

Ubuntu-praxis: Re-modelling the balanced scorecard model at a university, an Afrocentric perspective

Gladys Ruvimbo Ndoda
Chinhoyi University of Technology

Mike Nyamazana Sikwila
Chinhoyi University of Technology

ABSTRACT

The authors design the innovation and learning perspective of the Balanced Scorecard (BSC) of “Ubuntu and client service charter nexus.” This article borrows and advances the research carried out by Khomba, Vermaak and Gouws (2011). The point of departure is on praxis of ubuntu/unhu as a holistic approach in the re-modelling of the BSC thereby integrating and enhancing performance management approach. Mixed methods were followed. Data collection instruments used included questionnaires and in-depth interviews held with key informants. Exploratory factor analysis and correlation analysis using SPSS Version 16.0 were employed and the authors identified four correlated principal-components that could constitute an Afrocentric perspective of the BSC model, namely: Africanisation values for general issues surrounding ubuntu/unhu values and client-service perspective of the corporate performance attribute; Learning values being traits focusing on values pertaining to employee innovation and learning, internalising ubuntu/unhu principle for better corporate productivity and performance; Customer values focusing on operationalizing ubuntu/unhu philosophy in the creation and promotion of customer care and services; and wealth creation, innovation and technology values clarifying competitive advantages gained from motivated workforce exuding ubuntu/unhu, and their contributions through knowledge, skills and abilities. Results indicated that the four components modelled into the innovation and learning, permeating into three other perspectives of the BSC, adds value to improved productivity and performance and it would be perhaps, one of CUT’s options of ideal approach. This study is significant to African institutions and stakeholders in performance management.

Keywords: Ubuntu/unhu, Performance management, Balanced Scorecard, Values, Culture, Indigenous knowledge systems, Institution/organisation

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INTRODUCTION

The article seeks to address the strategic human resources imperative of reconciling the Balanced Scorecard (BSC) employee capabilities measurement anchored in an Afrocentric perspective of ubuntu/unhu philosophy as it permeates to key performance activities. The aim of this study is three pronged: first, the study advocates for an adoption of the BSC Model for Chinhoyi University of Technology (CUT) as it is a holistic integrative approach in strategy implementation and a method for performance management. Second, to redesign the would-be ubuntu/unhu oriented CUT BSC model's innovation and learning perspective. Third, to capture the Afrocentric ubuntu/unhu philosophical values which are enshrined in Africans but missing in the business environment and their operations (Khomba, Vermaak & Gouws, 2011). Africa is more humanist and socialist in nature than Western societies (Kaunda, 1974). This paper attempts to answer the role of socio-cultural values in performance differentials in organisations (hereafter, organisation and institution of higher learning are used interchangeably), an aspect which is seemingly not addressed by current literature on the balanced scorecard in strategy implementation and the ensuing performance management (Voelpel et al, 2006).

BSC performance management model is seen by the authors as a conversation in which ubuntu/unhu promote conversations, which lead to common understanding and consensus. Ubuntu/unhu can be conducive to the establishment of an African managerial habitus (Karsten & Illa, 2005). There is a need to align the balanced scorecard model with an African context, focusing on indigenous beliefs and values, in which case, the current notions, such as innovation and learning concepts used in higher learning organisations will need to be revisited. Gade (2011) informs that the concept of ubuntu/unhu constitute the kernel of African jurisprudence as well as leadership and governance tending to support remedies and punishments that bring people together through a demonstration of 'ubuntu/unhu'. Ubuntu/unhu philosophy is within Africans in general (Mangaliso, 2001), intimating that Africa might exhibit a distinctive belief and value system which has a direct bearing on ubuntu/unhu, which is inclusive of African jurisprudence, innovation, learning and institutional performance (Khomba et al, 2011). The thesis that ubuntu/unhu could best guide and inspire thinking that once reclaimed and put into praxis, has the potential to bridge performance gap, gains resonance with policies formulated and implemented in order to be consistent with Ubuntuism that ultimately, would need to inform other models of development such as CUT's Vision Model as shown in Figure 1, Appendix B (Ndoda et al, 2014).

Centralising ubuntu/unhu, in essence, as shown in Figure 1, Appendix B, captures the philosophy, showing its permeation in the vision, locking it in so that it is not lost. Ndoda et al., (2014) aver that Ubuntu/unhu is a theory of right action in value creation (INNOVATION) to gain competitive advantage through the exploitation of new capabilities (ENTREPRENEURSHIP) thereby gaining a cutting edge for positive change (TECHNOLOGY) resulting in development. While organisations, in general, readily accept and even embrace technological advancement, there seems to be less of a tendency to be innovative and acceptance of a paradigm shift in the management of enterprises and human resources. Leaders are being entrusted with leading their operations into the 21st century, into an era where the issue of diversity and problems of an alienating corporate culture, lack of global competitiveness and discriminatory employment practices are still impacting corporate productivity. In this era, Van der Colff (2003), argues, that the competitive advantage of firms is increasingly dependent on how the workforce is being managed. It has become imperative for all involved to effectively

deal with indirect influences on bottom line that are reflected in the dynamics of managing people. How then, can the concept of ubuntu/unhu be integrated into the organisation in such a way as to provide opportunity for leadership to enhance performance management culture, create a set of leadership skills, competencies and evaluation that enable these processes? The central thesis of this article is that, organizations in Africa must draw on indigenous cultural practice in order to improve the management of companies, effect transformation especially in performance management perspective with an emphasis on cultural transformation and make them more competitive (Swartz & Davies, 1997). Mabovula (2011: 40) advocates that ubuntu philosophy- emphasise on sharing, co-responsibility and - promotes good human relationships and enhances human value, trust and dignity. Mbiti (1970) asserts that ubuntu/unhu philosophy links the society together in that an individual's issues are shared within the superstructure and/or groups within the society.

In that regard, we argue that institutions in their design, application and review of performance management of programmes, should take into account the cultural aspects of the society and diffuse it into political, social economic environment. Khomba et al., (2011) explains that the application of management concepts and/or ideas should reflect the cultural background of a given society in which these ideas are applied (Ndoda et al, 2013; Darley & Blankson 2008; Ghebregiorgis & Karsten 2006; Gray, Shrestha & Nkasah 2008). Ndoda et al., (2014) say that culturally specific views of management, are the very origins of comparative competitive advantage and economic success in wealth creation, sophistication in innovation and technology as they pass through culture in stages, offering economic advantages to architects, which are never revealed to emulators. It could be argued that higher learning institutions that ignore the cultural aspects of the community they operate within, might not be as efficient as those institutions that embrace cultural values of ubuntu/unhu. This is the reason why we argue that ubuntu/unhu should be included into a new African innovation and learning perspective in order to enhance higher learning institutional performance. In this respect, the objectives of this paper are - to explore the efficacy of performance management within Chinhoyi University of Technology, and its adherence to ubuntu/unhu philosophy in the management of core business of teaching and learning, research and community engagement; to establish if Chinhoyi University of Technology is influenced by ubuntu/unhu philosophy in its performance management and to construct a framework of performance management for Chinhoyi University of Technology that takes into account ubuntu/unhu philosophy. The paper is divided into five sections: Section One is the introduction, Section Two gives the literature review, Section Three gives the methodology, Section Four is the findings and discussion and Section Five gives the conclusion.

LITERATURE REVIEW

The concept of performance management

The definition of performance measurement and indicators vary. Sinikara (2006) broadened the concept of performance measurement and included the idea of change, pointing out that evaluation embraces change and encourages universities to treat change as a positive force. By engaging in planning and research, universities have a better idea of the future and they can meet that future with relevant, effective and efficient services and activities. The single most important challenge facing the academic institutions leaders is securing constructive change and improvement in performance. Performance measurement is defined as the process of systematically assessing effectiveness against a predetermined norm, standard or expressed goal

(Cronin, 1982). In other words, performance measurement is the comparison of actual levels of performance with pre-established target levels of performance (Slizyte & Bakanauskiene, 2007; Thi Ninh, Tanner, Johanson, & Denison, 2010). The authors adopt the definition of Lindauer (1998:549) that reads: “Performance measures are broad, managerial tools that encompass measurement of inputs (indicators of the resources essential to provide service; outputs (indicators of the services resulting from the use of those resources); and impacts (the effects of these outputs on other variables or factors).”

