



# Cavendish

Success begins at Cavendish

# Cavendish University is fully licensed by NCHE-Prof Mugisha

**Accredited.** Prof. John Francis Mugisha has said that Cavendish University Uganda is a fully licensed institution of higher learning in Uganda. A provisional license is issued to a university before it starts operating in Uganda. **P.2**

## Cavendish runs online examinations

Cavendish university was able to successfully conduct an on-line examination between January 4 to January 25. It was possible and convenient for CUU to conduct online examination. **P. 4**

## How to run Educational Institutions during the Covid-19 Pandemic

Dwindling incomes due to prolonged lockdown could mean that large numbers of children will never return to the classroom. **P.3**

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Prof. John Francis Mugisha, the Cavendish university Vice Chancellor. PHOTO by Benjamin Mwibo.




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# Cavendish University is fully licensed by NCHE



BY BENJAMIN MWIBO

Prof. John Francis Mugisha has said that Cavendish University Uganda is a fully licensed institution of higher learning in Uganda.

This is in response to the story by The Campus Bee, the online media platform in which the publication stated that Rwandan government has asked students who graduated from Cavendish University Uganda to redo courses.

On January 20, 2021, The Campus Bee quoted the Rwanda Minister for Higher Education Council Dr. Valentine Uwamariya saying: “Cavendish University is not accredited in Ugan-

da and, therefore, qualifications obtained from the institution cannot be recognized in Rwanda.”

Dr. Uwamariya was also quoted to have said that Rwandan nationals or students from Cavendish University Uganda should enroll in Rwandan local universities and start afresh since their qualification cannot be accepted.

Prof. Mugisha said that this problem is as a result of regulatory differences between Ugandan and Rwandan universities. In Uganda, a provisional license is issued to a university before it starts operating but in Rwanda, a Charter is given right away.

Mr. David Mutabanura the Exec-

utive Director, Cavendish University Uganda agrees with Prof. Mugisha. He said that in Uganda and many other countries, the systems differ a little bit since a license is issued a for university to operate as it processes the charter with time.

“It begins with a provisional license and later a full license after all the programmes have been approved,” he says “After getting a full license, it means the degrees are now valued and recognized.”

Years back, Cavendish university engaged Rwandan education authorities to have the university certificates recognized in Rwanda.

“We explained to Rwanda that our University certificates are recognized and equal to any certificate given elsewhere, because our former students in Rwanda were having challenges being given the equivalent. So, we engaged and requested the regulators in Rwanda to issue a recognition certificate which later started to work out a couple of years back,” Mr. Mutabanura recalls.

This problem does not affect Cavendish university alone but all unchartered universities having Rwandan students. “It is not only Cavendish university graduates but it cuts across all uncharted universities though in this case Cavendish university is at the forefront,” says Mr. Mutabanura.

However, according to Prof. Mugisha, Cavendish University is being pronounced among all other unchartered universities in Uganda because Cavendish graduates are given higher positions in Rwanda by the government and they are performing well.”

## The visit to Cavendish University

In 2018, the Executive Director of Rwanda Higher Education Council visited Cavendish university Uganda. According to Prof. Mugisha, the then Executive Director of Rwanda Higher Education Council wondered why Cavendish university does not have a Charter yet it was producing brilliant students.

“He admitted that our students are brilliant and highly pass job interviews in Rwanda but he asked why are we not having a University Charter,” says Prof. Mugisha.

