant to their career. INDUCTIN can play a role here, along with providing skills it can guide the students in their pursuit of right jobs and help them in getting placed within the industry.

- Factors mentioned by the participants when asked to draw a perfect INDUCTIN will be helpful for the management in making the program better and it can also get assistance from students when it plans on offering new courses so that courses are relevant and according to the wishes of their target audience. *(See **exhibit 7** for a copy of the focus group script being attached with the proposal for review)*

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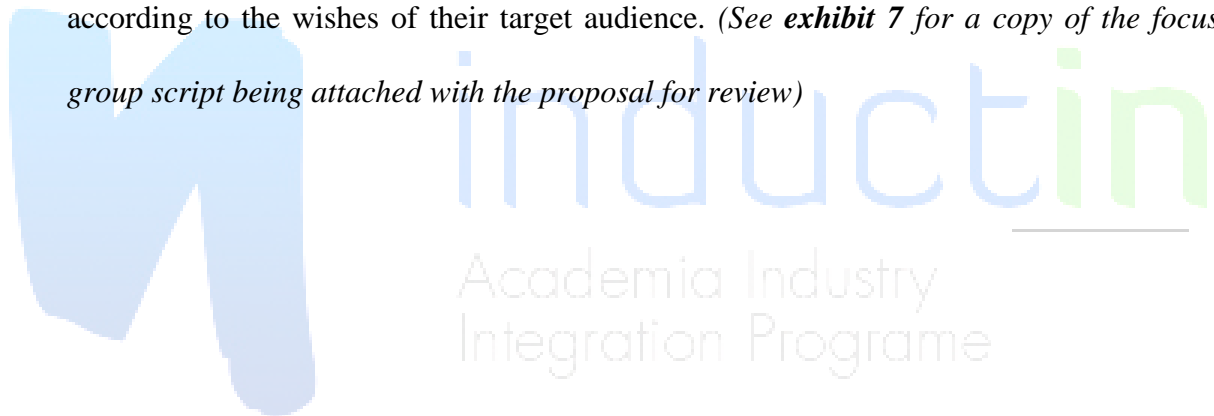
Chapter 5
Conclusion & Results

We have been working closely with 360 Technology on their project Inductin and have deep understanding of their business. We have played our role in conducting research regarding student reviews on Inductin as well as integrated our learned knowledge at NUST with their current Situation. Keeping in view, all of this we were the ones to suggest proper placement for Inductin. Inductin is not a training institute. First batch of Inductin had 20 students, after implementation of our marketing proposal there are 118 students in 6 different subjects. This shows that our project has benefited Inductin in the form of increase in number of registrations of students but to an extent. Our findings show that they still need to work on their promotional strategy to attract more target market.

Figure 15

Courses Offered	Number of Students
Android Development	26
Graphic Designing	19
PHP	15
Asp.net	20
B-I	17
Computor for kids	21
Total Students:	**118**

Number of Students Subjects wise
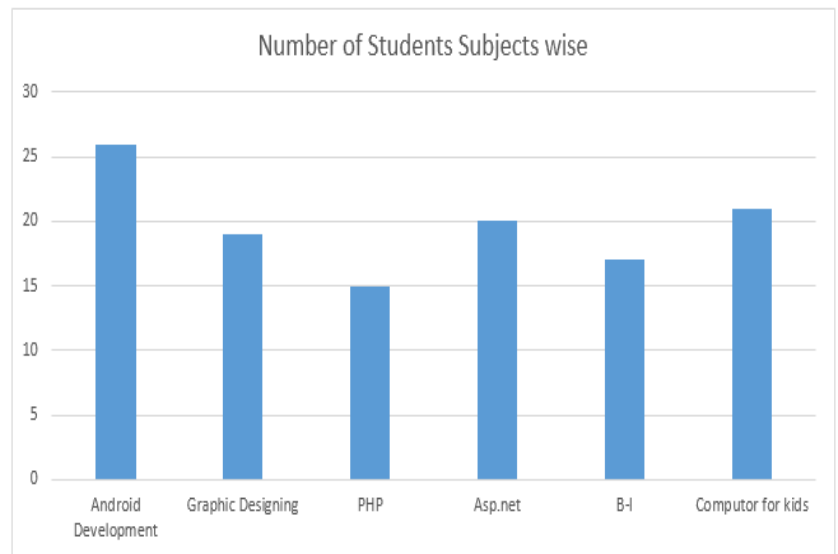
Inductin is perceived as a highly demand service in Pakistan as per our research. There is lack of employment and Industry demands skilled resources. Inductin is the bridge and students at this stage understand that. At this point, we would recommend Inductin the following:

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- Build Collaboration with both local and multinational companies in such a way that they contact Inductin when in need of a skilled resource. Inductin can then publicize itself by offering a potential job at those particular companies. Inductin will then create a pool of skilled resources for those companies and students get a fair chance of competing for any given JOB.