According to Winkworth (1997:93), “the purpose of performance measurement was to influence people including their behaviour, and their decision-making,” an effort which could be enhanced by praxis of ubuntu/unhu in African organisations. Ubuntu means ‘Umuntu ngumuntu ngabanye abantu’ (Battle, 1979) which implies that an individual’s personality in the community depends on other people (Khomba et al., 2011; Gade, 2011; Mabovula, 2011) and one’s perceptions towards others, and this is the core values of ubuntu/unhu and it leads to broader concepts such as, for example, extended families (Binedell 1995; English 2002; Moloketi 2009; Ngunjiri, 2010; Survey data, 2013; Poovan, 2005). Teamwork is an important element of the Ubuntu philosophy, because it implies synergies (Mangaliso 2001; Mbigi & Maree 1995; Muuka & Mwenda 2004). Group solidarity is reached by sharing burdens during hard times. When people do so, the suffering is also shared and diminished; thus people share a fundamental collective experience. In terms of higher and tertiary institutions, we argue that the link between socio-cultural values and organisational performance, was essential for efficient operations (An Afrocentric Alliance 2001; Karsten & Illa 2005; Mangaliso 2001; Mbigi & Maree 1995). Poovan (2005) indicates that values of a team are reflected daily in decisions, policies, practices and culture. Team members need to establish the social values of ubuntu/unhu as a “group” set of values that every team member can buy into. The Ubuntu concept is omnipresent in almost all parts of the African continent (Khomba et al., 2011; Rwelamila, Talukhaba & Ngowi 1999).

In fact, the management principles that are induced by ubuntu/unhu philosophy, include having faith and reliance on each other, and spiritualism (Broodryk, 2007; Khomba et al., 2011). Furthermore, we assert that an African’s life and customs are influenced by ubuntu/unhu philosophy, which entails that, if a person is treated well, they in turn treat others well, and the ripple effect is that, society as a whole is likely to improve its overall output. In African management systems, the African Ubuntu is a pervasive spirit of caring within the community, where institutional functions takes into account the interests of the communities within which they operate. Therefore, it stands to reason that members in the community have to love one another for an African system to be successful, including attention to group performance measurement (Mangaliso, 2001). Derfert-Wolf, Gorski and Marcinek (2005: 4) stated that performance measurement may be used for strategic planning, decision making, new service planning and control after its implementation, an accreditation, quality control, monitoring process, and benchmarking. Voorbij (2009:59) stated that: The primary goal of benchmarking was to assist in improving the performance of an organization. The benchmarking philosophy says that we only discover how good we are by comparing our results with others, and that we can improve our performance by learning best practice from outstanding organizations in the same industry and sector.

The institutions of higher learning performance management apparatus such as those used by CUT, could be improved if it included ubuntu/unhu concept in its management system. (Cameron, 1986; Holloway et al, 1995; Kaplan & Norton, 1996; Mintzberg, 1989; Philbin, 2011; Vakkuri & Meklin, 2003) and this is the reason why the researchers attempt to remodel the

performance management system (Hopwood, 1973; Reck, 2001). The performance management system is expected to be inclusive in institutions of higher and tertiary learning, just as ubuntu/unhu includes all levels within the society. This entails that the structural performance need to be transparent, fair and integrated in design, implementation and “change in synch with soft issues - matters of the heart” (Sibanda, 2013; Vakkuri & Meklin, 2003; Polanyi, 1966; Cook & Brown, 1999; Pfeffer & Sutton, 1999; Orlikowski, 1992). Notwithstanding the successfulness of running the institutions of higher learning, there could be problems in management and measurement of intangible aspects such as institutional synergies, human capital, skill and abilities and significance of structures in performance management (Martín-de-Castro et al., 2011). CUT’s strategic imperative encapsulates a research agenda requiring synergy with industrial organisations’ support in funding. In the spirit of ubuntu/unhu, the improvement in research output entails that industry support research in institutions such as CUT and, in turn, CUT undertakes multidisciplinary overarching research that enhance industry development. Therefore, for the supportive research to take place, the institutions of higher learning programmes are expected to be in tandem with industry development efforts.

In that case, it was not unreasonable to assert that effective performance measurement in institutions of higher learning, is expected to have a clear criteria of measuring the levels of skills, knowledge and abilities that could be used by public and private sectors in the development of the economy. Subsequently, the skills and knowledge possessed by and developed in the human capital, should be passed on to the institution, public, private and other stakeholders to enable them to make informed decision processes that will assist in implementation of their programmes. (Philbin, 2011).

Perkmann, Neely and Walsh (2011) aver that the challenge for performance management is to define measures that somehow approximate the value of these intangible outputs. A meaningful measurement system needs to address the various dimensions of the processes it intends to control. The starting point is to build a ‘strategy success map.’ Measurement systems, such as the balanced scorecard (Kaplan & Norton, 1992), should combine both retrospective (lagging) and prospective (leading) indicators. Prospective indicators reflect the aspects of a process that are assumed to be causally related to certain desired outcomes. (Haynes, 1969 - www.optimize.gb.com (2013) motivate that the causal relationship of the BSC could be that innovation and growth would result in high employee morale impacting upon superiority in employees. Poovan(2005) asserts that suggestions supported through knowledge, skills and abilities cause a high quality of work sustained through internal business processes, and thereby triggering an incremental customer satisfaction anchored within the customer/communities perspective, leading to positive financial performance through accounts receivables and management of costs which, perhaps, could be concurrently be reduced by the high quality of work.

We argue that the management of the institutions of higher learning, largely depends on the organisation’s resources, structures and human capital that they possess in a given period. (Philbin, 2011). This implies that maintenance of consistency in measuring of performance of human capital, will improve the management of institutions of higher learning which are supported by public and/or private sector [as is the aspiration of CUT by virtue of its vision and mission]. It is in this context and the suggested ubuntu/unhu oriented CUT Client Service Charter (CCSC), that we develop an embracing ubuntu/unhu oriented performance management framework of the balanced scorecard (Kaplan & Norton, 1992) that addresses teaching and learning, research and community interests, of which CUT’s strategic management is based on, a

tool which can thus be used to assess performance of human resources in delivery of products and services through the ubuntu/unhu oriented client service charter.

Philbin (2011) notes that for institutions of higher and tertiary education, there should be adequate consideration in administration so that essential performance criteria such as number of research publications in high impact journals and magnitude of patents acquired, can be used as indicators of growth and change of the institutions giving quantifiable proof apprising efficient and effective decision making (Kim & Byun, 1995). Polese and Monetta (2006) argue that the continuous interpretation of relevant stakeholders' needs, and their consequent satisfaction, strengthens the system vitality in every contest, by value generation and by competitive advantage creation as shown in Figure 1, Appendix B. Universities offer their services to their primary clients, the internal clients, the students represented by students' body, but also to the students' future employers and even towards the whole community. Students, in fact, are not the only subjects interested in the universities' value creation; they judge the received services, but the social and economic services as community estimates the capacity of every university institution to absolve its social function.

Cultural context of a knowledge organisation

We assert that culture in higher and tertiary institutions in Africa should refer to management concepts that include ubuntu/unhu in their manifestation and application. Furthermore, we argue that an understanding of institutional culture and performance at a given place is essential for one to initiate and implement an appropriate organisational performance model. Cultures manifest themselves in the behaviours, which follow from them. The major vehicle for the transmission and manifestation of the values and principles which lie at the core of a culture is ubuntu/unhu language (Karsten & Illa, 2005). Watson (1994: 112) therefore contends that "we know a culture primarily through ubuntu/unhu philosophy and language". People in organizations need a degree of common philosophy and language to reach effective cooperation, within such a common language specific values and priorities will be shared. Khomba et al., (2011) motivate that organisations that operate in Africa need to have an in-depth understanding of the organisational and cultural framework that includes factors such as institutional arrangements, social, economic aspects, and factors that influence corporate performance (David, 2006). It follows that people of different cultural backgrounds need to build appropriate models that should effectively generate increased output in their institutions of higher learning guided by background, roots and settings. Notwithstanding that some authors have argued (Binedell, 1994; McFarlin, Coster & Mogale-Pretorius, 1999) that there should be a proper identification of ethnic viewpoints and cultural background in different institutions in respective countries, there is still a gap in various institutions of higher learning that lack ubuntu/unhu philosophy in their day-to-day operations. We further argue that an incorporation of ubuntu/unhu philosophy in the institution of higher learning should improve their performance (Khomba et al., 2011; Mangaliso 2001; Mangcu, 2007; Shubani, 2007). Ndoda et al., (2014) argue that embedding ubuntu/unhu philosophy into core values, leads to better institutional vision, mission and strategies and that reclaiming and praxis of ubuntu/unhu philosophy, bridges performance gap implying that an ubuntu/unhu oriented performance tool would need to be employed. Bhengu (2013) advances that the horizon of the present and the future cannot be formed without the past. Moreover, modernity and colonization have eroded African culture, however, much still remains intact, particularly the concept of ubuntu/unhu inherent in Africans which the researchers seek to invoke, recommend

and operationalize through the BSC. The values that are enshrined in the ubuntu/unhu philosophy inclusive of tacit knowledge, ethics and trustworthy, are essential in carrying out research (Owen-Smith, 2001; Mabovula, 2011; Museka, Phiri, Kaguda, & Manyarara, 2013; Our Survey data, 2013) in institutions of higher learning such as CUT. The aforementioned values, enhance the measurement of the intensity of collaboration between industry and institutions of higher learning, could be better revealed (Philbin, 2008) by outputs such as published books, articles and conference proceedings which will impact on the various public and private sector strategic partnerships.