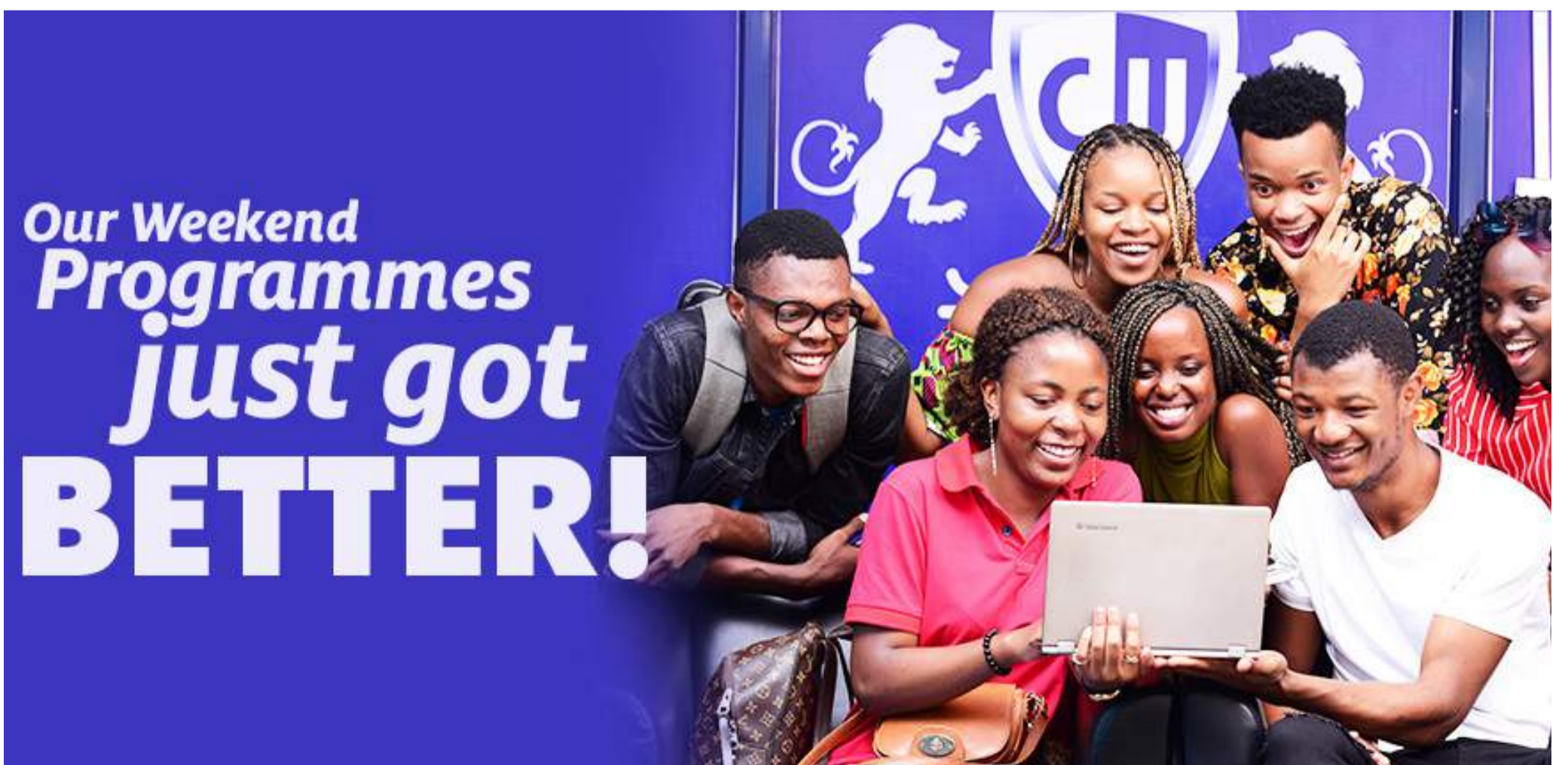
## Way forward

Cavendish university has written to Rwanda Higher Education Council and the National Council for Higher Education in Uganda seeking to have this issue permanently solved.

“We have engaged the National Council for Higher Education in Uganda to get in touch with the authorities in Rwanda with the view of explaining further the issue of different licensing regime and also clear the path for our graduate, Mr. Mutabanura confirmed.

Prof. Mugisha, however, vowed to do all it takes to have a Charter in a short time. “Currently, we are putting more efforts to see that within a period of two years, we shall be having a complete Charter for our university,” Prof. Mugisha promised.

Mr. Mutabanura, however, appealed to the students and their parents to be calm as the university works to get a Charter. “We would like to ask our students, parents and sponsors to be calm because we are in the process of acquiring the Charter and we are harmonizing the situation between us and Rwanda,” Mr. Mutabanura said.





EDITORIAL

## Embrace weekend study programmes

Weekends hold a special place in the lives of most workers. The weekend stretches ahead and there's no need to set the alarm clock.

But for a growing number of people the weekend has begun to mean something different. Not for them the night out or bottle of wine on the table. They are grabbing their notepads and heading off for university lectures and seminars.

Weekend courses are growing in popularity, alongside evening study, not least because the recession has encouraged people to hold on to their jobs and gain extra qualifications to boost their CVs.