- Build collaboration with Universities for summer workshops that would in return aid students in getting internships in different companies.

- Increase Marketing activities through social media and seminars at universities. Share the success stories of students.

- Train students for freelancing. Once they acquire a skill they can start earning and in return it will increase rate of successful students that can be showcased on social media as success stories

Other than that as Inductin is a separate project, we have created a handbook and code of conduct that can be used as it is by the client company. All the HR material we provided, can be documented. Students on the other hand are getting the printed handbooks as soon as they submit their fee. This will regulate a pleasant atmosphere for both learning and real world practical exposure for students.

We at Inductin not only did research but also suggested and implemented the said suggestions after discussion with Management of 360 technologies. We got what we suggested executed and witnessed results. These results are a proof that upon acting on our further suggestions, Inductin can grow both, in terms of students and revenue.

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References

From PDF documents:

- Organizational Code of Conduct (7 2005).

- Gildan Activewear Inc. (2010, july). Code of ethics and code of conduct. *man_ethic_code_en*. Gildan.

- NISTE, & 360 technologies. (n.d.). *Info@inductin*. Retrieved 1 1, 2016, from www.inductin.com: http://www.inductin.com/

From Company:

- **Main Office:** +92-51-2275360

- **Email:** info@INDUCTIN.com

- **Website:** www.INDUCTIN.com

- **Location**

  National Institute of Science and Technical Education, H-8, Islamabad, 44000, Pakistan

- **Registration Form**

  Available online at www.INDUCTIN.com

- **Company References**

    i.   Mr. Farukh Qureshi (COO of 360 Technologies)

    ii. Mr. Naveed Tahir (CEO of Outpost Information systems)

    iii. Mr. Junaid Chaudhry (Head of HR)

    iv. Muhammad Haris (Assistant Manager Marketing)

    v.   Muhammad Faran Khalid (Business Development Executive)

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Exhibits

Attention Please:

If you need any clarification regarding the above handbook then consult HR department please

1. Undertaking Forms

CONFLICT OF INTEREST STATEMENT

I agree to fully disclose in writing to INDUCTIN HR manger if I have a personal interest or involvement in any activity that may conflict with my performance and the goals of the company. I understand and agree that the determination by INDUCTIN that I have failed to disclose any such conflict of interest will be grounds for immediate expulsion from the training course without notice.

DISCLOSURE OF CONFIDENTIAL INFORMATION

I understand and agree that I shall not disclose any information about INDUCTIN or its staff which is of confidential nature, especially financial or budget information without written authorization from 360 Technologies CEO. I understand and agree that the determination by INDUCTIN that I have disclosed confidential information will be grounds for immediate expulsion from the training course without notice.

Signed:

Name:

Date:

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DECLARATION

I acknowledge that I have received a copy of the Code of Conduct issued and have also been advised regarding my obligations under the Code.

I do hereby state that, I understand all the terms, condition, rules and regulations and will act accordingly. Then I have no objection that in case of any infringement or deviation from INDUCTIN laid down criteria, my registration in the program can be cancelled. Secondly I have no right to challenge this in any court of law.

A. Students Name: _____

    Student's Signature: _____

    Date: _____

B. Trainer Name: _____

    Trainer's Signature: _____

    Date: _____

2. Mission & Vision Statement

Short Description

WE TRAIN. YOU EXCEL
5 EASY STEPS towards a better TOMORROW!

Long Description

We envision an Excellence center to bridge academia and industry where participants will learn practical skills pertaining industry. This would enable them to pursue their careers as per their abilities and passion. They will also learn communication, interpersonal and behavioral skills so they can make an impact in all walks of life.

Let's follow our dreams and think outside the box!

Mission

- We identify your Natural Talent
- We Mentor your Path
- We Train you
- We give you Hands on
- We facilitate your Career Path

3. Checklist

1. Checklist on Ergonomics issues

The following checklist can help you make sure that every student, attending the session is comfortable and healthy.