Academic institutions use social mechanisms to resolve issues related to its core business, giving resonance to ubuntu/unhu being African humanism, a philosophy, an ethic, or a worldview (Gade, 2011) affirming the thesis that 'Umuntu ngumuntu ngabanye abantu' (Battle, 1996; Gade, 2011; Khomba et al., 2011; Mabovula, 2011). Karsten and Illa (2005) say that to try to identify a particular African style or even the philosophy of management, any description of a management system within Africa should include a consideration of an indigenous African management, and ubuntu/unhu seems to reflect this approach. Murithi (2009) posit that ubuntu philosophy cradles an effective problem solving, proffering an innovative ways to draw lessons and transmit peaceful ways of solving problems (Harris, 2002; Hutchinson, 1996). Ubuntu/unhu is a central pillar to improving human relations. Ubuntu provides a strong philosophical base for the community concept of management (Khoza, 1994). A question that, How can ubuntu contribute towards the on-going debate as to how culture can inform efforts to implement practical and effective human resources performance management resolutions, arises? The authors attempt to answer this fundamental interrogation. Research in Eritrea shows how modern Human Resources Management practices in large Eritrea firms have to be embedded in the tradition of communally shared responsibilities (Ghebregiorgis & Karsten, 2005). The researchers argue that the revival and praxis of ubuntu/unhu values translated and transmitted through CUT Client Service Charter and checks and balances proffered through an ubuntu/unhu oriented BSC model encapsulating four sections inclusive of, first, values from African institutional perspectives, second, intake of knowledge, skills and abilities, third, clientele values and fourth, wealth creation, change and technology on the innovation and learning section of the BSC permeating to key performance areas underpinned in - shareholder/council/financial perspective, customer/communities perspective, university capability perspective - and the innovation and learning perspective, creating a value chain.

Ubuntu/unhu societies maintained conflict resolution and reconciliation mechanisms which also served as institutions for maintaining law and order within society (Swartz & Davies, 1997), much like a BSC would for the university. The CUT community may possess qualities of ubuntu/unhu in different extents and complexities, and thereby needing checks and balances in accordance with the principle of moderation regulating conduct and central to understanding and bridging performance gap (Our Survey data, 2013). To this end, Gade (2011) informs that the concept of ubuntu/unhu also constitute the kernel of African jurisprudence as well as leadership and governance tending to support remedies and punishments that bring people together through a demonstration of 'ubuntu/unhu.' Consensus building was embraced as a cultural pillar with respect to the regulation and management of relationships between members of the community (Prinsloo, 1998). Thus, the characteristic, is much needed in institutional strategy buy-in, implementation and measurement of performance, and this gives impetus to the viewpoint that control mechanism by institutions of higher learning should be all encompassing, in the sense that control is on the decision making process and implementation (Ouchi, 1979, Kranias, 2000).

According to Venter (2004), Ubuntu is a concrete manifestation of the interconnectedness of human beings and the embodiment of African culture, work and life style. Ubuntu is seen as a philosophy or concept that could enhance fairness and transparency in management of higher learning institutions. Nyaumwe and Mkabela (2007) argue that Ubuntuism was premised on the philosophy of cooperation, respect and care for each other in communities ruled by traditional leaders. Such a social philosophy promoted cooperation among members of a community through negotiations, inclusiveness, transparency and tolerance among members. Although there were no formal constitutions to guide people's conducts, some embedded unwritten rules that were enforced by community leaders acted as a common scale for guiding individuals' behaviours. Consensus on common behaviour, practices and conduct for individuals in a community facilitated citizens to respect beliefs, behaviour and practices of others in the community. Consensus was reached based on principles that promote group cohesion that uphold the morals, values, and customs of a community (Louw, 2006). The ubuntu/unhu philosophy was a uniting force, a glue or DNA characteristic required in strategy implementation and evaluation through a performance management tool that enable members in a given community to care for the well-being of others, including in the work situations as a characteristic of ubuntu/unhu included *mushandirapamwe*, *shosholoz*, *ilima* (cooperation) or teamwork (Louw, 2006).

The ubuntu/unhu philosophy would be pivotal in socially organised scepticism providing various concepts that assist in explaining research efforts in universities. First, the weight of the contribution of the research output is interrogated at the school committee levels (Philbin, 2011). Second, an instrument such as the ubuntu/unhu-oriented BSC could be used to examine the contribution of a particular research work to the community in the institution and industry. Social harmony is at the heart of ubuntu, promoting cohesion (Bennett, 2011). Unionism at best, is enshrined in tolerance (Our Survey data, 2013) enabling progressive implementation of socially organised scepticism. Furthermore, Mabovula (2011) notes that tolerance is a value to be achieved by deepening people's understanding of the origins, evolution and achievements of humanity on the one hand and through the exploration of that which is common and diverse in cultural heritage on the other. Disagreements need not cause harm if there is tolerance and mutual respect for each other and people's viewpoint in the community structure, much like in structures of CUT (Our Survey data, 2013). Third, organised scepticism prevents the influence from external interference that could seek to redirect the research findings to suit stakeholders' interest. These organised scepticism assist researchers to best direct their efforts to appropriate output and be able to quantify it.

Turk (2007) motivates that combining traditional and alternative performance indicators leads to evaluation frameworks that focus on multiple perspectives [capturing essentials on BSC model] service effectiveness, service efficiency and service quality, together with combinations of these usability aspects of performance measurement. It is important to build a model that provides relevant data on different aspects of performance measurement in an African context, embodying performance indicators with which universities "assess the quality and effectiveness of services provided by the university and the efficiency of resources allocated by the organization to such services" (International Organisation for Standardisation, 1998). The www.optimise.gb.com indicate that the BSC model offers linkages of one measure to another, communicating the purpose and objectives of the scorecard from the executives to shop floor employees, translating the strategic key performance indicators to the work community built into appraisals facilitated through ubuntu/unhu values aiding in building a programmes of projects that aim to meet set targets, identifying prioritization of activities.

While ordinary universities' functioning is financed through: government funds; students' fees; researches and services commissioned by external contractors (Polese & Monetta, 2006), in addition, the corporate sector can sponsor students' to institutions of higher learning for targeted learning and research for their respective industries and/or assist disadvantaged students to further their education. The BSC can assist in measuring performance aided by the use of an engagement tool such as the client service charter (Ndoda et al., 2014). The BSC could be a useful tool in assisting to identify, implement and measure research required by industries (Gray & Steenhuis, 2003). For instance, the firm could engage human resources capabilities and skills, technologies, resources available in institutions of higher learning to undertake research for the firms benefitting both the universities and the industries (Philbin, 2011). Tijssen, van Leeuwen, and van Wijk (2009) indicate that university research performance rankings have not only become part of managerial frameworks for comparative intelligence, quality assurance processes, national accountability, but they have also gained prominence as powerful Public Relation and marketing tools for attracting learners in the higher education sector worldwide (Philbin, 2011).

We note that several studies have been undertaken to investigate the usefulness and applicability of the balanced scorecard as a tool for identifying, implementation of strategies and measurement of performance (Khoma et al., 2011; Lucianetti, 2010; Marr & Neely, 2003; Bigliardi & Bottani, 2010; Nilsson, 2010). Furthermore, it has been shown conceptually, that the BSC is indeed appropriate as a measure of performance, though limited, in a business school (Papenhausen & Einstein, 2006). The BSC can also be of some use in the management of factors that influence the economic and soft aspects of human resources (Smandek et al., 2010; Sibanda, 2013). Nevertheless, in terms of the implementation of the BSC (Paranjape et al., 2006), the managers have faced some challenges in the inclusion or mix of the BSC matrix through the inclusion of inappropriate metrics, leading to the failure in achieving the desired results. Further, managers should carefully analyse the four aspects of the BSC in order to avoid inappropriate additions that could lead to poor performance measurement. We note that, while the BSC in itself is well balanced with respect to its core components, nonetheless, in the case that managers make changes in the BSC, managers are advised to ensure that an adjustment in one component, should ideally, and subsequently, affect the other components in the BSC and should still reflect its four components in order to realise its full potential. In fact, the BSC concept is general in its design and perspective and could be easily modified to suit special cases that manifest in the institutions of higher learning (Bourguignon, Malleret & Norreklit 2004; Khomba et al., 2011; Voelpel, Leibold & Eckhoff 2006). In that case, the BSC is a useful tool regardless of the levels of sophistication of economic development of countries and their institutions of higher learning (Broodryk, 2007). The ubuntu/unhu concept, embedded in culture, (Khomba et al., 2011; Mangaliso 2001) is perceived to be strong in African communities, although institutions of higher learning have yet to embrace the concept as a transmission mechanism in order to fully realise wealth creation, innovation and technology (WIT) potential. We note that the difficulties of implementation of BSC mentioned above, entails that there is still a scope for improvement (Cokins, 2010; Khoma et al., 2011) in the operation, ease of use and robustness of the BSC.