Long and unpredictable working hours can make it difficult for part-time students to make lectures and seminars in the evening, which is why most universities offer post-graduates the option to take study breaks or reschedule their modules. Now the weekend option is increasingly offered at Cavendish University Uganda.

The CUU Weekend programmes just got more affordable, flexible and convenient! Save money while studying from anywhere with the 30% programme fee reduction and our in-class and online (blended) learning options.

Even more accessible are your learning materials through our state-of-the-art, 3rd generation teaching and learning online platform. You can have it all!

Lecturers for these programmes have industry experience and interactive academic content is provided on our digital learning platform in advance. This means that class time is spent on active learning and mastery of academic content using modern learning methods.

*Some key advantages of the Weekend Programmes include:*

- Splitting your time conveniently between in-class study and studying on your digital device
- Easy access to learning materials and learning resources anytime, anywhere
- Studying in a class of your peers – professionals in their own fields with practical knowledge
- Learning from lecturers with practical-in field knowledge
- Ability to track and monitor academic progress
- Access to lecturers during dedicated hours for academic support.



Mr. David Mutabanura, the Executive Director, Cavendish University Uganda

## How to manage Educational Institutions during the Covid-19 Pandemic

BY GEOFFREY OCHWO

The coronavirus pandemic pushed more than 15 million children out of school. According to the Ministry of Education, more than 73,000 learning institutions closed, and consequently, 15 million learners and 600,000 refugee learners were affected.

In November 21, 2020, Mr. David Mutabanura, the Executive Director of Cavendish University Uganda held a virtual meeting with Cavendish university staff and students titled 'Managing Educational Institutions during the Covid-19 Pandemic.'

In his presentation, Mr. Mutabanura said that many children are at risk of falling behind due to school closures aimed at containing Covid-19 spread, impacted by technology access and affordability challenges.

Dwindling incomes due to prolonged lockdown could mean that large numbers of children will never return to the classroom.

"As of April 8, 2020, universities and other tertiary education institutions were closed in 175 countries. Over 220m post-secondary students—99 percent affected, had their studies ended or significantly disrupted due to Covid-19," Mr. Mutabanura

said.

Although the government of Uganda allowed remote learning, many challenges still persist.

The National IT survey 2017/2018 found that 65.3 percent of Ugandan households owned a radio, 21.8 percent owned a Television set, 5.9 percent had access to a computer at home, 10.8 percent of households owned a household telephone, and 10.8 percent of all households had at least one member who had Internet access. Of the households with internet access, 99.1 percent used their mobile phones to access the internet.

Mr. Mutabanura also cited the impact of Covid-19 on educational institutions as being; reduced public and private funding for higher education, permanent closures of programs and institutions—resulting in permanent loss of skills and human capital in academic and administrative positions, and permanent movement of more programs to online/remote platforms—requiring support for doing this effectively among others.

### Why Cavendish continued operating

Headed by Mr. Mutabanura, Cavendish university Uganda is one model university in Uganda

### Key Statistics

- 1bn children at risk of falling behind due to Covid-19 school closures
- 3/4 students cannot be reached by remote learning—internet access, PCs, TVs or Radios
- 188 School closures (April 2020), many exploring alternatives e.g., Internet, TV, radio
- While >90% of countries adopted remote learning, only 60% did so for pre-primary
- 83% of countries used Online platforms, but 1/4 of school-children worldwide
- Television had the potential to reach the most students 62% globally
- Only 16% of schoolchildren could be reached by radio-based learning worldwide

that managed to effectively operate during the lockdown. This is why CUU was among the first universities to be accredited by the National Council for Higher Education (NCHE) to conduct online teaching and learning under the Open, Distance and e-Learning (ODEL) framework.

Even before the outbreak of Covid-19, CUU was already running Distance Learning programme which is one of the most unique and flexible learning modes in Ugandan Universities.

The programme was running on the Cavendish University- Learning Platform commonly termed as CU-LP, which is accessible to both CUU students and staffs through a Mobile App installed on phone tablets given by CUU or a Web application accessible through our CU-LP website.

CU-LP enables messaging and emailing among students and staffs, it is used for social learning and group discussions, and it is also used to track learning progress and class attendance among the students.

### Way forward

In order for educational institutions to continue operating, Mr. Mutabanura suggests that educational institutions should train instructors on how to teach remotely, thereby allowing academic staff to define own plan for content, goals, and learning assessment in the new modality.