- ❑ It is easy for me to get in and out of my class
- ❑ My chair has armrests
- ❑ I can comfortably use the computer (during training session)
- ❑ My wrists are not bent while typing
- ❑ A wrist rest is available if I want one
- ❑ I can tilt the keyboard
- ❑ I can easily reach the mouse pad
- ❑ The chair back supports my back properly
- ❑ My feet rest comfortably on the floor
- ❑ A foot rest is available if I want one
- ❑ An adjustable document holder is available if I want one
- ❑ I have a color monitor that is adjustable for contrast and brightness
- ❑ There is plenty of light at my training institute
- ❑ My class surface easily accommodates the books and tools I use regularly
- ❑ My workload is manageable

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❑ The class ambience is good

❑ I take advantage of breaks and my lunch period to get up and move around

4. Questionnaire

This research is being conducted by the students of NUST Business School for FYP. We assure you that the information provided by you will be kept confidential and purely for academic purposes

---

This Survey is being conducted to gather information about a training program named "INDUCTIN". Please take a few moments to answer some questions and give us your valuable feedback regarding this initiative

Your age?

☐ 20-25

☐ 26-30

☐ 31 or older

Your gender?

☐ Male

☐ Female

Highest Level of education you have completed?

☐ Intermediate

☐ Bachelor's degree

☐ Master's degree

☐ Other _____

Your Educational Background?

☐ Business Administration

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- ☐ Engineering
- ☐ IT/CS
- ☐ Public Administration
- ☐ Other _____

Your university?
- ☐ NUST
- ☐ FAST
- ☐ COMSATS
- ☐ IIUI
- ☐ MAJU
- ☐ NUML
- ☐ AIR
- ☐ Other _____

Which of the following categories best describes you?
- ☐ Employed
- ☐ Student
- ☐ Unemployed
- ☐ Other _____

INDUCTIN is a program offered by 360 technologies (A tech company). This program offers courses to students to provide necessary skills that are required by the industry, hence creating a pool of candidates for respective companies. INDUCTIN trains individual on gaps, engages them on projects, employ them on job and place them globally. This is done by first identifying what they are good at i.e. through interactive assessments, then engaging a mentor for a skill set roadmap and lastly helping them in their career paths by connecting them to relevant fraternities i.e. bridging academia and industry

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Did you know about this program before?

- ☐ Yes
- ☐ No

If yes, how did you learn about INDUCTIN?

- ☐ Friends or colleagues
- ☐ Ads on social media
- ☐ Other source _____

Have you registered for this program?

- ☐ Yes
- ☐ No

If no, how likely are you to register for this program?

- ☐ Extremely likely
- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not so likely
- ☐ Not at all likely

What is your first reaction to the service?

- ☐ Very positive
- ☐ Somewhat positive
- ☐ Neutral
- ☐ Somewhat negative
- ☐ Very negative

How innovative is the service? (from the perspective of Pakistani market)

- ☐ Extremely innovative
- ☐ Very innovative

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- ☐ Somewhat innovative

- ☐ Not so innovative

- ☐ Not at all innovative

When you think about this program, do you think of it as something you need or don't need?

- ☐ Definitely need

- ☐ Probably need

- ☐ Neutral

- ☐ Probably don't need

- ☐ Definitely don't need

On a scale of 1 to 10 how much score will you give to its utility? (i.e. fulfillment of your needs by this program) (1= lowest score, 10 = Highest, 5 = Neutral)

1	2	3	4	5	6	7	8	9	10

Kindly state the reason for your score?

_____

_____

On a scale of 1 to 10 how likely is it that you would recommend this program (INDUCTIN) to your friends or colleagues? (1= lowest score, 10 = Highest, 5 = Neutral)

1	2	3	4	5	6	7	8	9	10

If no? Why not? _____

In your own words, what are the things that you like most about this program?

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In your own words, what are the things that you would most like to improve in this program (INDUCTIN)?