The recent literature on ubuntu/unhu has highlighted some hidden issues that the authors argue, are relevant to the innovation and learning perspective of the Balanced Scorecard model. However, we have identified its limitations in an African setting where the African sociocultural setting has to be contextualized within the ubuntu/unhu framework. It is against this background that the researchers design an improved and encompassing Balanced Scorecard to address succinctly the African perspective of organisation innovation, learning and management.

Balanced scorecard and Chinhoyi University of Technology

The performance of institutions of higher learning need a framework on the basis of which appropriate decisions are made which strengthen the management of institutions, and thereby improve outputs. It is for this reason that we embark on the development of the BSC for CUT. To start with, we examine the strategies and components that are essential in the development of the BSC through a strategic map for the university as shown in Figure 1.2 inferred from the CUT Strategy Plan 2011-2015 and The CUT Annual report (2012). The importance of a strategic map, is that it indicates the important areas of performance management for institutions of higher learning and its strategic partners who would provide financial support for the university through grants for research and public organization through support grants. The financial strategy would encompass the resources that include programmes funding, private funded research and strategic business units through expanding revenue streams in order to maintain overall margins, by controlling spending, monitoring liquidity, revenue, profitability and investments. Nevertheless, the benefits that accrue due to financial assistance given by the business partners such as public and private sector would benefit from the training of human capital in various career lines, carried out at the institutions of higher learning such as CUT. We argue that, the availability of funding for the university is expected to enhance the recruitment of qualified manpower that would lead, in turn, to improved output for both institutions of higher learning and industry. In fact, it would be easy for the university to embark on short term courses for the industry given the skills available to it. For instance, courses such as those offered by the Schools of - Agricultural Sciences and Technology, Engineering Sciences and Technology, Business Sciences and Management, Tourism and Hospitality, Wildlife, Ecology and Conservation, Natural Sciences and Mathematics, Art and Design, Institute of Lifelong Learning, Academy of Teaching and Learning and Research & Resource Mobilisation.

However, it stands to reason that an institution of higher learning that is able to satisfy its stakeholders need to possess internal resources such as academic and supportive staff and adequate infrastructure, utilities and laboratories. Institutional business perspective emphasises on improvement in service quality, understanding university customer segments, building quality products, focusing on value chain/supporting activities inclusive of infrastructure, Human Resource, technological development, procurement, employee management centring on employee retention, employee productivity, and employee satisfaction. The human resource being the driver of other resources would then be held accountable through a performance management system (Du Toit, Erasmus & Strydom, 2010). Despite the attributes offered by the BSC, we further argue that it is the aforementioned resources possessed by the institution of higher learning that is essential. Lastly we turn to the innovative perspective which is essential in keeping up with current and future developments of institutions of higher learning. This entails a consistent and concerted effort in research that leads to output such as articles publications and international conferences presentations.

In designing the BSC we employ the strategy map previously discussed (Kaplan & Norton, 1992). The strategy map assist in the testing of the four hypotheses of the BSC and confirm that the outcomes of BSC were in line with the organisation strategy. The organisational learning and growth viewpoint describes how an organisation can improve in the long term by considering what extra skills would benefit the organization (Khomba et al., 2011). There are three leading measures of innovation, namely organisational structure capabilities, information systems capabilities, and employee capabilities (Kaplan & Norton, 2004). This study focuses on

innovation and learning capabilities as reflected in the CUT Strategy Map in Figure 2, Appendix B. As the strategy map in Figure 2, Appendix B shows, the innovation perspective is the foundation of value creation by an organization and due to causal effects, other key performance perspectives, would thus be affected. The human capital have skills, knowledge and abilities which are then combined with capital, prudent entrepreneurship and technology to create output and/or wealth. In fact, this observation is in line with Drucker's (2002) assertion of employee capabilities being a key in unlocking value in institutions of higher learning. An ubuntu/unhu oriented BSC would underpin key performance indicators including employee satisfaction indexes, employee turnover ratios, headcount growth through attraction of top talent and acceptance rates, business risk mitigation, ubuntu/unhu oriented toolkits to identify measurements for innovation and learning such as business reviews, employee research, supplier customer engagement, employee focus groups denoted through committees. A strategy map (Kaplan, Norton & Rugelsjoen, 2010) allows managers in the institution of higher learning to have a pictorial vision of the four balanced scorecard perspectives that enables them to achieve desired objectives at the innovation perspective strata and this can assist the university to improve continuously upon its in-house efficiencies and thereafter to achieve customer satisfaction, which ultimately improves profitability through large sales volumes.

Having gone through the strategy mapping process undertaken by Ndoda et al., (2011), it is possible to come up with the primary vision of the BSC that link up with the organisational strategy of CUT and indicating performance management metrics and reports. The balanced scorecard perspectives usually indicates the needs of the university and strategic business partners. In this paper, the adapted balanced scorecard includes – First, shareholders, council and financial perspective of CUT which caters for financial aspects. Second, the customer/communities perspective that looks at the three pillars of an institution of higher learning which are teaching and learning, research and community engagement. Third, the university capability, which shows the internal resources that are available for use by CUT. The primary outputs and knowledge of CUT is encapsulated in the innovation and learning perspective. The balanced scorecard that we adapt builds on the current literature review (Philbin, 2011) in that it proposes embedding the ubuntu/unhu philosophy in the CUT performance management and operational processes.

Turning to CUT's core business, which is teaching and learning, research and community engagement, CUT is expected to teach at undergraduate degrees, postgraduate MSc level, Doctor of philosophy degrees and short courses for industries, government and the community. In addition, the management of the above programmes, is through employment of corporate governance principles in order to improve optimum performance and output. In line with corporate governance which entails concepts such as transparency and inclusiveness, committees have been formed that include executive senate, senate, council pension board of trustees, Chinhoyi University farm trust, school boards and planning, departmental board, assist in the management of academic and non- academic activities . Furthermore, there is a strategic board that looks into the short, medium and long term development of the university.

The information and reports generated from research, teaching and learning and community engagement by the committees mentioned above, need to be harnessed and stored in a data base that management could then refer to whenever decisions are made facilitating easier coordination. It is against this background that a modified balanced scorecard that we develop would act as a holistic and all-encompassing source of useful data and information on the development of the university. In addition, the BSC would also serve as an instrument to

demonstrate that the institution of higher learning was meeting its mandate. In fact this is in line with the argument put forward by Sun Tzu (2005: 92), that "...and men can see these tactics whereby I conquer, but what none can see, is the strategy out of which victory is evolved."

In summary, the study is based on the premise that the institutions of higher learning needed to utilise a BSC which included the ubuntu/unhu philosophy in the management processes to enhance research, teaching and learning and community service. In turn, this would improve the performance of the stakeholders such as industries and government that benefit from the university output such as graduates and research, and thereby the development of the economy.

METHODOLOGY

The primary data was obtained through a survey of the CUT community using a structured questionnaire as an instrument for data collection in the course of three months. The methodology was examined in three ways - First, a pilot study was carried out to check the effectiveness of the questionnaire, and thereafter, necessary changes were made to the questionnaire before the main survey. The respondents included the executive, directors, managers, academics and support services staff who were given a questionnaire to answer and some were interviewed. Content and factor analysis were used to analyse data. The analysis used principal component extraction method to analyse the relationships of the 27 variables under study. The CUT community was selected due to a number of reasons inclusive of proximity to the researchers, and that the institution does not have a Balanced Scorecard. The implication of our results is that the inclusion of ubuntu/unhu in decision making in institutions of higher learning, could improve performance and output in research, teaching and learning and community engagement, which are their core key performance areas. This was a prominent finding especially with regard to the innovation and learning perspective of the Balanced Scorecard model. Second, detailed reviews were conducted of the literature on performance measurement, and the Balanced Scorecard. A review of case studies and interviews with key informants on the subject matter was also done, based on the observation by Khomba et al (2011) and Mouton and Prozesky's (2007), we followed an exploratory approach in the inclusion of ubuntu/unhu philosophy in the balanced scorecard instrument. Key informants who have had extensive experience related to ubuntu/unhu and performance measurement in academia and in practice were interviewed. A more recent literature review was undertaken that assisted us in the development of an ubuntu/unhu oriented balanced scorecard for CUT. It was critical to comprehend these insights before any further development of the ubuntu/unhu oriented innovation and learning perspective of the Balanced Scorecard model could be attempted. Third, the key variables that included Africanisation, learning, customer, wealth creation, innovation and technology values and their relationships with regard to issues involving the innovation and learning perspective of the BSC model were analysed. Furthermore, a structured questionnaire in which the respondents filled in was administered and interviews with key informants were conducted in order to get an in depth information. In addition, a pilot study was carried out to ascertain the efficacy of the questionnaires.

