

Impact of Volatility, Uncertainty, Complexity, and Ambiguity (VUCA) on Legal Education Stakeholders in Pakistan

Salman Sarwar¹, Muhammad Mumtaz Ali Khan² & Imran Alam³

ABSTRACT

Legal profession has become the art of 'dropouts' (khan 2012). In recent past law schools have been unable to deliver quality education (Osama 2014). The study was determined to measure the pressures and impacts of Volatility, Uncertainty, Complexity and Ambiguity (VUCA) on legal education in Pakistan. The study develops insight and understanding of overall context in the VUCA environment and its impacts on stakeholders in legal education. The result of the study explains the benchmark for stakeholders in legal education to combat the challenges and achieve their ultimate goals.

Keywords: *VUCA in Education, Legal education stakeholders, professional challenges.*

¹ Candidate PhD, Management, Registrar Amna Inayat Medical & Educational Complex Email: salmansarwar333@gmail.com

² Director (Administration) Punjab Higher Education Commission Email: mumtazali1214@yahoo.com

³ Assistant Professor, PULC, Lahore

INTRODUCTION

In Pakistan, some pressing issues have put legal education under serious crises, many law professionals are under threat to face deteriorating career that result a cause of stress (Osama 2014).

Legal education needs to be addressed seriously at all level for the effective contributions of law professional in the development of Pakistan (khan 2012). An estimate shows that 74 affiliated law colleges with 16 universities are imparting legal education chronically law schools have not been able to create an environment conducive and favorable for research and law career (31.08.18 SC). However the law schools seem to be working for the economical gain instead imparting quality education (Osama 2014).

Moreover, law community has overlooked the value and cost of quality education and research impact of the legal system of a country. Law Teacher is the only source to share with judges, lawyers and the general public to explain the proceedings in law profession (Osama 2014). Whereas the unauthorized legal schools and academies generally don't exist in this setup to assist and teach the standards of teaching and research for the national discourse on law, rights and justice instead to only prepare students for their final exams just offering crash teaching programs in few days (Khan 2012).

So far as law academies in Pakistan are concerned, the numbers are too low and their operations and functions don't address the issues that need to be prioritized to smooth the academic proceedings for law professionals. Australia and England have combined their resources to strengthen rule of law and legal education (Falconbridge, Mozio 2009). On the other side, practicing lawyers, retired lawyers and judges mostly teach in Pakistani law schools. Advocates feel that they have authority over the regulation of legal education, the identification and evaluation of law schools, curriculum design and general planning (Osama 2014).

Legal education is the pre-requisite to enter in the law profession. Legal education is not only profession it also influence society directly (Hanna, nora 2019). This complex situation of legal system has created unrest and made people to think and believe justice system is handicapped and deteriorating profession (Siddique, 2007).

Volatile, Uncertain, Complex, and Ambiguous (VUCA)

Volatility refers to large scale, frequent change do have unpredictable nature of events (Bennett & Lemoine, 2014). Generally, in balanced economies, organizations and institutions banked on experience, working norms, learning curve and measurement scale to evaluate performance but volatility is more serious as VUCA work environment is controlling economical, business, and education proceedings to associate all the stakeholders inside and outside border, pushing them to enter into learning sphere and innovation process (Felin & Powell, 2016).

Volatility, Uncertainty, Complexity and Ambiguity, the acronym VUCA, was first derived and used in the United States of America to interpret military conditions battlefield. Recently, the concept is being used to understand the critically acclaimed digital economy terms competitive environment (Bennett & Lemoine, 2014) in which organizations and institutions learn to combat the change (Heugens & Lander, 2009). Desai (2010) believes the contribution of latest technology and digital disruption noting advances in interactive technologies as reason for the changes in the way stakeholders learn. In a VUCA world, organizations can no longer focus on internal learning and instead should focus on co-creative and collaborative learning (Desai, 2010; Baltaci & Balci, 2017) outside the boundaries of the organization. Bartscht (2014) proposes that organizations must continually explore the VUCA environment, gaining situational understanding to sense and seize on opportunities and threats. VUCA environment, the more often the organization can update its situational understanding of the environment and thus minimize the effects of volatile change (Bartscht, 2015).

Uncertainty indicates lack of knowledge related to the frequency and significance of environmental change (Bennett & Lemoine, 2014). To understand an uncertain environment, organizations should proactively explore cause and effect factors impacting the uncertain environmental situation (Bartscht, 2015). Bennett and Lemoine (2014) note an uncertain situation is simply a lack of knowledge and therefore can be pre-empted by simply gathering more knowledge.

Drucker (2012) refers to the complex environment as a "threshold of chaos", characterized by technological disruption and globalization. Bennett and Lemoine (2014) define complexity as elaborate networks of

interconnected parts being convoluted and multiform. Complexity is iterations of simple patterns (Bartscht, 2015) combined in a multitude of interconnections creating potential for information overload (Bennett & Lemoine, 2014). Ambiguity identifies a lack of knowledge of cause and effect where there is no precedent on which to base predictions (Bennett & Lemoine, 2014). Ambiguity typically involves new situations which are typically characterized by new strategies, products, markets or technological innovation.