Thank you for your feedback ☺

5. Programs & Courses

1. Programs offered

- Academia Industry Integration Program
- Resource Augmentation Program
- Structured Internship Program
- Industry Collaboration Program
- Employability Enhancement Program
- Entrepreneurship Promotion Program

2. List of Courses

Figure 16

Sr. No	Courses	Learning Tools
1.	**Computer Science &**	• Java For The Web

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	Project Management	• .NET For Web • Power of Design (Graphics) • Project Management • Quality Assurance • Operations Management
2.	**Campaigning & Marketing**	• Social Media Marketing • Visual Marketing • Adobe Photoshop
3.	**BPO Specialist – Call Center Agents**	• Foundation Skills Training (FST) For BPO • Intensive Course For Call Center Agent (ICCAT) • Customer Service Training For BPO • Telemarketing Training For BPO • Supervisory Skills Training
4.	**Enterprise Resource Planning**	• Oracle Financials – General Ledger • Oracle Financials - Procure To Pay • Oracle Financials - Order To Cash • Oracle Human Resource Management
5.	**Oracle Database Management**	• Oracle Database SQL Introduction • Introduction To Oracle Developer • Oracle Database 12C : Administration Workshop
6.	**Data Ware House & Analytics**	• Concepts Of Data Warehouse • Introduction To Data Mining • Analytics - Using Business Intelligence
7.	**Mobile App & Game Design and Development**	• Android App Development • Android Game Development • IOS Game Development • IOS App Development
8.	**Systems & Networks**	• Concepts Of Network Topologies • CCT -Routing & Switching • CCT - Data Centers • Introduction To Cloud Computing
9.	**Productivity Tools**	• Advanced Excel • Interpersonal Communication • Principles Of An Effective Business Meeting

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6. Proposal for Qualitative Research for INDUCTIN

By

M. Aarij Tanveer

Zahra Ahmed

Zaki Chaudhry

Zoya Zainab

NUST Business School, Islamabad

This research proposal is meant for the purpose of fulfilling our stated Marketing objectives in our Project Objectives. And it covers the elements of Marketing Research and the analysis of the data obtained as a result

INTRODUCTION

As we promised while deciding our project objective, that we will aid 360 Technologies with the Marketing research and market analysis for INDUCTIN. And this proposal is meant to fulfill that purpose.

The purpose of this research is to solicit the perceptions and opinions of the target market towards industry and academia bridging initiative such as INDUCTIN. Specifically, the research will assess and measure

- The perceptions and the attitude, the target market (in our case the students) has regarding skills enhancing programs
- The propensity to spend on such programs by the students, likelihood of getting enrolled in such programs and the ideal duration for such programs according to the students
- Their opinions regarding the existing gap or how this gap of practical skills and knowledge can be minimized.
- Whether the students have heard about INDUCTIN, or do they have the knowledge of the courses offered by INDUCTIN.
- Whether the marketing strategy opted by INDUCTIN is successful and to what extent.

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PROPOSED APPROACH

Our approach is to develop and conduct **FOCUS GROUP SESSIONS** with the students. The study group will comprise of students from different disciplines and different majors. And we will try to combine the findings of the Focus Group sessions with our quantitative survey as well. We'll be conducting these sessions in the coming week in universities such as **NUST, COMSATS, NUML and AIR University.** These focus group sessions and their analysis will help us to get a closer insight into what students expect and how likely are they to get enrolled into programs offered by INDUCTIN. The findings of the sessions will be synthesized into themes and the report of the analysis will be presented.

8. Script for Focus Group Sessions

Introduction Checklist

- Greet your participants.
- Explain what is the research about
- Tell Participants how long the focus group would last
- Who is the client? Explain that they are observing the interview to help them get first-hand experience of the customer's views
- Seek Permission for filming/audio recording
- Explain that it will be confidential
- Explain that there is no right and wrong answer.
- Ask participants if they have any questions

Introduction

Good evening and welcome to our session. Thanks for taking the time to join us to talk about coffee shops. My name is Aarij Tanveer and assisting me is Zoya Zainab and Zaki Chaudhry. Zahra Ahmed will be our observer. The purpose of this focus group is to find out about your opinions about the gap which may or may not exist between Academia and Industry. And in your opinion is the gap really there or not?

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There are no wrong answers but rather differing points of view. Please feel free to share your point of view even if it differs from what others have said. Keep in mind that we're just as interested in negative comments as positive comments, and at times the negative comments are the most helpful.

You've probably noticed the recording device. We're recording the session because we don't want to miss any of your comments. People often say very helpful things in these discussions and we can't write fast enough to get them all down. We will be on a pseudo name basis tonight, and we won't use any names in our reports. You may be assured of complete confidentiality.