Data

The primary data was obtained through a structured questionnaire which was guided by the research objectives and questions. The questionnaire focused on variables that might affect

an Afrocentric innovation and learning perspective. In-depth interviews were carried out that included key informants that comprised senior executives, middle level managers and shop floor workers. The information obtained from respondents were used for the analysis of the data.

Questionnaire structure.

As previously mentioned, the survey design targeted senior executives, middle level managers and shop floor workers of the university, so the questionnaire had to be user friendly. A five point Likert style rating scale, for example, Strongly Agree to Strongly Disagree, were used. A five point ascending that indicated a five as the highest (Strongly Agree) indicated extent of agreement regarding the questions asked (Khomba et al, 2011; Dillman, 2000) derived from research objectives and questions. The respondents were selected using simple random probability sampling in order to give each element in the sample frame an equal opportunity to be included in the sample. Having drawn the sample, the respondents were then asked to respond to the structured questionnaire. The questionnaire was administered through both self-completion and face-to-face interviews and a follow up was carried out for non-responses.

Sample

The University community was taken as the population. A sample of 190 participants were picked from a sampling frame using a simple random sampling method and thereby giving each respondent equal chance of being included. The probability sampling also allowed us to generalise our findings from the sample to the population which is the CUT community and other similar organisations. Out of the 190 respondents, 157 completed the questionnaire giving us an 82.6% response rate.

Data reliability and validity.

Data appeared to be reliable in terms of internal consistency. The Cronbach's alpha (α) was used. The Cronbach's alpha (α) suggests that an α coefficient above 0.70 indicates reliability. However, the authors' overall α coefficient measure is 0.90 and this led us to believe that our data was internally consistent (Costello & Osborne 2005; Field 2009; Khomba et al., 2011). Nevertheless, like any quantitative/qualitative study involving human beings, the results should be treated with caution.

DATA ANALYSIS

Descriptive statistics

Most of the surveyed respondents (43.30%) belong to the age group 30 – 39 years, whilst the least number (0.6%) is aged between 16 and 20 years. Out of a total of 157 respondents, 22.90 percent were aged between 21 and 29 years; 22.30 percent fall under 40 and 49 years and 10.80 percent of the total respondents were above 50 years old. The data obtained from the study showed a gender imbalance where a greater proportion (61.80%) were male and 38.20 percent being female. The level of education of most of the sampled respondents was high as 58 percent

were degree holders and 26 percent of them have diplomas, whereas the least number (3%) had A' Level with 12 percent having O' Level certificates.

FINDINGS AND DISCUSSION

We employed the factor analysis to explore the strength of the relationships among principal component variables, which include Africanisation, learning, customer and wealth creation, innovation and technology values. However, within the four principal component variables, 27 loadings were further analysed using Varimax rotation with Kaiser Normalisation. Further, to check for correlation within the variables, the Varimax with Kaiser Normalisation method was employed. On the onset, we assumed that the variables were related to each other, taking into account that we were dealing with ubuntu/unhu, a human resources issue. In order to achieve the universal correlation, we used the communalities which shows the significance of the extracted factors. Our extracted communalities were greater than 50% which indicates that the four principal factors were correlated and significant. Six factors were identified in this study each with an Eigen value above 1 as shown in Table 1, Appendix A. Components with an initial Eigenvalue of 1.07; 5.52; 1.01; 3.00; 3.08 and 2.71 were extracted.

Factor 1: Africanisation values

A total of 144 respondents were analysed. Factor 1 related to Africanisation values, and had 11 loadings out of 27 variables and lead to a variance figure of 50.22, The dispersion of other variables are quite small, which indicate their closeness to the mean value and a standard deviation 1.12. All other variables in respect of rotational fact were positive and indicated a relatively strong relationship among them. The loadings information of the second factor are shown in Table 2, appendix A. A Component Plot in Rotated Space showed that there was a robust relationship among the 10 variables except for 'Ubuntu/Unhu culture enhances corporate performance'

Learning values

Learning Values represents the second factor and it had six loadings out of 27 loadings. Learning values had a variance of 49.20% and the other 5 variables on learning values, indicate small variation and close relationship among variables and a standard deviation of 1.13 implying the variation is close to one standard deviation from the mean. Rotated Component Matrix are as follows: Employee competencies are foundational for overall performance (Component 1= 0.80); Human learning is an important doctrine for organisations (Component 1= 0.80, Component 2 = 0.27); Knowledge is foundational for improving internal operations at CUT (Component 1= 0.78, Component 2 = 0.22); Ubuntu/ Unhu culture promotes corporate social responsibility (Component 1= 0.74), Foreign management practices should be Africanised(Component 2= 0.91); National culture determines corporate governance (Component 1= 0.48, Component 2= 0.60). The rotated component matrix indicates closeness of factors such as employee competencies, human resources learning, ubuntu/unhu culture and national culture among. A Component Plot in Rotated Space was also performed and it indicated that a relatively robust relationships among the 5 variables except for 'Foreign management practices should be Africanised.'

Customer values

Customer values represents the third factor and it had six loadings out of 27 loadings. Factor 3 underlines the perception of Africanisation values and work ethics. Empirical evidence shows that the total variance for Factor 3 is 51.33%, and the other variable explaining customer values indicate relatively small variances with respect to their mean value. In Factor 3, there is a strong argument for a relationship among variables. The standard deviation for Factor 3 is 1.10. All other standard deviations for variables such as employee training, Africa needs to build an Africanised workforce, ubuntu/unhu promotes customer orientation indicate relatively small standard deviation implying that the relationship among variables was significant. Rotated Component Matrix are as follows: Ubuntu/ Unhu culture is pivotal to value creation (Component 1=0.83); Ubuntu/Unhu culture promotes customer orientation (Component 1=0.75); Ubuntu/Unhu culture relieves service related customer's pain (Component 1= 0.71) Ubuntu/ Unhu culture fosters change and growth (Component 1=0.71); Africa needs to build an Africanised workforce (Component 1=0.70); Employee training promotes asset utilisation (Component 1=0.58). The component score coefficient matrix for factor 3, indicate closeness among variables. Customer values had six loadings which shows that an Africanised labour force can be able to better create and improve customer care and thereby create wealth. These results suggest that the labour force in organisations can better look after internal and external customers, and thereby create more output and wealth for the nation. The authors assume away corruption and favouritism within the work place which are the inhibitors to labour productivity.

Factor 4: Wealth creation, innovation and technology values

For Factor 4, under initial Eigenvalues, the variance for factor 4 is 67.83 and it has 4 loadings out of 27 loadings. The standard deviation for Factor 4 was 0.93 which implies the average variability of our estimate is relatively good. The component score coefficient matrix is 0.28 for factor 4. This indicates a close relation among the variables. In spite of globalization in technology, Africanisation and cultural values still play a significant role in wealth creation. Furthermore, loadings in wealth creation, innovation and technology emphasise employee's productivity, knowledge and skills for successful organisational systems and processes, whereby culture is seen as a transmission mechanism of economic outcomes (Hjort, 2010). Rotated Component Matrix are as follows: Indigenous knowledge promotes Umunthu in communities (Component 1= 0.86); Sociocultural linkages are key success factors (Component 1= 0.85); Skilled employees drive organisational processes and systems (Component 1= 0.84); Motivated employees enhance organisational processes and systems (component 1=0.75). The Wealth creation, innovation and technology values has four features which manifest importance of cultural aspects as well as the significance of an innovative, technologically informed African labour force, that is able to translate the imported technology into useful productive inputs and thereby create wealth.

Pearson correlation matrix

It was deemed important to analyse the strength of the relationships among the four factors that include - Africanisation, learning, customer as well as wealth creation, innovation and technological values; using the means of variables on the four extracted factors discussed.

The variable means were then subjected to Pearson correlation analysis as summarized in Table 3, and it was assumed that all variables had equal status, implying that no variable was a dependent variable. The Pearson correlation matrix shown in Table 3, indicates that the correlation between learning values and Africanisation values was 0.64 positive and strong which shows that the two variables are related. The correlation was significant using a 2-tail test, ($r=0.64$, $p<0.01$). Customer values were positively correlated with Africanisation values ($r=0.63$, $p<0.01$), and it is significant 2-tail. The Wealth Creation, Innovation & Technological Values, Africanisation values and learning values were all strongly positively correlated ($r=0.64$, $p<0.01$) and significant 2-tail, Table 3, Appendix A.