He also proposes that students should be coached and supported on how to learn remotely, and also hardware should be provided to students and instructors where feasible.



# Cavendish runs online examinations



Prof. John Francis Mugisha the Vice Chancellor, Cavendish University

BY FAIMA IBRAHIM

Cavendish university was able to successfully conduct an online examination between January 4 to January 25. Since March 2020, many learning institutions have not been opened for physical learning.

Universities in Uganda went through a shutdown in a way of controlling the spread of the noble Corona Virus.

“When we went through a shutdown, we never ignored our students. We applied to teach online because we had facilities. We opened accounts for our students and we put our students online,” said Prof. John Francis Mugisha the Vice Chancellor, Cavendish University Uganda.

He also said: “We were among the first two universities to be approved to teach online. Today, some universities have not yet been cleared to teach online because they lack the requirements.”

Since Cavendish university was conducting online classes, it was possible and convenient for it to conduct online examination. “When you are studying online and teaching online, it is important to have exams online especially when coming to campus to do physical exams is not possible,” Prof. Mugisha said.

**Why online and open book exams?**  
According to Prof. Mugisha, the ex-

ams were online because the university was reaching its students online through the Cavendish Learning Platforms (CULP).

The students downloaded the exam papers and answer booklets from CULP. After downloading the question paper, the students logged off the CULP and completed the exams offline. Then after completing the exams, students logged back onto CULP and uploaded the answer booklets.

The university put different days for different students to upload the exams in order to avoid online traffic congestion which could cause overload and eventual breakdown of the system.

The online examinations do not have invigilators. “In the traditional exams we are used to, there is an invigilator,” Prof. Mugisha said. He also added that: “The student has time to revise, goes to class and the invigilator checks the student and ensures that all the foreign materials are removed from the student so that the student goes with nothing to the examination room. The student only goes with the pen to the examination room, finds the question paper and answer booklet in the room and answer the questions.”

According to Prof. Mugisha, in traditional examination, the examiner is only testing the student’s ability to remember what she or he was taught. “Basically, what they are testing is not intelligence, not even knowledge. What they are testing is memory in those exams,” Prof. Mugisha said.

However, this mode of examination is being phased out. “Modernized systems of examinations have run away from testing memory. They have gone to testing the ability to work and apply the knowledge,” Prof. Mugisha

emphasized.

“If you have been imparting skills for employability and to test whether the student will be in position to work, you cannot say-do not bring foreign materials because in the workplace, there is no invigilation,” he added.

Furthermore, Prof. Mugisha emphasized that with open book exams, the examiners are not testing memory, but problem-solving skills, applications, and so they can consult text books or even friends because in the real world of work, you will be allowed to do so.

“A brilliant student now is no longer the one who recalls the information in the head. A brilliant student is the one who knows where to get the information, reorganize it, repackage it and disseminate it at the level that can be understood by the audience,” Prof. Mugisha said. He also added that: A brilliant student is not the one who says, close your eyes and I can tell you all the answers. No. We are not working in the world where we close our eyes. In fact, opening the eyes is even better and consulting other people is much better.”

According to Prof. Mugisha, the setting of online examination has also changed. “You cannot set open book exams the way you set other exams where you are testing memory. Cavendish university wants to transform from training people for cram work to training people for real understanding,” he said.

Cavendish university promises to use a mixed method approach of examination which will include both the traditional and the open book examination. Each will constitute 50 per cent of the final marks.



Mr. Ukpe (Left) and Mr. Isah (Right)

BY BENJAMIN MWIBO

Ahmad Isah, a final year student of International Relations and Diplomacy at Cavendish University Uganda was the first to get an opportunity for an internship placement at the Nigerian High Commission in Uganda.

The two-months internship training that took place between September

## Ahmad Isah: The pioneer intern at the Nigerian High Commission in Uganda

and November 2020 highly exposed the student to the practical skills of the diplomatic profession that complimented the theoretical aspects.

In the course of the internship, the student was made to write reports on topical political, economic and social-cultural developments in Uganda, the intern also engaged in consular related duties, for example, passport and visa processing, protocol duties and conferences.

“Ahmad was found useful in the immigration sector for passports and visa that connects with Dar-es salaam in Tanzania and he acquired skills such as using the machine to print, uploading and downloading documents meant for office duties,” said Mr. Emmanuel Ukpe, the minister for Nigerian High Commission in Uganda.

