

Management Strategy in Private Universities in Uganda

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Abstract

The study purpose was to investigate the role of management strategy in one of the private universities in Uganda. The key dimension were vision and leadership which are key for institutional survival. The study used the contingency leadership theory (CLT) which believes that the leader's effectiveness depends on the competencies they use to solve a particular challenge at a particular time. The CTL believes in "no one size fits all" as opposed to the traditional management theories which believe in one way of doing things. Qualitative data was collected from 25 respondents across the entire university through face to face interviews, which was supplemented by documentary review method. The research questions addressed were; 1) Do private universities in Uganda understand the importance of a vision? 2) What is the importance of leadership in a private university in Uganda? The study found out that there were mixed reactions from respondents on management strategy. The study concluded that management strategy is a technique used to direct and control an organization so as to accomplish a set of given goals using a range of strategies. The managerial implication is that the leadership in this university should consider the management strategy as something that reflects a road map or a blueprint that guides how they will attain their purpose.

Key words: Strategy, Management Strategy, Vision, Leadership, Private University

Introduction

A management strategy is a technique used to direct and control an organization so as to accomplish a set of given goals using a given set of strategies. These strategies could among others include: leadership, business execution, and administration (Kiechel, 2010). A management strategy reflects a road map (or blueprint) that guides senior management on how best to accomplish their organizational goals timely (Ellie, 2017). Management refers to the people in charge of managing an organization (Hill & Jones, 2012). Management includes the function of setting a strategy of an organization and coordinating the employees in an effort to attain its goals using the available organizational resources (Holmes, 2012). Successful management strategy depends on

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effective people management and support (Jean-Louis, 2015). A strategy is how an institution distinguishes itself positively from its rivals to accomplish its goals and objectives for future survival, by abandoning traditional routine methods to gain competitive advantage in the industry or sector (Freedman, 2015).

Nonetheless, the management strategy of private universities in Uganda continues to face a blurred ideation and creation, thus, not engaging and communicated well. This deters the accomplishments of organizational goals. The study explored the process of managing the strategy of private universities in Uganda (Terra & Passador, 2016). The research used a case study of one private university in Kampala City, which is a host of the highest number of private universities in the country. This study investigated management strategy in private universities in Uganda. The key questions addressed were:

- 1) Do private universities in Uganda understand the importance of a vision?
- 2) What is the importance of leadership in a private university in Uganda?

The sections of this article include: introduction, theoretical approach, literature review, methodology, findings and discussion, conclusions and managerial implications.

Theoretical Approach

The Contingency Theory of Leadership (CTL) or Contingency Leadership Theory (CLT) was advanced by Fred Edward Fiedler (1958) during his research work on leadership effectiveness in group situations. The CTL holds that a leader's effectiveness is contingent (or dependent) upon the situation at hand that determines the leadership style at that particular time. Thus, "no one size fits all" approach to management. Organization and management remains an "open system" that displays challenges on a daily basis, which requires adaptability and situational remedies that can help solve the problem at hand or issue that arises. The CTL is mainly a critic to the traditional management theories which believes in one way of doing things. The CTL assumptions are: that there is no one best style of leadership, and that a leader is effective when their style of leadership fits with the situation to easily control, solve or manage the situation around them (Gupta, 2009).

The CTL theory works by matching the leader's style with the most compatible situation. It uses the Least Preferred Coworker Scale (LPC) to find out what style a leader possesses. The LPC is a list of questions drafted to help find out the kind of employees a leader would

prefer to work with, and as a result demonstration the leader's style. People centered leaders use high LPC to perform at their best by creating a high relationship levels between them and their followers (Northouse, 2007). While leaders with low LPC score are leaders who achieve goals by focusing on the task and positional power. These are task-oriented and highly reliant on positional power and use of structures which may create fear of the subordinates (Northouse, 2007). According to Gupta (2009), Fiedler's model helps find the best situation that surrounds the leader termed "situational favorableness" and a situation being defined by three factors in the CTL including: 1) leader-member relation, which deals with how the leader interacts with employees; 2) task-structure, which deals with how tasks are set up by the leader; and 3) positional power, which concerns the amount of power that a leader has over subordinates (Northouse, 2007).