Pakistan Bar Council

The Pakistan Bar Council (PBC) is the highest body of elected lawyers in Pakistan which is recognized under an Act of the Parliament. The members of the PBC are elected on the basis of a single transferable vote by members of the Provincial Bar Council (Sardar, Usha 2018).

The Pakistan Bar Council (the national elected organization of Pakistani lawyers) thus controls the situation on the basis of assumptions to contribute to autonomous law schools, state regulators and career academics. The bar council, while largely neglecting its primary function of regulating the legal profession, always had the ascendant role in this confused milieu. However, jurisdictional uncertainty largely causes neither to play any meaningful role. Even otherwise, neither the bar council nor the higher education commission has developed and demonstrated much capacity or will to address the continuing decline in legal education as genuine stakeholders (Sardar & Usha 2018).

The PBC has been entrusted with legal power under the Legal Practitioners and Bar Councils (LPBCA) to ensure that the appropriate standards for the regulation of legal education are fulfilled for the purposes of legal licensing requirements in Pakistan. Under the Act, the PBC is the final controlling authority for such purposes. The Act stipulates that a candidate is eligible to practice as an advocate if he has acquired a Bachelor's Degree in law from a university in Pakistan or from a university outside Pakistan recognised by the Pakistan Bar Council and a degree in law from a university of similar standing.

The Legal Practitioners and Bar Councils Act 1973, also empowers the PBC to carry out activities promoting legal education in Pakistan. In addition, section 13 (j) and (k) state that the functions of the PBC, is to encourage legal education and suggest standards for legal education in consultation with the universities in Pakistan and the Provincial Bar Councils. Under these sections, the PBC is also empowered to recognise universities whose degrees in law shall be accepted for enrolment as an advocate.

Higher Education Commission (HEC)

Although, there are clear and stringent rules in the PBC, the Higher Education Commission (HEC) has its own legal jurisdiction. Historically, the University Grants Commission (UGC) was the initial regulatory body for universities in Pakistan. In 2002, the Higher Education Commission Ordinance 2002 (HECO 2002) was promulgated to replace the University Grants Commission Act of 1974. Under the change, the HEC has been entrusted with the responsibility of authorizing institutions of higher learning and the recognition of their degrees. It is also empowered to set up national or regional evaluation councils or to authorize any existing council such as the PBC or similar bodies to carry out accreditation of institutions.

Thus, as it stands today, the HEC is the main body, which oversees quality assurance of higher education in Pakistan. The HEC is a government authorized body which recognizes the universities and colleges. The HEC has the powers under Ordinance 2002, for the determination of quality assurance, such as to: "formulate policies, guiding principles and priorities for higher education institutions for the promotion of socio-economic development of the country".

Besides, it is also responsible for the process of "evaluation of the performance, and to prepare, through consultation with institutions, plans for development of higher education and express its opinion on all matters relating thereto". Further, "recommending conditions under which institutions, including those that are not part of the state educational system, may be opened and operated", is also part of its responsibility.

Importantly also, the HEC has the responsibility to guide institutions in designing their curricula. Thus, acknowledgement of the LL. B degree, as well as regulations of LL.B programs, are also now under the control of the HEC. In a nutshell, the HEC has been entrusted with the responsibility of accrediting institutions of higher learning and giving recognition to their degrees. Although, at higher education level, the universities are totally autonomous

bodies in their administrative issues, the HEC sets the minimum standards for each degree program in terms of minimum credit hours, nature and weight age of core and other courses, and mode of assessment.

Further, the HEC is also supported by different accreditation councils, including the PBC. In addition, “HEC helps to build capacity of existing councils or bodies in order to enhance the reliability of the evaluation carried out by them”. One of the important roles of the HEC is to, “advise the federal government and provincial government on proposal for granting a charter to award degree in both public and private sector”.

Unclear legal road map for law professionals

The crisis in legal education to provide acceptable justice system has been a serious matter of discussion in different countries and jurisdictions over the past few decades (Maleshin, 2016). In Pakistan, the development of legal education has fallen behind compared to other areas of academic development (Braibanti, 1999). The weakness of legal education and legal profession is an underlying challenge for the rule of law in Pakistan (Osama 2014). The substandard quality of legal education, the lack of professional standards and nonexistence of clinical legal education are contributing to the deficiency of the legal experts (prosecutors, lawyers, judges); and is ultimately weakening the confidence of general public on rule of law (Blue, Hoffman, & Berg, 2008). The legal profession is poorly regarded and opted as last opportunity especially for the students who are unable to pursue better position in other professions (Ranjha, 2015). However, there are few lawyers who earned high respect due to their foreign qualification and work in renowned law firms (ADB, 2000).

Teaching at Pakistani law schools primarily is undertaken by practicing lawyers, as well as retired lawyers and judges. Lawyers also have assumed prominence in the regulatory oversight of legal education, the accreditation and evaluation of law schools, curricular design, and standard setting (Sardar & Usha 2018).