According to Mr. Ukpe, Ahmad was also meant to read through daily newspapers and give a report on each diplomatic story he comes across, he was also made to assist in the Consular section among others.

Isah says that he was granted internship because of his activeness, willingness to learn and volunteer. “I had my internship at the Nigerian High Commission and I was multi-purpose because I got involved and assisted in almost every sector such as immigration, administration among others,” Isah said.

Asked whether Isah will be retained at the Nigerian High Commission, Mr. Ukpe said that Isah would only be employed if he had completed his studies. “Due to the fact that Ahmad is still a student, we can only employ

him once he finishes with his course and that is recruiting him as a local staff.” He also added that: “Currently most of the staffs here are Ugandans, for example, the security, drivers, secretary among others.”

However, for any graduate in Nigeria to get employed, he or she should volunteer as a public servant for at least one year in either private or public sector.

“In the light of the exemplary performance and general good conduct during the short internship period, I have the honor, on behalf of the High Commission, to commend you highly to the authorities of Cavendish and to all other institutional authorities that you will be dealing with in your future endeavors,” reads the letter of completion issued to Isah by Mr. Ukpe.

Having done internship at the Nigerian High Commission, Isah said it was relevant and he believes he will become an ambassador one day.





CAVENDISH  
UNIVERSITY  
UGANDA

### Cavendish University Uganda Programmes Offered in 2021

Contact Programmes	Duration	Tuition Per Semester (UGX)		
		DAY	DL	WKN
<b>Bachelors' Degrees</b>				
Bachelor of Business Administration - Management	3 years	1,119,000	1,063,000	1,231,000
Bachelor of Business Administration - Accounting & Finance	3 years	1,119,000	1,063,000	1,231,000
Bachelor of Business Administration - Procurement & Logistics	3 years	1,119,000	1,063,000	1,231,000
Bachelor of Business Administration - Banking & Finance	3 years	1,119,000	1,063,000	1,231,000
Bachelor of Business Administration - Human Resource Management	3 years	1,119,000	1,063,000	1,231,000
Bachelor of Public Administration and Management	3 years	1,092,000	1,037,000	1,202,000
Bachelor of Arts in International Relations & Diplomacy	3 years	1,092,000	1,037,000	1,202,000
Bachelor of Mass Communication & Journalism	3 years	1,092,000	1,037,000	1,202,000
Bachelor of Environmental Health Science	3 years	-	-	1,482,000
Bachelor of Public Health	3 years	1,482,000	1,408,000	1,631,000
Bachelor of Science in Information Technology	3 years	1,386,500	1,317,000	1,526,000
Bachelor of Science in Computer Science	3 years	1,386,500	1,317,000	1,526,000
Bachelor of Science in Software Engineering	4 years	1,386,500	1,317,000	1,526,000
Bachelor of Laws (LLB)	4 years	2,257,000	2,144,000	2,483,000
<b>Masters' Degrees</b>				
Master of Laws (LLM)	2 years	-	2,658,000	2,798,000
Masters of Public Health	2 years	-	2,060,000	2,168,000
Master of Business Administration - Management	2 years	-	1,955,000	2,058,000
Master of Business Administration - Accounting & Finance	2 years	-	1,955,000	2,058,000
Master of Business Administration - Procurement & Supply Chain Management	2 years	-	1,955,000	2,058,000
Master of Business Administration - Entrepreneurship	2 years	-	1,955,000	2,058,000
Master of Business Administration - Human Resource Management	2 years	-	1,955,000	2,058,000
Master of Science in Project Management	2 years	-	1,955,000	2,058,000
Master of Arts in International Relations and Diplomatic Studies	2 years	-	1,870,000	1,969,000
Master of Security Studies	2 years	-	1,870,000	1,969,000
<b>Diplomas</b>				
Diploma in Business Administration	2 years	721,500.00	685,000	
Diploma in Computer Science & Information Technology	2 years	721,500.00	685,000	
Foundation Programme	1 year	669,000.00	-	-
<b>Other Charges per Degree Type</b>				
Application Form (Paid Once)		30,000	30,000	30,000
Student ID (Paid Once)		20,000	20,000	20,000
Internship Fee (Paid Once in 3rd Year)			350,000	
<b>Annual Fees</b>				
Library Fee		180,000	180,000	90,000
Guild Fee		20,000	20,000	20,000
Research Development		100,000	100,000	55,000
Computer		200,000	200,000	200,000
Examination		100,000	100,000	50,000
Medical Emergency		20,000	20,000	20,000
Utility		10,000	10,000	10,000
Development Fees		25,000	25,000	25,000
Sports Fee		20,000	20,000	20,000
National Council for Higher Education (NCHE)		20,000	20,000	20,000
<b>Total</b>		<b>695,000</b>	<b>695,000</b>	<b>510,000</b>
<b>Semester Fees</b>				
Registration Per Semester		60,000	60,000	45,000