The main strength of the CTL is that it is rich while conducting empirical research which proves the reliability of the theory centered on various trials and research, the theory widens our understanding of leadership because it motivates people to always look at the numerous impacts of situations on leaders. It also suggests that leaders do not always have to be effective in all situations since all leaders may not be a perfect fit. It is predictive and creates leadership profiles for the organization which helps management to critically examine and evaluate situations to adopt the best leadership style. Organizations and institutions can use the theory to identify the type of individuals (or leaders) who can fit in each position of the organization in case of any available opening. It puts emphasis on finding a match of professionals to each right situation, and can be very helpful to organizations and institutions that are still in the process of developing their own leadership profiles (Jeong & Nor, 2012). However, the weaknesses of the CTL are: it does not fully explain why some people are naturally more effective leaders in some situations than in others, it also presents a weak LPC scales, and it leaves many people confused on how to describe and choose the best leadership and match that leadership style to the situation at hand (Northouse, 2007).

Literature Review

A vision

A vision is a dream that the organization idealized through drawing a picture of a desired outcome that reflects what the organization should be, including all what inspires and energies the organization to accomplish that outcome. As “a mental image” a vision is set from the strategy that reflects the organizational dreams (Schreuder, 2014). A vision is a realistic and credible. Realistic means that a vision has to be based on reality of the organization (Jo, 2013). Credible denote the fact that for any vision to be believable, it must be relevant, particularly to the employees to serve its purpose (Ellie, 2017). According to Holmes (2012), other characteristics of a vision are: being attractive, futuristic, and shared or communicated well (Holmes, 2012). However, the vision has to be created and implemented in a timely manner at the beginning, and allowed to evolve with little revisions during the early stages of the organizational life span (Hill & Jones, 2012). According to Kantabutra& Avery (2010), the vision of an organization can be determined by asking the following seven questions: 1) where are we now? 2) where do we want to go? 3) why is this important to us? 4) what are the difficulties in the way? 5) what actions can take to overcome them? 6) what are our priorities? And when do we know we are not off track? These questions capture the inputs and thoughts for implementation and remove obstacles to accomplishing the vision.

Therefore, a vision statement is a short phrase (or sentence) that clearly conveys an entity’s future hopes (or long-term goals or foresight) placed at the highest level. It helps to clarify the governing principles of your organization for both the internal and external environments. The major characteristics of a vision statement include: should be well-understood and shared; has to inspire and uplift everyone in the organization; broad to include a diverse variety of perspectives; and easily communicated to all (Fernandes, 2018). The best steps to decide a good vision statement include: decide on who shapes your vision, determine how to use the vision statement, how to write your vision statement, and how to monitor and evaluate its performance (Ozdem, 2011). The functions of a vision statement are: it is a basis for designing a broader strategic plan, motivates current employees and attract potential and like-minded people who admire the organizational goals among others to attain organization goals (Olsen, 2012).

However, creating and implementation of a vision statement is challenging to organizations in terms of writing it out clearly. This is because it has to be well balanced and futuristic, but at the same time describe the ideal state without being very idealistic that the vision is a dream, desired states or unattainable. According to Fernandes (2018), a good vision statement needs to be matched with the organization initiatives to share, communicate, and reinforce for employees to commit to it and engage all stakeholders (Fabrice & Deborah, 2012).

Leadership

Leadership refers to the ability of a person to influence, motivate, and encourage others to contribute towards attaining a goal as an organization or group of which they are members. Effective leaders are capable of bringing about change. Some of the key qualities of a leader are: self-awareness, confidence, vision, integrity, enthusiasm, peer respect, insight, sense of humor, adaptability, courage, innovation, wisdom, strong inter-personal skills, effective communication, competence, delegation skills, spiritual sensitivity, and belief in others (Alemiga & Mwogeza, 2018). Leadership is both an academic field (and a key area of research), but also a management practice that incorporates and guides an organization and its people (including: individuals, teams, and the entire organization) to attain its purpose (Singh & Rani, 2017).