The Pearson correlation analysis as Table 3 Appendix A, shows that at the 1% significance level (2-tailed), all four factors extracted are significantly correlated [ranging from $r=0.64$ to $r=0.74$, $p<0.01$], implying that the variables were highly inter correlated and clustered. This result and finding provides evidence that all four factors were important in explaining Africanisation and innovation (ubuntu/unhu) as a group. The researchers also carried out a covariance analysis and the results indicate that Africanisation values was positively related to the Learning values; Customer values and Wealth creation, innovation and technology values (average 0.20 in all cases) which implies that an improvement in the Learning values; Customer values and Wealth creation, innovation and technology values will also have a positive impact on the Africanisation values.

Ubuntu oriented CUT innovation and learning balanced scorecard perspective framework.

These relationships were summarised in a conceptual framework of an ubuntu/unhu oriented Innovation and Learning Perspective Framework of the BSC as shown in Figure 3, Appendix B. The framework shows relationships of the Africanisation, learning, customer and wealth creation, innovation & technology values at different levels. The four extracted principal components and their sub components, these being formulated statements representing variables' relationships are shown in the framework. Components and variables are positively correlated and interconnected as illustrated through the dotted lines in the framework. The 27 correlated variables feed into four respective components of the Ubuntu oriented innovative and learning perspective of Balanced Scorecard framework, as illustrated by arrows at the variable level in Figure 3, Appendix B.

Progressively, the four components describing organisational value adding activities constitute an ubuntu oriented causal relationship of BSC model framework with report areas across the four perspectives as shown in Figure 4, Appendix B. The researchers' empirical results are in line with Khomba, Vermaak and Gouws' work (2011) revealing that an ubuntu/unhu oriented innovation and learning perspective adopted by an institution of higher learning reflected in the criteria used as a performance measurement, was expected to improve the management of the organisation such as CUT. The statistical empirical results show that an adoption of ubuntu/unhu in the management of the institution of higher was likely to lead to an improvement in performance and output. In fact, it would be easy for workers to understand and appreciate systems and processes that relate to the ubuntu/unhu concept (Ghebregiorgis & Karsten 2006; Khomba et al., 2011; Mbigi & Maree 1995; Prinsloo, 2000). The study identified four key components comprising a new African innovation and learning perspective of the Balanced Scorecard model, as shown in Figure 3. All four components of the African innovation and learning perspective are related to one another.

Turning to Africanisation values that lead to wider issues such as institutional capabilities, processes and systems and employee skills, knowledge, abilities are expected to improve productivity, which invariably, would lead to value creation and thereby proffering the organisation competitive advantage. In fact, this finding augments that indigenous knowledge systems are necessary in the improvement of output per worker, and thereby economic growth and development. Based on the research findings majority (73%) of the sampled respondents indicated that ubuntu/unhuculture greatly contribute to corporate performance as employees tend to have high morale and productivity levels. Such positive trends towards corporate performance through specific contributions including enhancing teamwork, improving understanding of the environment and its needs, boosting employee morale and productivity, promoting financial viability, promoting training and innovations has also fostered change and growth in organisations that values ubuntu/unhu for corporate value creation to the outside world. The overall performance of institutions of higher learning such as CUT could improve their internal operations, corporate governance, and corporate social responsibility through the learning values as shown in our model. In respect to CUT, the results show that the learning values, had a majority (70.70%) of the respondents giving more weight to incorporation of African culture into organizational set ups for corporate sustainability. This can be done through providing a mechanism that supports indigenous knowledge systems (IKS) and processes in organisations and communities at large. Employees in an organisation that practise ubuntu/unhu will in turn have a social responsibility which will have a positive impact in the internal business processes, operations and enabling management policies and systems. Moreover, both organisation and employee that are willing to learn will enable innovation to take place thereby improving productivity and performance of the institution of higher learning in the long term. In respect to learning values, the results indicate a positive correlation between employee training and knowledge and performance of institutions of higher learning. This result is in line with the work by Busi and Bititci 2006; Carr, Kachedwa and Kanyangale, 1997; Khomba et al., 2011; MacLachlan and Prinsloo 2000. Further, the results indicate that employees who possess capabilities are enhanced through learning values. Intangible aspects such as know-how, talent and abilities (Poovan, 2005; Drucker, 2002), in turn, assist in the growth and development of institutions of higher learning.

We further argue that ubuntu/unhu culture is pivotal to value creation and therefore substantially adds to customer values, that will in turn, promote customer orientation, relieving customer pain and foster change and growth through implementation of an ubuntu/unhu oriented client service charter (Ndoda et al, 2014). We further note that institutions of higher learning such as CUT need to embed in their programmes (McFarlin et al., (1999) the ubuntu/unhu ethic that is expected to promote asset utilisation and strengthen internal and external customer satisfaction which then might be extended to national level. The study reviewed that, out of 157 total sampled respondents, 129 pointed out that ubuntu/unhu fosters service quality, hence the need to be incorporated into organizational set-ups. Such a development would result in promoting customer orientation, however, a few respondents (15 out of 157) dismissed the arguments that ubuntu/unhu fosters service quality due to changes in the effects of globalization. However, the least number (13) of the surveyed respondents either agree or disagree to some extent on the impact of ubuntu/unhu culture in fostering service standards in organizations. The survey and results indicate that ubuntu/unhu ethic is enshrined in culture, which in turn is the transmission mechanism for innovation. For this reason, innovation is born by institutions that are willing to learn and incorporate new techniques. As a consequence, this will capacitate

employees to serve internal and external clients better, and thereby create value for institutions of higher learning.

Finally, the results also indicate that, indigenous knowledge systems promotes 'umunthu' in communities. Socio-cultural linkages are premised in ubuntu/unhu and are a significant key success factor that improve skills and motivate employees. The motivated employees will then drive the organisational processes and systems which are expected to facilitate wealth creation, innovation and technology in institutions of higher learning. The empirical evidence in this study indicates that organisational processes succeed when motivated, knowledgeable and skilled employees manage internal operations. Furthermore, the results show that the know-how, talent and abilities are better implemented when the ubuntu/unhu ethic, that promotes humanness (Broodryk, 2007; Du Plessis, 2001; Gade, 2011; Khomba, et al., 2011), is recognised in the running of the institutions of higher learning. It stands to reason therefore, that employees who are motivated will be able to have higher productivity and such an environment will lead to innovation in the institutions of higher learning such as CUT.

CONCLUSION

The authors examined the development of an Afrocentric innovation and learning perspective performance measurement system for institutions of higher learning and its causal relationship to the other key perspectives. We argued that an ubuntu/unhu oriented BSC is an appropriate instrument for the management of institutions of higher learning such as CUT. A survey and questionnaire was used to collect primary data and factor analysis technique was employed. The data was analysed through content and factor analysis methods. Also a Pearson coefficient correlation analysis was done to ascertain the relationship and direction of the four variables. The most important result and finding of this study was the significant contribution that indigenous knowledge and an ubuntu/unhu philosophy could make to corporate performance in an organisation based in Africa. These procedures can be viewed in terms of supporting the university-industry collaborative environment, through the provision of data and information that can be used to demonstrate development of the university and other similar institutions. Our results reveals that the ubuntu/unhu oriented BSC is dynamic in perspective, in that it also incorporates intellectual capabilities of academic and non-academic staff at CUT as well as strategic partners in related industries. It is also necessary to note that the BSC similarly, was a source of tapping into the level or degree of quality and time in which the research was completed as was indicated in the CUT Enquirer Insides (2012) and the Annual report (2012). In addition, the BSC should reveal the evidence of research output from the academic staff and other stakeholders.

We implemented a strategy mapping that ensured that the BSC was in line with the University mandate. This approach ensured that the BSC was a useful tool to management and the organisation as a whole. The four major aspects of the BSC we analysed, include Africanisation, learning, customer and wealth creation, innovation and technology values. These values were then analysed using factor analysis and correlation. The results indicates that these values had a positive impact on employee productivity and performance management. The geographic coverage of the primary survey was limited to Chinhoyi University of Technology. However, the result carries over to similar institutions in Africa and other regions worldwide, ubuntu/unhu is an African worldview, an ethic.

We argue that an inclusion of ubuntu/unhu in the BSC, could reinforce efficacy of the senior, middle management and shop floor workers, and thereby substantially improving the organisational performance of an institute of higher learning such as CUT. Furthermore, we recommend that a design of a specific instrument such as a software package, that is expected to facilitate the implementation and management of the BSC could be a useful tool to the institutions of higher learning. The BSC also provides benefits such as holding integrated linked data of institutions of higher learning.

The BSC is versatile in that it facilitates implementation of institution of higher learning strategy and also contains essential reports that add impetus to the performance management. We also note that the BSC as a tool, enables the institution of higher learning to better manage its resources such as finances, skills development that should, in turn, enhance teaching and learning, research and community engagement which form the pillars any institution of higher learning such as CUT. Further research could examine the applicability of the BSC in institutions similar to that of CUT expanding on the principal component variables that we do not include in our research.