## Cavendish University Uganda Programmes Offered in 2021

Contact Programmes	Duration	Tuition Per Semester (USD)		
		DAY	DL	WKN
<b>Bachelors' Degrees</b>				
Bachelor of Business Administration - Management	3 years	\$ 330	\$ 320	\$ 360
Bachelor of Business Administration - Accounting & Finance	3 years	\$ 330	\$ 320	\$ 360
Bachelor of Business Administration - Procurement & Logistics	3 years	\$ 330	\$ 320	\$ 360
Bachelor of Business Administration - Banking & Finance	3 years	\$ 330	\$ 320	\$ 360
Bachelor of Business Administration - Human Resource Management	3 years	\$ 330	\$ 320	\$ 360
Bachelor of Public Administration and Management	3 years	\$ 325	\$ 310	\$ 360
Bachelor of Arts in International Relations & Diplomacy	3 years	\$ 325	\$ 310	\$ 360
Bachelor of Mass Communication & Journalism	3 years	\$ 325	\$ 310	\$ 360
Bachelor of Environmental Health Science	3 years	-	\$ -	\$ 450
Bachelor of Public Health	3 years	\$ 450	\$ 430	\$ 500
Bachelor of Science in Information Technology	3 years	\$ 420	\$ 400	\$ 460
Bachelor of Science in Computer Science	4 years	\$ 420	\$ 400	\$ 460
Bachelor of Science in Software Engineering	3 years	\$ 420	\$ 400	\$ 460
Bachelor of Laws (LLB)	4 years	\$ 560	\$ -	\$ 620
<b>Masters' Degrees</b>				
Master of Laws (LLM)	2 years	-	\$ 750	\$ 870
Masters of Public Health	2 years	-	\$ 600	\$ 680
Master of Business Administration - Management	2 years	-	\$ 580	\$ 640
Master of Business Administration - Accounting & Finance	2 years	-	\$ 580	\$ 640
Master of Business Administration - Procurement & Supply Chain Management	2 years	-	\$ 580	\$ 640
Master of Business Administration - Entrepreneurship	2 years	-	\$ 580	\$ 640
Master of Business Administration - Human Resource Management	2 years	-	\$ 580	\$ 640
Master of Science in Project Management	2 years	-	\$ 580	\$ 640
Master of Arts in International Relations and Diplomatic Studies	2 years	-	\$ 580	\$ 620
Master of Security Studies	2 years	-	\$ 580	\$ 620
<b>Diplomas</b>				
Diploma in Business Administration	2 years	\$ 200	\$ 190	
Diploma in Computer Science & Information Technology	2 years	\$ 200	\$ 190	
Foundation Programme	1 year	\$ 200		
<b>Other Charges per Degree Type</b>				
	<b>Masters</b>	<b>Bachelors</b>	<b>Diploma</b>	<b>Foundation</b>
Application Form (Paid Once)	\$ 10	\$ 10	\$ 10	\$ 10
Student ID (Paid Once)	\$ 10	\$ 10	\$ 10	\$ 10
Internship Fee (Paid Once in 3rd year)		\$ 100		
National Council for Higher Education (NCHE)	\$ 10	\$ 10	\$ 10	\$ 10
Student Pass fee per year	\$ 100	\$ 100	\$ 100	\$ 100
<b>Annual Fees</b>				
Library Fee	\$ 60	\$ 60	\$ 30	\$ 20
Guild Fee	\$ 10	\$ 10	\$ 10	\$ 10
Research Development	\$ 30	\$ 30	\$ 20	\$ 20
Computer	\$ 55	\$ 55	\$ 55	\$ 55
Examination	\$ 30	\$ 30	\$ 20	\$ 20
Medical Emergency	\$ 10	\$ 10	\$ 10	\$ 10
Utility	\$ 5	\$ 5	\$ 5	\$ 5
Development Fees	\$ 10	\$ 10	\$ 10	\$ 10
Sports Fee	\$ 10	\$ 10	\$ 10	\$ 10
<b>Total</b>	<b>\$ 220</b>	<b>\$ 220</b>	<b>\$ 170</b>	<b>\$ 160</b>
<b>Semester Fees</b>				
Registration Per Semester	\$ 20	\$ 20	\$ 15	\$ 10