Decision-making refers to the process of identifying and choosing alternatives among many options founded on the preferences, values, and beliefs of the person making the decision (Forsyth, 2014). Leaders make decisions through a cognitive process that results in choosing the best course of action among many possible options (O'Sullivan, 2014). All decision-making process produces a final choice which may or may not prompt action (Brockmann & Anthony, 2016). Creativity is the ability of a person or group to think about or form something new and of value, be it tangible for example ideas or physical like invention among others.

According to Sternberg (2011), creativity concerns the transformation of ideas, imaginations, and dreams or desires to be turned into reality. It is about unveiling the hidden patterns, make linkages between things so identify what does not work well and help come up with new ideas. Therefore, creativity depends on creative thinking which comes with hard work, aimed at creative problem-solving. There are two main

components of creativity including: originality (which should be something new not imitated) and functionality (that the ideas must truly work or have some degree of usefulness). Creative leaders have energy, intelligence, and discipline.

Organizational culture also called corporate culture concerns the values and behaviors that uniquely contribute to social and psychological setting of a business. It can be shown in the ways the organization conducts its business, treats customers, and other stakeholders; extent to which freedom in decision-making is allowed, and person expression; the flow of power and information; and level of commitment of employees in attaining collecting objectives. Organizational culture denotes the shared values, beliefs and principles of members in the organization, which is a product of among others: path dependence, history, market, product, strategy, technology, employee type, style of management, culture (including vision, symbols, norms, systems, assumptions, language, location, habits, beliefs and environment(Jo, 2013). Hence, organizational culture influences the way individuals' network, the context within which knowledge is created, resistance to change, the way they share or not share knowledge. The key attributes of a strong culture are: integrity/trust, adaptability, results orientation, respect, teamwork, communication, employee engagement and learning among others (Holmes, 2012).

According to Scouller (2011), the world of business today is complex, hence, leaders must be prepared to use diverse leadership styles to effectively manage teams in attainment of the organization's goals. Also, Howell (2012) argues that leaders have to combine leadership styles as each has pros and cons (Jeong& Nor (2012). Good leaders among others have: ability to make good decisions (or good decision-making), are creative, and promote organizational culture. According to Kleinbaum& Aviva (2013); Jo (2013); and Flamholtz& Randle (2014), there are many types of leadership that organizational leaders can choose from to accomplish their strategy, these include among others: visionary, coaching, affiliative, democratic, pacesetter, autocratic/traditional, commanding/military style, laissez-faire (involves leadership empowering staff with minimal directives), bureaucratic, and servant leadership styles. Nevertheless, each leadership style has its own strength and weaknesses that have to be well assessed before being used in any organization by any leader to accomplish their goals. According to the Alison (2019), the challenges of higher education leadership requires employee motivation to beat stiffly competitive global milieu in the sector

Methodology

The research approach was qualitative: data was collected using face to face interviews supplemented by documentary review method. The data was collected directly by the researcher in a direct engagement sessions and introspection for a period of two months. This time was adequate to rigorously and credible interact with the respondents to share as much intimate experience as possible in actions, practices, lives, experiences, expertise and social relations in their institutional environment by seeing, feeling, and being excited to have been part of the people that responded to the study questions (Polak& Green, 2015). The study sample comprised 25 people who were chosen purposively including (The deans, heads of department, and program coordinators) of all the four faculties in this university. The study used maximum variation sampling technique (also called heterogeneous sampling), which is a type of purposive sampling method used to capture a wide range of perspectives that relate to the phenomena which the researcher/sare interested in studying. It mainly searches for variations in perspectives ranging from conditions viewed to be typical to those that are extreme in nature. The unit (people, organizations, cases etc) which may display a varied range of behavior, experiences, expertise, attributes, incidents, and situations among others. The key principle of this sampling type is to gain better understandings into a phenomenon of study by looking at it from all perspectives. This helped the researchers to identify common themes that are relevant across the sample (Lucas, 2014). Interview guides were used to collect information on feelings, opinions, impression and experiences that assisted to construct meaning from the researchers' point of view subjectively on the study variables. The interview guides were significant for triangulating with support documents. Some of the documents included: emails in university, minutes of staff meetings, brochures, and the human resource manuals.