The lawyers’ stranglehold on Pakistan’s legal education system promotes and sustains an invasion of law schools by a guild-like, mechanical approach to training in law. One is told how, in the past, leading lawyers of the country—practitioners with traditional practices who were generalists, read widely and thought deeply—considered it public service also to teach and were apparently inspiring and thought-provoking teachers. That is no longer the case, as the leading lawyers are far too busy and gainfully employed. With exceptions, those who teach now are those with spare time. In many ways, the stranglehold of lawyers is symptomatic of the same ethos embedded in approaches to justice-sector reform in Pakistan, in which the “legal community” has played a prominent part. As a result, the existing structure, framework and salient features of the legal-judicial system seldom are questioned in fundamental ways (Khan 2012, Osama 2014, Sardar & Usha 2018). In the discourse over in the past twenty years efforts at legal education reform, certain key characteristics and developments stand out (Usama 2014).

First, the process has been dominated by lawyers through the bar council and now increasingly by the judges through the law and justice commission. Neither the lawyers nor the judges, however, possess enough expertise or time to comprehensively visualize what quality legal education entails (Khan 2012).

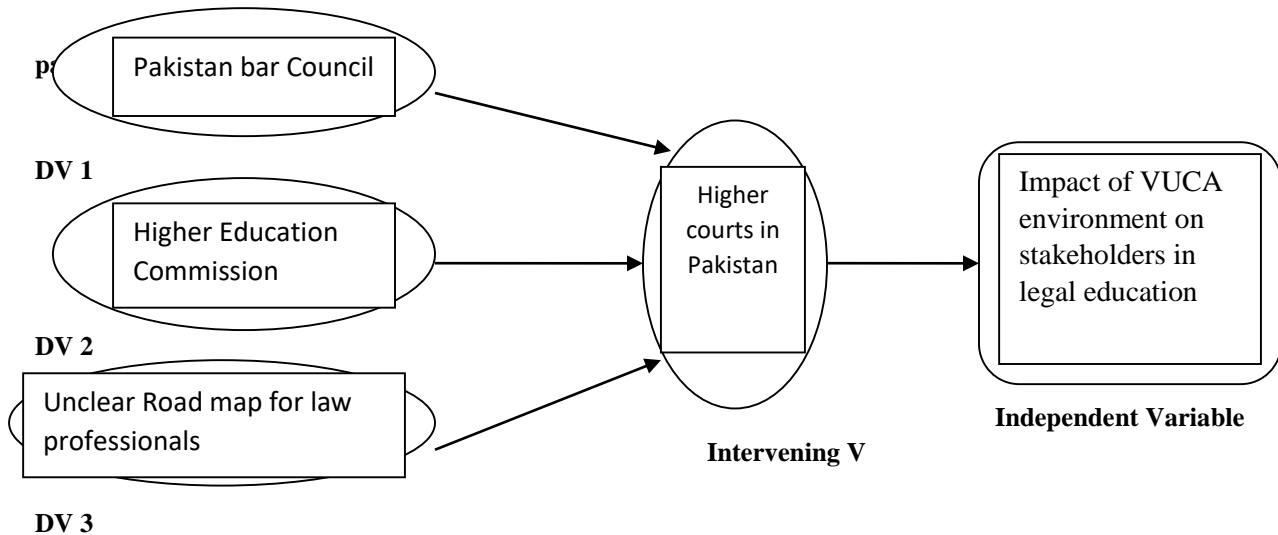
Second, while the education commission fixated initially on promoting the cause of natural sciences and showed little interest in the social sciences, when it eventually decided to push reform in the latter, particularly in legal education, it neither had the capacity nor the leverage to lead. Further, after the Eighteenth Amendment to the Pakistani Constitution in 2010, the commission now has been more or less defanged as regulatory power in higher education has devolved to the provinces, which, in turn, has ushered in a period of acute uncertainty as to future directions of higher education in Pakistan (Osama 2014).

Third, projects for wholesale reform in legal education seem to be imagined either as big bang creations of centres of excellence and national law universities, rising magically out of the existing morass, or in accelerated metamorphosis of crumbling, existing institutional edifices like the federal judicial academy (Sardar & Ushar 2018).

Research problem

Legal education system has been acknowledged and did not receive the attention that it deserved (Khan 2012). The statement shows that legal education stakeholders are looking forward for an established benchmark to shield guard their interests against political and legal unrest in the country.

Theoretical framework



Research Methodology

The study was analyzed with the help of literature review design and interviewing from legal education stakeholders representing five districts of Punjab. Percentage method was used to interpret the data.

Research question

Legal profession has been overlooked by policy makers and legislator in Pakistan. Stakeholders in legal education need benchmark for the profession that is acceptable at all level such as trust of people on judiciary system and professionals.

Research Design

This paper is aimed to study that Volatile, Uncertain, Complex, and Ambiguous (VUCA) environment impacting legal education stakeholders.

Hypothesis

H1 Pakistan bar council creates an impact of VUCA on legal education system.

H2 Higher Education Commission creates an impact of VUCA on legal education system.

H3 Unclear road map of law professionals creates an impact of VUCA on legal education system.