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APPENDIX A

Table 1: Eigenvalues and variances of 6 extracted factors

Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	5.527	50.244	50.244
2	1.072	9.747	59.991
3	2.952	49.198	49.198
4	1.007	16.786	65.984
5	3.080	51.333	51.333
6	2.713	67.828	67.828

Extraction Method: Principal Component Analysis.

Source: Our Survey Data, 2013.

Table 2: Factor 1 (Africanisation values)

Rotated Component Matrix ^a		
	Component	
	1	2
<i>Ubuntu/ Unhu</i> culture supports CUT's core business	.806	.184
<i>Ubuntu/ Unhu</i> culture promotes Cut's vision	.740	.176
<i>Ubuntu/ Unhu</i> culture fosters service standards	.678	.408
<i>Ubuntu/ Unhu</i> culture anchors client service	.672	.312
Indigenous knowledge promotes corporate sustainability	.662	.290
<i>Ubuntu/ Unhu</i> culture boosts employee morale and productivity	.658	.312
African culture must be incorporated into organisational set-ups	.654	.206
<i>Ubuntu/ Unhu</i> culture and knowledge promotes productivity	.281	.853
<i>Ubuntu/ Unhu</i> culture enhances corporate performance	.229	.848
<i>Ubuntu/ Unhu</i> culture promotes competitive advantage	.245	.690
<i>Ubuntu/ Unhu</i> culture and knowledge enhances teamwork	.492	.531
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		

Source: Our Survey Data, 2013.

Table 3: Pearson correlation matrix

	Factor 1	Factor 2	Factor 3	Factor 4
Factor 1	1			
Factor 2	.635**	1		
Factor 3	.628**	.741**	1	
Factor 4	.635**	.669**	.702**	1
**Correlation is significant at the 0.01 level (2-tailed).				

Source: Our Survey Data, 2013.

Legend:

Factor 1: Africanisation Values

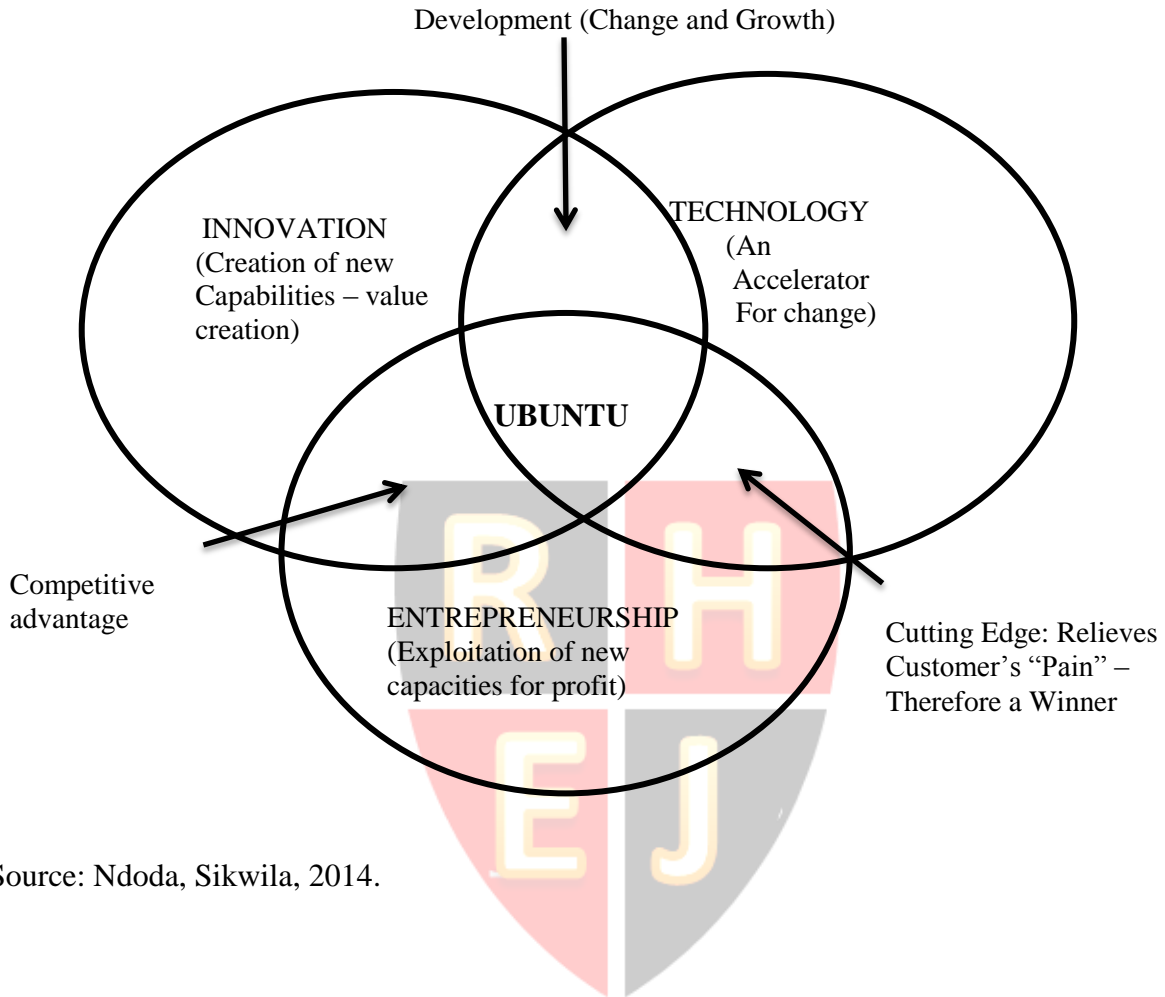
Factor 2: Learning Values

Factor 3: Customer Values

Factor 4: Wealth Creation, Innovation and Technological Values

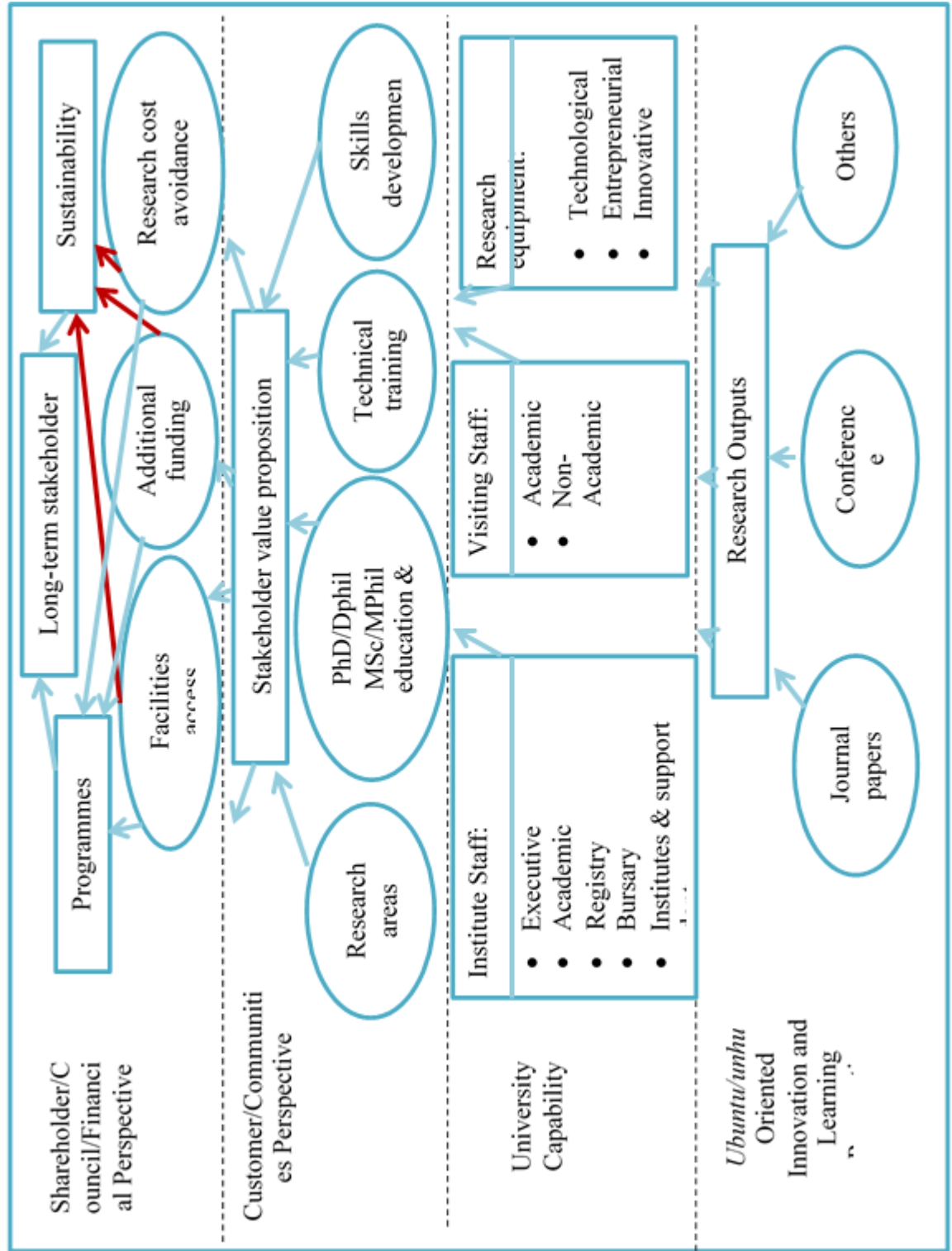
APPENDIX B

Figure 1: Re-alignment of CUT's Vision Model



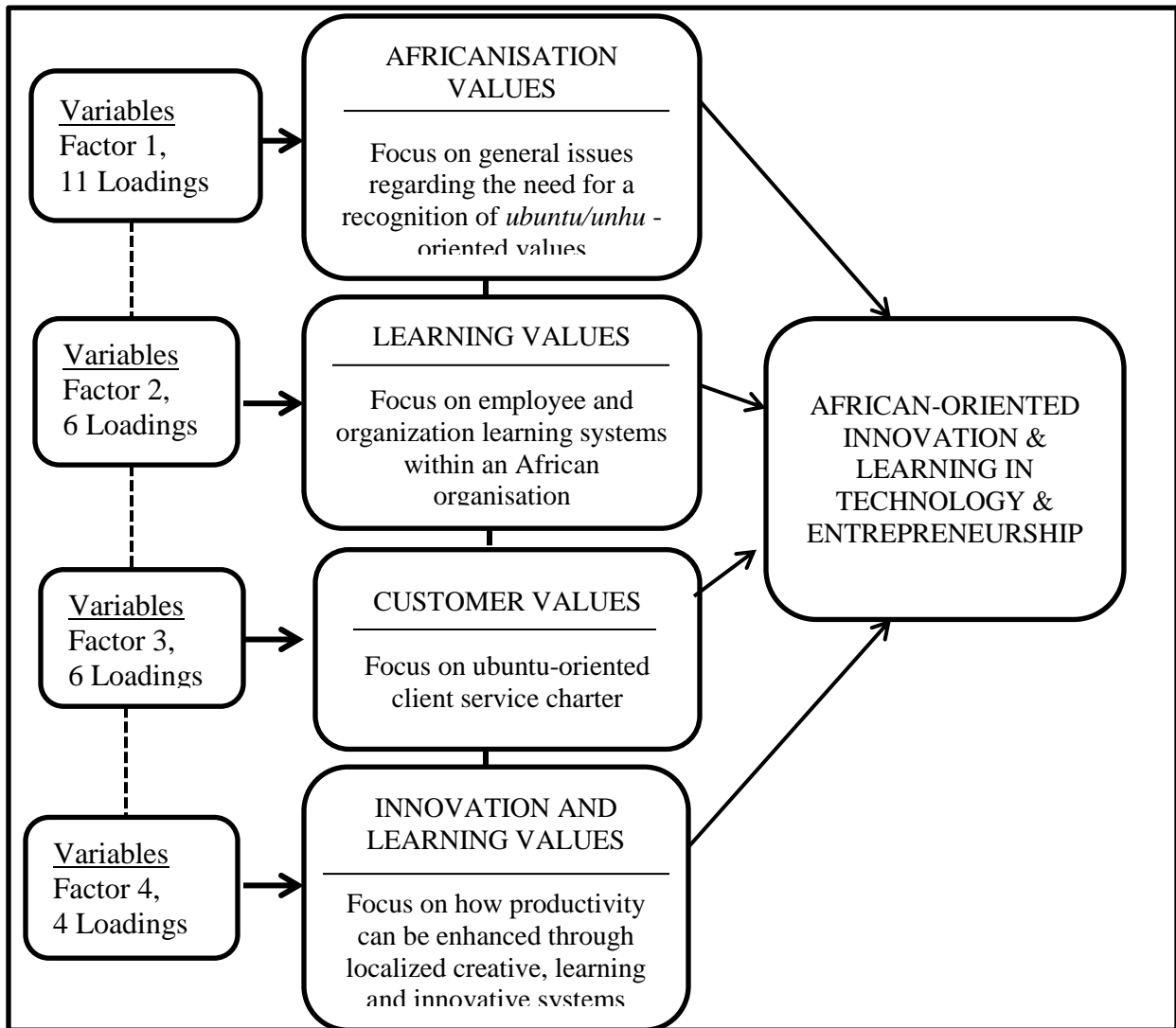
Source: Ndoda, Sikwila, 2014.

Figure 2: CUT Strategy Map



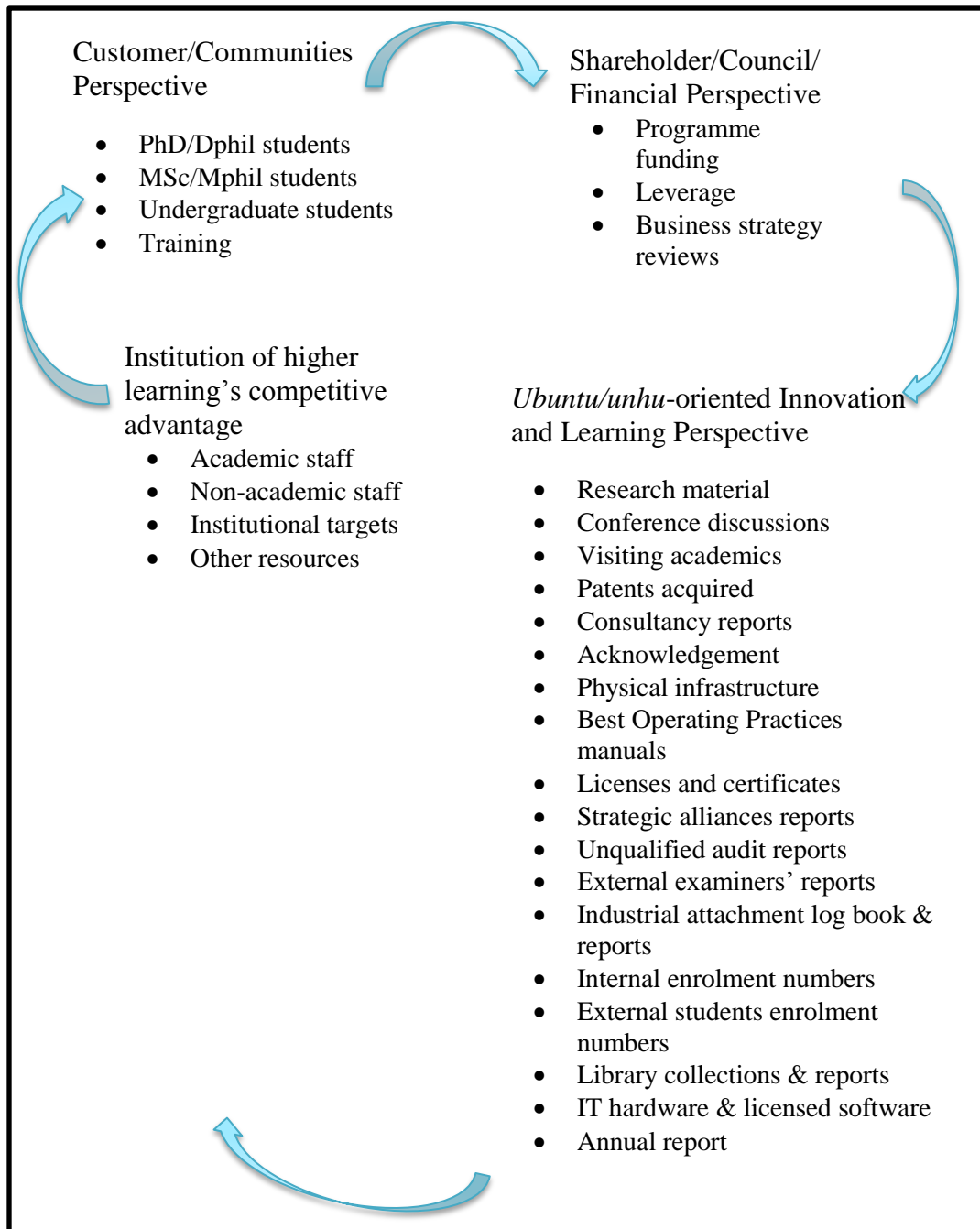
Source: Adapted from Philbin (2011); Papenhausen & Einstein (2006) and Norton & Kaplan (2004).

Figure 3: Ubuntu/unhu oriented innovation and learning BSC perspective framework



Source: Adapted from Khomba, Vermaak and Gouws, (2011).

Figure 4: Causal relationship of BSC Model framework with report areas across the four perspectives



Source: Inferred from CUT Raw Strategic Plan (2011-2015) &Adapted from Philbin, (2011).