## The E-Myth Revisited: Why most small businesses don't work and what to do about it-By Micheal E. Gerber

Book review by Elizabeth Mary Namakula

**Part III: Building a Small Business That Works!**

**Chapter 10. The Business Development Process**

**B**uilding a Prototype of your business is a continuous process. A prototype is an early sample, model, or release of a product built to test a concept or process.

The reason this is a continuous process is that a product can always have a revised or modified version which may seem to be better than the preliminary versions. Some prototypes, however, have stood the test of time, like the Coca-Cola soda. Only the shapes and sizes of the containers vary, but the beverage itself is still the same.

The process involves three activities: (1) Innovation, (2) Quantification, and (3) Orchestration. These three MUST be left in that order so as to nurture the prototype into a highly classified product that is hard to duplicate. In other words, only one type of the prototype exists. Imagine what would happen if we had multi-

ple versions of the Coca-Cola drink, how would we differentiate the brand then?

Theodore Levitt asserts it well when he says: "Creativity thinks up new things. Innovation does new things." Thus, to think and not do is as useless as not thinking at all.

Uganda has been qualified to have a reasonable number of startups which do not live to see their first birthdays because there is little or no innovation evident in the lifespans of those entities.

Customer service/care plays a very pivotal and instrumental role in ensuring longevity of a business. Key to note is that no matter the service or product sold, the customer is always a centerpiece in the cycle and so MUST be handled with utmost care to meet needs and welfare as required.

"Where the business is the product, how the business interacts with the consumer is more important than what it sells." It is no wonder that a flight like Lufthansa Cargo: Your expert for air freight is known for its German.

Reliability, and the Hilton Hotels are known for warmth and comfort.

The innovation doesn't need to be expensive or complicated. Author describe the example of how most sales people ask customers "May I help you?" Most shoppers respond with "No, thanks." Sales people know the response but fail to change their approach.

An innovative approach might ask as a different question: "Hi, have you been in here before?" After the customer responds you can say "Great, we've created a special new program for people like you, let me tell you about it." This line of questioning will create new, unexpected responses and opportunities.

"For the innovation to be meaningful, it must always take the customer's point of view." Again, keeping in mind that the customer is centerpiece of the business, ensure to always maintain the right mental temperature and stay level headed enough to address the needs and desires of the customer.

Emotional intelligence comes in handy to ensure appropriate level headedness. Many Ugandan firms employ front desk personnel that are barely warm and courteous, which breeds resentment in the mind of the customers overtime. Even in hospitality business, upskilling is still required in this area.

Crafting a more desirable way to answer the questions is sometimes all that is required to move past the bridge. Gerber emphasizes that "Innovation simplifies your business to its critical essentials. It should make things easier for you as the business owner...otherwise it's not Innovation but complication."

Do not feel like you are working under duress or compulsion to innovate. Rather, make conscious, deliberate steps to practice simplicity to innovate daily so as to improve your business.

It is true that there are many ways to kill a rat, but often, specific situations may require a specific way to kill the rat. So, as a business owner, learn and master the different circumstances under which your business thrives and then devise ways to answer Gerber's query.

The question "What is the best way to do this?" Is central to creating innovative solutions. Mulwana has continuously answered this question because he has done a needs analysis on what people consume daily and how to make this available to these consumers in the right proportions.

Amos Wekesa is equally doing an amazing job with Great Lakes Safaris to satisfy tourists, both local and international. Ruth Biyinzika Musoke is doing massive trainings and upskilling in Private Sector Foundation Uganda.

Quantification is necessary to measure innovation. Use quantification to determine if an innovation is working

or failing. This means to earn a degree or diploma only indicates that you have a piece of paper from a school or institution of award.

However, to apply the knowledge and skills learned while in school is the driver. A business owner should be able to engage in life-long learning to continue being relevant and add value to the business.

Like it or not, there is power in numbers. A business owner must keep track of everything happening in the business. Little wonder why we have sales and marketing departments in enterprises.