H4 Higher courts create an impact of VUCA on legal education system.

Data Collection

The study was conducted adopting two different methods of data sources literature review and survey. Five districts of Punjab opted as population and simple random sampling was conducted.

Due to lack of time and resources survey was conducted through random sampling to collect data from 60 legal education stake holders though these respondents are distributed as 10 Law experts, 10 law professionals, 10 law colleges/ institutions executives, 10 law teachers, and 20 law students. Considering the law students a potential law professional, they have been questioned more than others.

Table 1

Total No. of Respondents 60

Opinion	n	%
Law commentators / experts	10	17
Law college executives	10	17
Law professionals	10	17
Law teachers	10	17
Law students	20	32
Total	60	100

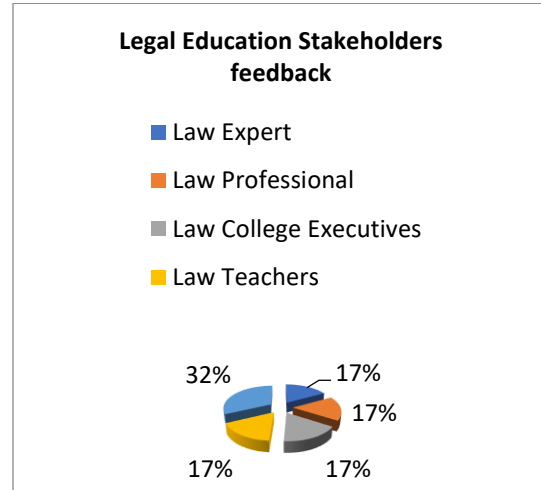


Chart 1

Interpretation: The table shows that out of 60 respondents, 10 each were Law experts, professionals, college executives, Law teachers, and 20 Law students. 32% respondents were law students and 17 % each from the rest four opted sample.

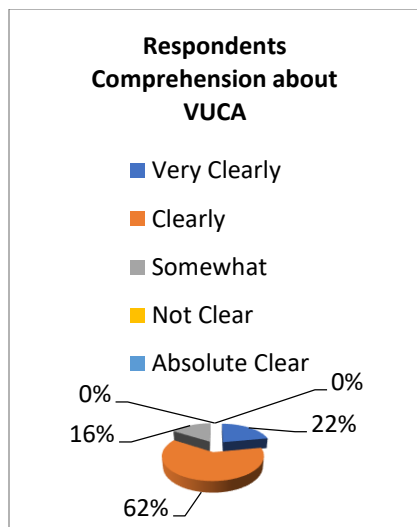
Q.1 I understand the meanings of Volatile, Uncertain, Complex, and Ambiguous VUCA Environment;

Table 2 (feedback of respondents)

Opinion	Law expert	Law professional	Law college executives	Law teachers	Law students	%
Very clearly	5	1	1	1	5	22
Clearly	3	8	8	6	12	62
Somewhat	2	1	1	3	3	16

Not clear	Nil	Nil	Nil	Nil	Nil	Nil
Absolute Unclear	Nil	Nil	Nil	Nil	Nil	Nil
total	17	17	17	32	100	

Chart 2



Interpretation: The table 2 shows that almost 84% (22+ 62) respondents understand VUCA Environment, while 16 % were somewhat knew about it.

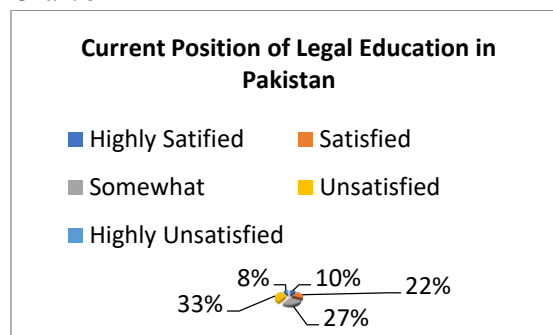
Q.2 I am satisfied with the current position of legal education in Pakistan at the moment;

Table

Opinion	Law Expert	Law professional	Law college executives	Law teachers	Law students	Percentage
Highly satisfied	Nil	Nil	Nil	4	2	10
Satisfied	1	Nil	4	1	7	22
Somewhat	3	3	1	3	6	27
Unsatisfied	4	6	5	2	3	33
Highly unsatisfied	2	1	Nil	Nil	2	8

total	17	17	17	17	32	100
-------	----	----	----	----	----	-----

Chart 3



Interpretation: The table 3 shows that 32% respondents were satisfied while 41% unsatisfied and 27 % respondents responded somewhat.