Findings and Discussions

Reality of a Vision

The study found out that transforming a vision into reality requires that management engages closely with all its stakeholders for-example, suppliers and clients to support core values and strategy. All members of the institution will then feel confident, own, and commit to it. The vision of the organization should not be an end in itself, thus, leaders will need to actively participate to make the vision a living reality. Once all roles and

responsibility have been well understood, the implementation phase can begin. One respondent agreed on the importance of communicating the vision:

Communication is key for implementing the vision of the organization to make it real for organization members. In this institution, leaders have somehow articulated the vision in a way that inspires, excites and motivates staff to commit to their individual work. The vision of the university is communicated to us through channels like: intranet, hard copy, documents, actions and speeches.

Another respondent supplementary on creating a strong vision:

Our leaders know the importance of why an institution must create a strong vision. Normally, they tell us that a good vision is realistic only if it induces the leaders to forecast a thrilling future to inspire and energize us to accomplish the institutional goals.

Another respondent explained embracing change:

The leadership and fellow staff in this institution embrace change as something real through accepting and adjusting to strategies and processes in this university. They know that success can easily turn into failure, so change comes from all the different directions ranging from rivals, to suppliers and clients, so they adapt quickly than to predict change to support the details of the vision and adopt priorities in their action plans.

Another was excited about the strategic goals in reality:

The university has set strategic goals that may help determine the right path to get to where we desire by encouraging a participatory approach. The university has also tried to align the goals to the vision, reminds staff on regular basis about the vision, breaks down bigger goals into smaller goals, and created systems that allow everybody to maintain track of our goals and progress for accountability.

However, some employees lamented that they did not know the vision of the university. Others claimed that even if they knew it, they could not readily remember it, because it was not clear. Other called it complicated, lacked focus, endurance, meaning, and reinforcement, and does not unit people, since they did not go through orientation. Some claimed they were offered jobs and signed a contract without orientation or where even teaching without a contract. The researchers also found that most of the interviewed employees actually never knew the institution's vision clearly. One bitterly explained how change takes time:

This university has a vision which is not realistic because change takes time, the leadership has no clearly established priorities, has not identified risks so as to develop contingency plans, develop detailed action plans, no clear accountability for every objective to translate to strategy, they do not conduct stakeholder analysis, poor methods of measuring, monitoring and evaluation of the vision. With all these faults, how can the vision be realistic?

Another respondent explained a lack of a model:

This university has not developed a clear model that it can rely on and uses as a tool to implement its strategy. This model would be the best for making the vision real because it would incorporate: technologies, core work, competence, structure, processes and tools. This would help to build: strong capabilities, commitment, align to institutional business, change management, adapt to change, and improve organizational performance.

Another saw no clear desired destination:

The leadership of this university lacks a clear desired destination, with no solid way that has been used to share the vision to reflect on reality. The channels being used are also not effective to see a fixed point to which we can all focus and reach. We cannot see where we are going and the leadership is not clear on how we shall travel there, so, we do not dream big at all.

The findings mean a vision is a “mental picture” used to attain desired future dream for the institution. This is what qualifies as a realistic vision which is well shared and communicated to all to accomplish its goals.

The finding relates to Schreuder (2014) who agrees that for a vision to be real, it has to be regarded as “a mental image” set from the strategy to reflect the organizational dreams. Jo (2103) added that unless a vision is seen as a reality, it will not serve its intended purpose.

Credible of a vision

The study exposed that credibility of a vision has to be realized in its being believable for relevancy. The organizational members should find it realistic and accomplishable. The purpose of the vision was found to be inspirational to all members of the organization aimed at increasing productivity and performance among many. One respondent confirmed that leaders were inspirational:

Some of our leaders have good dreams for the university, and we follow them to attain institution goals because these leaders are inspirational. This is mainly because the leaders are credible in themselves and visionary full with content of a vision.

Another added that leaders in this institution had a good track record:

Leaders with a good track record have higher chances of attaining the vision than those without. They are aware of the “dos and do nots” of the business and seen as experts by subordinates. They inspire many of us because they have personal credibility that drives us to see the vision as a reality, so they are transformational.