Begin by quantifying everything related to how you do business. Examples: How many customers do you see each day? In the morning? Afternoon? How many phone calls do you receive? How many people ask for prices? Which day is busiest? etc.

This allows a business owner to capitalize on the peak seasons and periods and do the auditing of the books in the spill over times. November is normally peak season for entities engaged in deco, food and beverages, etc because of the festivities generally surrounding December.

Proper tracking of the numbers helps to show where the business is at, and to project the future performance and suggest different ways to continue boosting the numbers. "Think of your entire business in terms of the numbers...without the numbers you can't possibly know where you are, let alone where you're going."

Some fatal norms need to be observed closely. "Orchestration is the elimination of discretion, or choice, at the operating level of your business." In fact, Theodore Levitt emphasizes that: "Discretion is the enemy of order, standardization, and quality."

If you haven't orchestrated it, you don't own it. And if you don't own it, you can't depend on it. And if you can't depend on it, you haven't got a franchise.

"The definition of a franchise is simply your unique way of doing business." MacDonald's and KFC even Coca-Cola among others have all mastered the art of franchising their products.

**Chapter 11. Your Business Development Program**

Growing a business takes tiny deliberate steps that must be followed. Your Business Development Program is the step-by-step process through which you convert your existing business into a perfectly organized model for thousands more just like it.

The Program is composed of seven distinct steps:

1. Your Primary Aim
2. Your Strategic Objective
3. Your Organizational Strategy
4. Your Management Strategy
5. Your People Strategy
6. Your Marketing Strategy
7. Your Systems Strategy.





# SPORTS

## John Makok: The Cavendish university top football scorer

**Dinah Nyirabaganwa** interviewed John Makok, the Cavendish University top football scorer of all times. Below are the excerpts.

**What year of study?**

I'm in third year

**Which course are you doing at Cavendish University Uganda?**

I am doing Bachelors of Journalism and Mass Communication

**When did you join Cavendish University football team?**

I joined in 2016 when I was doing my foundation course.

**What is the procedure of joining Cavendish University football team?**

I don't think that there are any procedures to follow. You only need to be a student of Cavendish University, you know how to play, and you love football. That is it.

**What advantage do you get from playing for Cavendish University?**

There is nothing much we get from school because right now we are not even registered on for bursary yet before, used to get it. As of now, what we get is only school attire.

**When do you go for training?**

For my personal training, I go almost every day after my classes. But for the school, I go there three times a week.

**How do you balance football and class?**

It depends on how you program yourself. When it is time for lectures, I attend my lectures fully because most of my games are in the weekends which helps me attend classes.

**Do you get paid for playing football?**

For the school, we don't get paid unless the school gives a bursary whereby you pay less money on your tuition fees or they give you a full bursary. But outside school, I'm being paid and they pay you according to how you play.

**Do you have hopes of becoming a great footballer?**

Oh yes. The hope is always there. The hope doesn't die and it depends on how

you play because when you are a player, you always have hope.

**How many medals have you won ever since you started playing football?**

Oh. We have very many because in 2017, we got bronze medal. In 2018, we got another and in 2019, we got the second golden bronze medal and in 2020 as well. I also have very many for Cavendish University because in those last years, I got for the winner medals and for semester medals.

**How many goals have you scored for Cavendish University Team?**

Uh. Let me see. In 2016 when I first joined I, was the top scorer with five goals and in 2017 I had six, making them eleven by that time. In 2018, I had five or six and in 2019, I had four. So, I think they are almost reaching twenty.

**What is your number in your team?**

Oh. That's very good question. The position I play is in front, I'm number 9 and I also play 7 and play 11 too.

**Have you ever watched a football game and you admire the player?**

Yes. I do watch football and I admire it. Mostly on weekend, we watch football. There is a player you watch and you be like yeah, I really want to be like him and you learn a lot from him-especially the way he passes the ball. A footballer must watch football all the time.

**Apart from football, what other game do you play?**

Apart from football, I play basketball. When I was in high school, I used to play both basketball and football and then they told me that I cannot play both. I had to choose one. Since I liked football, I decided to go for football. However, I also play volleyball but still football is my favorite.

**After Cavendish university, you will continue with football or journalism?**

It depends on the opportunity someone gets. If I get a good opportunity for playing for a professional team, I will do it. But I also love doing journalism.



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