Q.3 I am glad to pursue my legal profession; Table 4

Opinion	Law Expert	Law professional	Law college executives	Law teachers	Law students	Percentage
Highly satisfied	3	1	3	4	10	35
Satisfied	5	8	6	4	7	50

			ves	rs	e nt s	
Highly satisfied	3	1	3	4	10	35
Satisfied	5	8	6	4	7	50

ied						
Somewhat	2	1	1	1	3	14
Unsatisfied	Nil	Nil	Nil	1	Nil	1
Highly unsatisfied	Nil	Nil	Nil	Nil	Nil	Nil
total	17	17	17	17	32	100

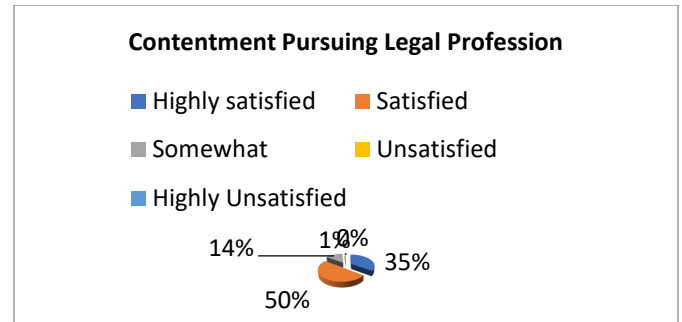
Chart 4

Interpretation: The table 4 shows that almost 85% respondents were satisfied opting legal education while remaining 15% remained neutral in their response.

Q.4 I recommend others to go for Legal profession even in current scenario;

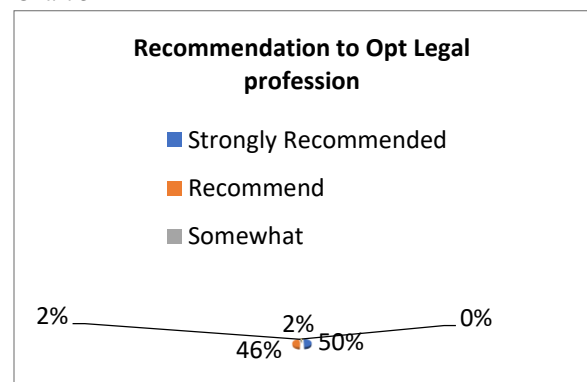
Table 5

Opinion	Law Expert	Law professional	Law college executives	Law teachers	Law students	Percentage %
Strongly recommend	2	5	7	8	8	50
Recommend	7	5	3	2	10	46
Somewhat	1	Nil	Nil	Nil	Nil	2
Disagree	Nil	Nil	Nil	Nil	1	2



Highly disagree	Nil	Nil	Nil	Nil	Nil	Nil
total	17	17	17	17	32	100

Chart 5



Interpretation: The table 5 shows that almost 96% respondents recommended others to opt legal profession while only 4% remained unsure about it.

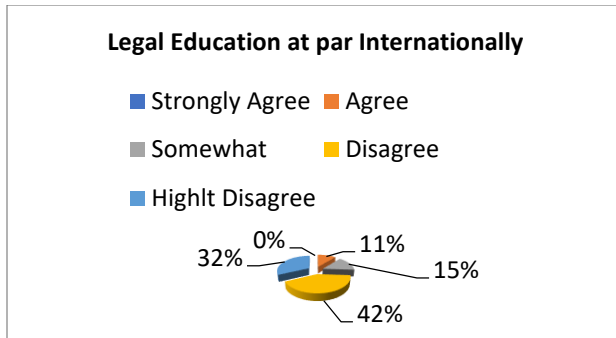
Q.5 I think quality of legal education is at par international standards;

Table 6

Opinion	Law Expert	Law professional	Law college executives	Law teachers	Law students	Percentage %
Strongly agree	Nil	Nil	Nil	Nil	Nil	Nil
Agree	Nil	3	2	2	Nil	11
Somewhat	Nil	6	Nil	Nil	3	15
Disagr	7	1	8	6	3	42

Highly disagree	3	Nil	Nil	2	14	32
total	17	17	17	17	32	100

Chart 5



Interpretation: The table 5 shows that almost 74% of the respondents disagreed about the Pakistan legal education level at par internationally while 15 % remained unsure 10% or so thought it is up to the mark.

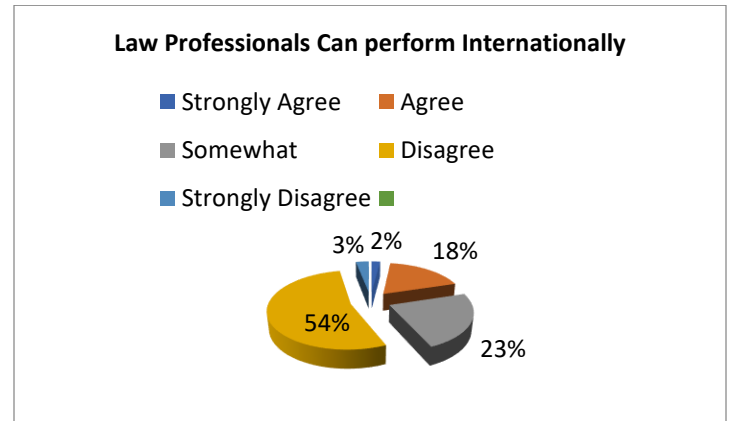
Q.6 Our law professionals are competent enough to perform effectively anywhere in the world;

Table 7

Opinion	Law Expert	Law professional	Law college executives	Law teachers	Law students	Percentage %
Strongly agree	1	Nil	Nil	Nil	Nil	2
Agree	3	Nil	Nil	3	5	18
Somewhat	3	1	5	2	3	23
Disagree	3	9	5	5	10	53
Highly disagree	Nil	Nil	Nil	Nil	2	3

ee						
total	17	17	17	17	32	100

Chart 7



Interpretation: The table 7 shows that almost 56% respondents disagreed that law professionals of Pakistan can perform well internationally 23 % remained unsure and 20% believed that they might perform well.