Leaders have to commit to the vision:

Most of our leaders have endeavored to commit to the vision by their deeds for example; they have mastered how to run a university, have a basic understanding of the sector, they are competent, have high integrity, accountable, inspire and energize us, they delegate to others and also persuade others to believe in the vision and aim to attain it. They have future orientations, which has helped them to sustain credibly of themselves first, then the vision is also credible.

Leaders have key disciplines of credibility:

I teach management, so I have always followed the behavior of our leaders, most of them have the key disciplines for example; they have fairly discovered their own selves, they appreciate our efforts to doing our work with positive comments, they share the values and beliefs of the institution, they develop their own capacity, they focus on the vision, and they have high hopes of success.

Nevertheless, some respondents argue that the credibility of the vision depends on culture and personal credibility, which may actually outweigh the vision. A vision may be attractive and the visionary leader may have some degree of personal credibility. However, if the vision appears to be too fantastic, too unbelievable, it may lose its status of being convincing. This institution may face very serious challenges in the near future because of the lack of credibility of the vision. One respondent agreed that leaders could not influence and persuade:

Some leaders have consistently demonstrated the inability to influence and persuade others by failure to communicate and share the vision. They will need to agree on common goals, inspire others, create credibility, and get cognitive emotions for others. This is because a credible vision can be promoted by a leader with expertise, experience, and have people relations, which our leaders may not measure up this standard.

Another complained about reputation issues:

Without leaders having a good reputation, the vision cannot be credible. This institution has some few leaders with bad reputation for example, they are not honest and true with their promises, thus they are losing trust and followers. Yet they have not bothered building trust with followers. For example, they promise to subordinates benefits they have not offered yet, and continue to promise more new issues without fulfilling the previous ones.

The findings mean that credibility of a leader determines the credibility of the vision. Thus, if people do not believe in the messenger, they will not believe the message.

The finding is similar to Ellie (2017) who concluded that a credible vision is one that is believable, and must be relevant particularly to the employees, to serve its purpose. According to Hill & Jones (2012), a credible vision has to be created and implemented in a

timely manner at the start phase, and allowed to evolve with little revisions during the early stages of the organizational life span which is not the case in many institutions.

Leadership

Decision making

Interviews revealed that leaders in this private university had a well-developed decision-making ability that follows a criterion that is imbedded with quality. They make evidence-based decision choices selected from a number of options. The leaders also used skills like; planning and organization, problem-solving, and conceptual thinking among others. One respondent appreciated the decision-making environment:

The leadership in this university have strived to create a decision-making environment that has transparency, trust, values, and have tolerance for mistakes of staff. This environment has encouraged both personal and teams to build good decision-making skills with each decision they make. This has resulted into a shared decision-making process, and also led to a comprehensive understanding of the university goals and objectives.

Another responded on powerful strategies:

One of the most powerful strategies a leader can apply to support effective decision-making is to build trust in their employees or members of teams simply because people are different. They think and belief differently and yet they must be part of decision-making.

Another agreed on critical steps:

Leaders follow critical steps that helps guide teams and attain organizational goals. When the decision to be made is big, then leaders tend to listen to the different views before settling for an effective cause of action.

However, few other respondents argue that today's private universities operate in an environment filled with pressure from competitors, low levels of student enrolment, and inadequate funds among others. This is coupled with the negative effects of globalization forcing them to make ill-informed decisions for short term than long term. One respondent argued on increasing pressures:

Leaders in this private university have increasingly and intensively been faced by pressures from low student enrolment, competition and, in fact making losses, and yet they have to meet their operation costs. This has forced them to increasingly make quick decisions which turn out to be ineffective and ambiguous, without considering the needs and interests of their staff.

One agreed on poor decision makers:

The leaders in this university are poor decision makers (deficient) which was seen by such things such as: poor timing, judgment, justification, and outcomes among others. As a result, they do not widen (or have limited options) their options in decision making, they do not realistically analyze and test their assumptions, focus

on short term gains than long term, and are over confident or assume they are never wrong in decision making, they are not objective.

One confirmed leadership trait:

Although the leaders in this university appear to have leadership traits as both a learned quality and innate one, they displayed ineffectiveness in terms of experience, insight, effective analysis, and collaboration. This resulted in the leader's poor decision making, this shows that they lacked experience, instinct, wisdom, and understanding.