Well, let's begin. We've placed name cards on the table in front of you to help us remember each other's names. Let's find out some more about each other by going around the table. Tell us your name and where you live.

To kick things off, why don't you tell us about the last time you were in the process of job hunt or had an interview for a job?

Exercise 1: Word Completion

- I am going to do a small exercise with you.
- On page 1 on your handout, you will find 4 incomplete sentences. I'd like you to take a minute just to complete this with the person next to you

1. Is there a gap between industry and academia in your opinion? _____

2. The university education differs from the practical experience in terms of _____

3. If there was an institute which can bridge the gap between industry/ practical side and academia/university education, you are _____ likely to explore it.

4. You are likely to visit such an institute for relevant courses and training because _____

Exercise 2: Questions

Now we're going to ask you some questions. We would like you to be very open about your views.

- Have you ever worked in any industry in any professional capacity?

- What are your views on the challenges you might have faced? (probe)

- How helpful have you found your educational background in overcoming those challenges?

- What is the first thing that comes to your mind when I say professional training institutes?

- Would you consider being a part of such an institute which can help you in getting the professional skills required by the industry (probe: Why/why not elaborate)?

- Have you ever visited such an institute? (when and with whom)

- Under what circumstances and time of the year are you more likely to be a part of such a program?

- What sort of skills you might be looking to attain from attending such courses? (Probe when and what are those courses?)

- Who do you consider recommending such an institute to your friends or peers? (how the behavior changes when with friends or professional colleagues)

- What are some of the things you want to see in such an institute?

- What kind of services or facilities you want there at a photo booth?

- Would you consider INDUCTIN, an initiative by 360 Technologies to provide you with such market prevalent skills set (probe: Why or why not)?

- What are the factors that can enhance your experience at INDUCTIN?

- Would you recommend INDUCTIN to your friends/family?

Exercise 3: Psycho drawing

Take out a few minutes and imagine how or what an ideal Skills Enhancing Institute should look like. What would be the layout? What sort of facilities would there be? What sort of service are you expecting?

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Conclusion

this brings us to the end of the focus group exercise. We thank you all for taking part in it and giving us your views. As mentioned earlier, we will retain your anonymity and privacy. We hope you found this an equally enjoyable experience

Closing Checklist

- Thank participants
- Explain that their views will be taken into consideration
- Reassure them of confidentiality

9. Plan for Seminar

- Comparing, Start of seminar: by Zaki at 10 am to 10:03am
- Recite: Uzair at 10:04 am to 10:07am
- Introductory Speech with video: Zaki 10:08am to 10:20am 1st Activity: Sarem 10:21am to 10:30am
- Zaki will come again & call Sohaib on stage at 10:30 to 10:31
- Sharing Personal Experience: By Sohaib 10:32 to 10:37
- Zaki will come again & Play videos of ex-Inductin, he elaborate their views as well 10:39 to 10:49
- Zaki will come on stage & call Uzair at 10:50 To 10:51
- Sharing Personal Experience: By Uzair at 10:52 to 11:05
  - ✓ Uzair will give motivational speech and ask question
  - ✓ Sarem will give prize to audience who will give effective answer
  - ✓ Both will play parallel
- Zaki will come back on stage and introduce Academia-Industry Discussion at 11:06 to 11:07
- Academia-Industry Discussion: Handled by Zaki. 11:10 to 11:40
- Result of activity: 11:41 to 12:00
  - ✓ Results will be collected by Sarem

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- ✓ Announcement of winners by Zaki
- ✓ Giving prize by Mr. Farukh
- Awarding ceremony: Zaki will invite Mr. Farukh and head of department of Comsat on Stage.12:05 to 12:10
- Closing : Zaki 12:12pm to 12:23pm
  - ✓ Say something about the students of Comsats and InductIn
  - ✓ Say about audience response
  - ✓ Say thanks to head, students & admin for support
- Zaki will direct students to Kiosk for further details 12:25 to 12:30
- ➢ Ms Hajra And Faran will provide vocal Mike to the audience during seminar
- ➢ Zain, Osama and Harris will stand in front of Kiosk
- ➢ Fatima, Ms Hajra and Faran will maintain discipline in the hall during seminar
- ➢ Ms. Maria, Uzair, Sohaib, Mougis Sahb etc. will sit front line chairs
- ➢ Mr. Naveed, Mr. Farukh & Fahd Sahb will sit on stage
- ➢ Sarem will do photography

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