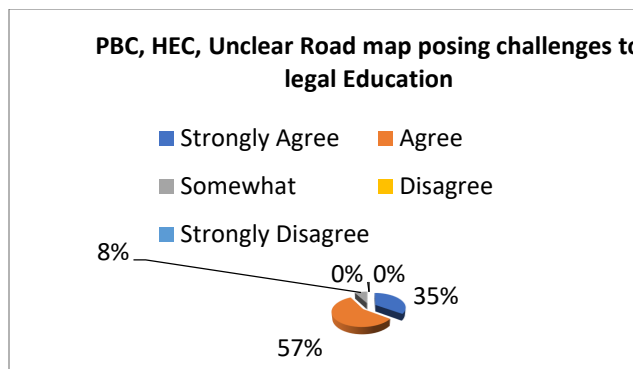
Q.7 VUCA environments such as PBC, HEC, Unclear roadmap posing challenges to legal education stakeholders;

Table 8

Opinion	Law Expert	Law professional	Law college executives	Law teachers	Law students	Percentage %
Strongly agree	2	il	6	3	10	35

Agree	7	10	2	5	10	57
Somewhat	1	Nil	2	2	Nil	8
Disagree	Nil	Nil	Nil	Nil	Nil	Nil
Highly disagree	Nil	Nil	Nil	Nil	Nil	Nil
total	17	17	17	17	32	100

Chart 8



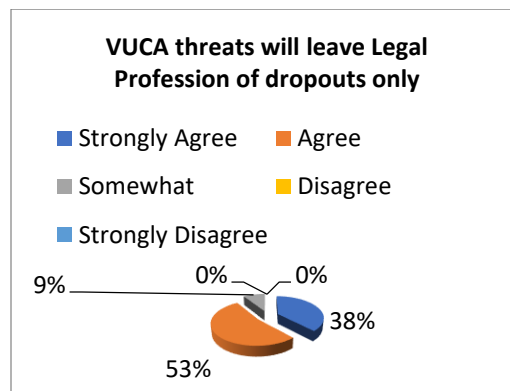
Interpretation: The table 8 shows that almost 92% respondents agreed PBC, HEC, & Unclear road map posing challenges to the career while 8 % were unsure.

Q.8 I feel VUCA posing serious threats to leave legal profession of dropouts only;

Opinion	Law Expert	Law professional	Law college executives	Law teachers	Law students	Percentage %
Strongly agree	3	Nil	6	6	8	38
Agree	6	10	4	4	8	53
Somewhat	1	Nil	Nil	Nil	4	9
Disagree	Nil	Nil	Nil	Nil	Nil	Nil

Highly disagree	Nil	Nil	Nil	Nil	Nil	Nil
total	17	17	17	17	32	100

Chart 9



Interpretation: The table 2 shows that almost 91% respondents agreed that VUCA threats will leave legal profession of dropouts only while 9% were unsure but no disagreed.

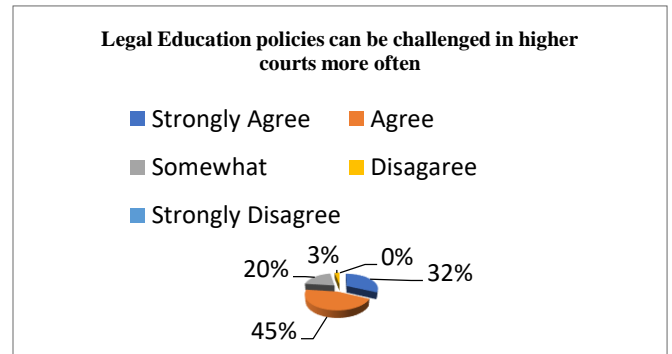
Opinion	Law Expert	Law professional	Law college executives	Law teachers	Law students	Percentage %
Strongly agree	3	Nil	6	6	8	38
Agree	6	10	4	4	8	53
Somewhat	1	Nil	Nil	Nil	4	9
Disagree	Nil	Nil	Nil	Nil	Nil	Nil

Strongly agree	2	5	3	3	6	32
Agree	3	3	5	6	10	45
Somewhat	3	2	2	1	4	20
Disagree	2	Nil	Nil	Nil	Nil	3
Highly disagree	Nil	Nil	Nil	Nil	Nil	Nil
total	17	17	17	17	32	100

Q.9 I feel legal education policies can be challenged in higher courts more often; (Table 10)

Chart

10



Interpretation: The table 2 shows that almost 77% respondents agreed that legal education policies can be challenged in higher courts while 20% remained unsure 3% went against it.