Additionally:

The leaders have not set their minds on developing effective decision-making skills for example: attaining organizational roles through broadening their exposure of leadership to other environments to help expand their understanding and knowledge to make evidence-based decisions; they do not mentor others, do not learn or consult from subordinates, have no respect for feedback, have no collaboration with other universities to improve their leadership skills, lacked emotional intelligence to manage change, staff, and for strategic planning among others. Unless such key elements are used by our leadership, they will continue to make poor decisions and fail the university goals.

The findings above mean that leaders make decisions expecting the best outcome after their causes of action. They can be rational or irrational in their decision-making, although they need to engage their subordinates to help brain storm, and own these decisions as a team or institution. Unless the people implementing such decisions understand employees, they will not commit to the vision.

According to Forsyth (2014), decision-making in leaders is about identification and choice of alternatives among many options for example; preferences, values, and beliefs of the person making the decision. To O'Sullivan (2014), a cognitive process is key for leaders to make effective decisions choosing from many options. However, Brockmann & Anthony (2016) warned that all decision-making process produces a final choice which may or may not prompt action.

Creativity

Interviews showed that leaders in this university focused on being creative so that they can increase employee effectiveness, motivation, and satisfaction. It was also revealed that creative leaders are stimulating, interesting, and have many different thoughts; they perceive the world around them with fresh views, have shrewd ideas, and make significant own discoveries to improve their leadership skills. One respondent attached creativity to a process:

Creativity is a process, so our leaders may not be fully creative now, but I am certain, they will be soon given the way they are moving with unique and new ideas that prosper the university faster. They have innovative ideas, solutions, unique concepts, discussions and better communication across the entire institution. This shows they are progressing towards the vision.

Another one praised elements of creativity:

Our leaders have a passion for doing things differently, they create new and unique ideas and concepts, they are willing to do something new, they are open to critic, accept new challenges, have open communication, and conduct research. To me as a lecturer, I find these as key elements of a creative leader.

Another respondent commented on creativity and profitability

Private universities today must have leaders that are creativity so that they can attract many students who can pay fees and make profit for the institution. Leaders in this university innovate many concepts that promote our brand, this in turn, brings financial benefits, employee motivation, honest, and productivity. We like to follow such leaders that we can believe in.

Nonetheless, other respondents disagreed that this university had creative leaders at all. They argue that these leaders were ignoring the most important concepts, processes, frameworks, principles, and approaches of creativity in management of a higher education institution. Thus, they have not really ventured into new areas and have not explored possibilities that may seem impossible but can be key in accomplishment of goals.

A respondent made mention of absence of creative marketing:

In a private university like this one, marketing techniques are poor. This is because some of our leaders are not doing creative marketing to boost brand recognition, maintain poor advertising channels ad campaigns, poor communication of marketing goals. This has resulted into things like, not sustaining customer satisfaction and loyalty, they lack forecasting techniques, fear risk and uncertainty.

Some other respondents pointed out the presence of uncreative leadership citing the lack of factors like: not penetrating markets, not recognizing individual efforts and achievements, overreliance of predictions, inadequate update of the workplace, lack of openness and transparency of leaders, putting up rigid structures, no motivation for being inventive, and limit employee freedom to learn.

The findings show that creativity of leaders has always been the core of all successful institutions, and is the most leadership quality, flowed others for example: integrity, influence, dedication, humility, global thinking, and focusing on sustainability among

many. It is no longer a responsibility of the research and development units as it were in traditional times.

Sternberg (2011) found out that creativity concerns the transformation of ideas, imaginations, and dreams or desires to be turned into reality. It is about unveiling the hidden patterns, make linkages between things what does not work well, and help come up with new ideas. This is also called creative thinking based on originality and functionality. According to the Alison (2019), creativity of leaders depends on how the leaders' motivate staff, create development opportunities; improve diversity through proactive; allow female workers to balance work and other life outside the organization; attract leaders with outside experience and expertise; and analyze the incentives of potential leaders.