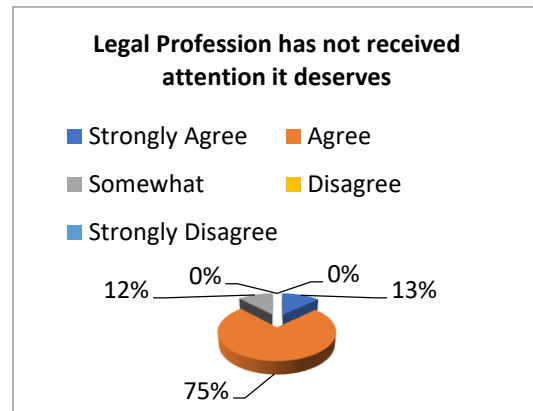
went against it.

Q.10 Law profession has not received attention it deserves; (Table 11)

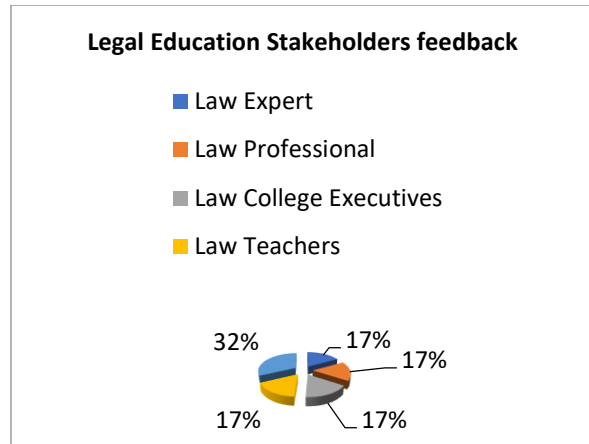
Opinion	Law Expert	Law professional	Law college executives	Law teachers	Law students	Percentage
Strongly agree	2	Nil	Nil	3	3	13
Agree	6	10	10	7	12	75
Somewhat	2	Nil	Nil	Nil	5	12
Disagree	Nil	Nil	Nil	Nil	Nil	Nil
Highly disagree	Nil	Nil	Nil	Nil	Nil	Nil

disagree						
total	17	17	17	17	32	100

Chart 11



Interpretation: The table 11 shows that almost 88% respondents agreed that legal profession has not received attention it deserved while 12% remained unsure but no one went against the statement.

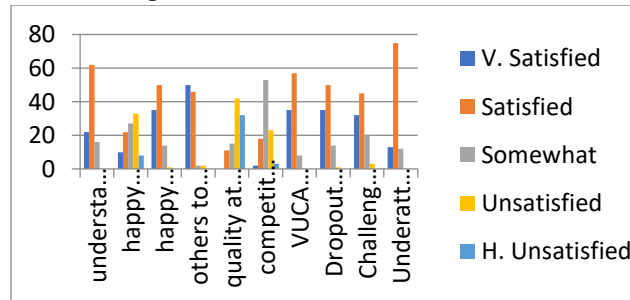


	professional				
4	Recommend to pursue Law profession	50	46	2	2
5	Quality at par Internationally	Nil	11	15	42
6	Competitive professional	2	18	53	23
7	VUCA forces push hard	35	27	8	Nil
8	Dropout profession	35	50	14	1
9	Challengeable policies	32	15	20	3
	Law profession under H. attended by govt		75	12	Nil
10					13

Analysis of survey questions

Sr.	Survey questions	V. satisfied	Satisfied	Somewhat	Unsatisfied	H. Unsatisfied
1	Understanding VUCA	22	62	16	Nil	Nil
2	Satisfaction of Profession position	10	22	27	33	8
3	Happy	35	50	14	1	Nil

Chart of respondent's feedback



Unsatisfied

Percentage method was used to interpret the data.

Opinion statistics status

Sr	Hypothesis statistics	Percentage %
1	Highly satisfied	23
2	Satisfied	44
3	Somewhat	15
4	Unsatisfied	14
5	Highly	4

Research findings

VUCA environment is a reality that legal education stakeholders and law professionals are facing at the moment. The research results show that VUCA is terminology that legal education stakeholders not only understand but also consider it serious threat for the profession. Respondents' trends show that they are not comfortable with the position they hold locally as well as internationally. Law professionals are looking forward favorable legislation that can help the profession to flourish and achieve rule of law in the country. Judiciary system needs to gain more believe of people to avoid unrest and combat the everyday challenges produced by VUCA environment.

Conclusion

The study shows that law professionals are glad to join this area but on the same time general opinion of respondents indicating that VUCA threats are posing serious challenges in form of unparallel syllabi LL.B. Secondly Pakistan bar council and Higher education commission are not on one page to provide law professionals a platform that leads them to their desired level of success as well as believing on rule of law. Thirdly legal education is under hot water as higher courts have proved to be formidable intervening variables in this situation and it is clearly because PBC and HEC are not harmonized as far as law education is concerned. Affiliating colleges with public sector universities have not been able to play positive role to strengthen the profession. Thirdly and most important legal education has never been prioritized by state the recognition and attention it deserves. Consequently law profession is considered as options of dropouts only that are mere misfortune.

Limitation

This study has only been conducted on micro level. More respondents from the corporate law and mercantile law can be incorporated in future research. The study has not taken view point legislator or law makers. The study has been conducted with only three independent variables that may be increased. Intervening variable is only one in this case role of higher courts to promote legal education.

Future Research

Labor laws have become of great significance in the environment of VUCA. External degree program can be subject to study as it's strongly associated with our legal system. Opinion from practicing, retired judges can be taken in future research. Role of affiliated colleges can be discussed. Academic review committee can be formulated to establish uniform legal education policy endorsed by all major stake holders of the country including, PBC, HEC, Universities, law schools / academies, and judicial council etc. 18th amendments will be key area to study to promote legal education in the country. Law journals and research can be very good topics to work in future.

Reference

- Acklin, C. (2013). Design management absorption model: A framework to describe and measure the absorption of knowledge by SMEs with little or no prior experience. *Creativity and Innovation Management*, 147-160.
- Adams, T. & Stewart, L. (2015). Chaos theory and organizational practice: A theoretical analysis of the challenges faced by the New Orleans police department during hurricane Katrina. *Public Organization Review*, 15(3), 415-431.
- Baltaci, A. & Balci, A. (2017). Complexity leadership: A theoretical perspective. *International Journal of Educational Leadership and Management*, 5(1), 30-58.
- Easter, M.K., Schommer-Aikens, M. & Vitale, R. (2012). IWin2: Developing a culture of professional use of technology in the on-ground classroom. *American Society of Business and Behavioural Sciences Annual Conference*, Las Vegas: American Society of Business and Behavioral Sciences.
- Euchner, J. (2012). Design thinking: An interview with Roger Martin. *Research-Technology Management*, 10-14.
- Feast, L. & Melles, G. (2010). Epistemological positions in design research: A brief review of the literature. *Proceedings from 2nd International Conference of Design Education*, Sydney, Australia.
- Felin, T. & Powell, T.C. (2016). Designing organizations for dynamic capabilities. *California Management Review*, 58(3), 78-96.
- Fiol, M.C. & Lyles, M.A. (1985). Organizational learning. *The Academy of Management Review*, 10(4), 803-813.
- Fraser, H.M. (2007). The practice of breakthrough strategies by design. *Journal of Business Strategy*, 66-74.
- Fraser, H.M. (2009). Designing business: New models for success. *Design Management Review*, 56-65.
- Galle, P. (2011). Foundational and instrumental design theory. *MIT Design Issues*, 81-94.
- Gardien, P. & Gilsing, F. (2013). Walking the walk: Putting design at the heart of business. *Design Management Review*, 54-66.
- Jahnke, M. (2013). *Meaning in the making: Introducing a hermeneutic perspective on the contribution of design practice to innovation*. Goteburg: ArtMonitor.
- Johansson-Skoldberg, U., Woodilla, J. & Cetinkaya, M. (2013). Design thinking: Past, Kim, Y.A., Akbar, H., Tzokas, N. & Al-Dajani, H. (2014). Systems thinking and absorptive capacity in high-tech small and medium-sized enterprises from South Korea. *International Small Business Journal*, 32(8), 876-896.
- Lichtenthaler, U. (2016). Absorptive capacity and firm performance: An integrative

- framework of benefits and downsides. *Technology Analysis & Strategic Management*, 664-676.
- Llamas, A.C. (2015). *Human-centred innovation processes*. The Case of Design Thinking in Nascent and Large Corporations.
- Moon, H., Miller, D.R. & Kim, S.H. (2013). Product design innovation and customer value: Cross-cultural research in the United States and Korea. *Journal of Product Innovation Management*, 31-43.
- Osama Siddique, (2014) Legal Education in Pakistan , “journal of Legal Education” 499-511, 63(3).
- Reeves, T.C. (2015). Educational technology research in a VUCA world. *Educational Technology*, 55(2), 26-30.
- Sardar, Ushrani, & Soraja, (2018), Legal education in Pakistan: An Overview, “IIUM LAW JOURNAL”, 26(2), 402-432
- Senge, P., Hamilton, H. & Kania, J. (2015). The dawn of systems leadership. *Stanford Social Innovation Review*, 27-33.
- Senge, P.M., Smith, B., Kruschwitz, N., Laur, J. & Schley, S. (2008). *The necessary revolution: How individuals and organizations are working together to create a sustainable world*. Crown Business.
- Shearer, A.W. (2016). Abduction to argument: A framework of design thinking. *Landscape Journal: Design, Planning and Management of the Land*, 127-138.
- Teece, D.J. (2007). Explicating dynamic capabilities: The nature and micro foundations of (sustainable) enterprise performance. *Strategic Management Journal*, 1319-1350.
- Yin, R.K. (2014). *Case study research*. Thousand Oaks, CA: Sage Publications.
- Yushu, Malik, & Roy. (2018), Comparative study of China, India, & Pakistan legal system, “Journal of Legal Studies”,ISSN 2457-9017; Online ISSN 2392-7054. Web: publicatii.uvvg.ro/index.php/jls.