Organizational culture

The interviews exposed that organizational culture is important in this university for it provides guidelines on how to develop strong and productive cultures. For example, increasing both employee and organizational productivity and performance; leads to high employee motivation and loyalty; increases team spirit; aligns the institution towards attaining its vision, mission, goals and core values; promotes consistency, promotes coordination and control within the organization; and molds employee behavior which propels the organization to be more efficient and effective. One respondent commented on shared vision:

In this institution, leaders' emphasis a shared organizational culture because I think it has such beneficial outcomes to the institution like: promoting team spirit, employee motivation and moral, strong alignment towards goal attainment, and competition.

Other respondents also cited that organizational culture (including the organization's vision, mission, values, assumptions, norms, systems, language, symbols, location, environment, beliefs and habits) is concerned with values and behavior that contribute to the uniqueness of the organization. One respondent commented;

Organizational culture in this university leadership represents shared values, beliefs, and principles of people in the organization, and is a product of aspects like: strategy, management style, technology, employee type, history and natural culture among others. The knowledge of these can boost productivity and performance of both the employees and the organization to attain its goals or corporate personality.

Another confirmed guiding behavior:

As a set of shared values, university leadership is considered a key set of shared beliefs that guide behavior of staff, and indeed taught, although, slowly to other new employees as a way of noticing thinking and feeling. This is because it can clearly affect the way people and groups cooperate with one another, clientele and with stakeholders. Therefore, if not clearly understood, it can affect how employees identify with the organization.

Another respondent lamented on methods of managing culture:

One of the methods organizations use to begin managing their culture is to gather feedback from employees and judge how aligned they are with the present and/or desired culture. Thus, the best way to do this is to outline the desired cultural traits, and then measure them using employee survey to improve productivity.

However, it was also noticed that some people did not clearly understand the culture of this institution. Their knowledge of the organizational culture was weak and some employees had struggled to define, understand or explain the university vision. One responded explained a weak culture:

I can assure you, the organizational culture in this university is still very weak. imagine I still cannot clearly recall the vision of the university. I was just given a contact and the next thing, my name was on the timetable. It they had a strong culture; I would have been oriented to the vision and the purposes of the university and given me a written document.

Another cited amiss-alignment:

Equally, there is a weak culture in this university because it is not well-aligned with institution values, and there is no clear exercise established through an all-embracing procedures and bureaucracy. This makes the vision unreal.

Another cited the importance of a strong culture:

The university does not have a clear culture, something that deters employees from embracing a strong culture. A strong culture promotes values that encourage employees to deliver better service to its clientele.

Another cited use of adaptive culture:

This institution does have an adaptive culture, and yet this would have translated into organizational successes. Managers do not pay close attention to all of the feelings of the employees. This has increased the university's ineffectiveness and may not attain competitive advantage. The university does not care much about the concerns of employees leaving them with a dysfunctional culture that hampers training the vision.

The findings above mean that organizational culture can influence the ways people interact at all levels, the setting within which knowledge is created, resistance people will have towards some changes, and eventually the way people share or do not share knowledge.

According to Jo (2013), organizational culture requires that leaders have values and behaviors that uniquely contribute to social and psychological setting of a business. Organizational culture is created through path dependence, history, market, product, strategy, technology, employee type, style of management, culture (including vision, symbols, norms, systems, assumptions, language, location, habits, beliefs and environment). However, Holmes (2012) argues that members must be committed to the organizational culture if it is to be successful. Holmes (2012) also warns that leaders who do not have key attributes of a strong culture like integrity/trust, adaptability, results orientation, respect, teamwork, communication, employee engagement and learning among others risk not gaining from it, which deter the accomplishment of its goals.

Conclusion

The study looked at management strategy in private universities in Uganda and focused on vision being realistic and credible, and then leadership which focused on decision-making of leaders, creativity and organizational culture. Management strategy is a technique used to direct and control an organization so as to accomplish a set of given goals using strategies such as: leadership traits, business execution, and administration skills for long-term survival and profitability.

Managerial Implication

The leadership in this university should consider the management strategy as something that reflects a road map or a blueprint that guides them on how best to accomplish their organizational goals. They should use management strategy for realizing their vision and making the vision credible. Use it for improving their leader's decision-making abilities (based on evidence), creativity, and organizational culture to assist them accomplish their instructional goals and objectives with ease.

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