



**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF BUSINESS AND ECONOMICS
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DEVELOPMENT MANAGEMENT**

**ASSESSMENT OF BALANCED SCORECARD (BSC) IMPLEMENTATION,
SUCCESS STORIES AND CHALLENGES IN THE ETHIOPIAN PUBLIC
HIGHER LEARNING INSTITUTIONS: THE CASE OF JIMMA UNIVERSITY**

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Assessment of Balanced Scorecard (BSC) Implementation, Success Stories and Challenges in the Ethiopian Public Higher Learning Institutions: The case of Jimma University

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Declaration

I declare that this research report on The Assessment of Balanced Scorecard (BSC) Implementation, Success Stories and Challenges in the Ethiopian Public Higher Learning Institutions: The case of Jimma University is my original work and has not been presented or submitted partially or fully by any other person for a degree in any university, and that all the sources used in this research report have been properly recognized and acknowledged as in text citation and reference list.

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Acronym

BPR:	Business Process Reengineering
BECO:	Business and Economics College
BSC:	Balanced Scorecard
CEO:	Chive Executive Officer
CSR:	Civil Service Reform
ECA:	Economic Commission for Africa
HLIs:	Higher Learning Institutions
IDMC:	The Internal Displacement Monitoring Center
IT:	Information Technology
JU:	Jimma University
JUSH:	Jimma University Specialized Hospital
JUCAVM:	Jimma University College of Agriculture & Veterinary Medicine
KPIs:	Key Performance Indicators
NPM:	New Public Management
PBMS:	Performance Based Management System
PESTLE:	Political, Ecological, Social, Technological, Legal, and Economic Analysis
PSCAP:	Public Sector Capacity Building Program
SAPs:	Structural Adjustment Programs
SPM:	Strategic Planning and Management
SPSS:	Statistical Package for the Social Science
SWOT:	Strengthen Weakness Opportunity and Threat

Abstract

This study has been conducted since March 2016 to investigate BSC implementation in Jimma University. The main objective of the study was to assess BSC implementations, successes and challenges as they happen in Jimma University. The study used both qualitative and quantitative methods. Out of the non-probability sampling purposive/judgmental sampling has been used. Data was collected from both secondary and primary sources using document review, interview and questionnaire. From the total number of 1134 target population, 114 questionnaires were distributed, from this 103 were returned. The sample size was determined to be at list 10 percent of the target population. The collected data was analyzed using descriptive approach by charts and tables. The analysis of the study reveled that the leadership is good to see committed in terms of defining the University's vision, mission and values as well as building and implementing BSC; In addition the leadership has done enough to facilitate top-down and bottom up communication. In the implementation process a good deal of work was done to analyze the internal and external environment of the University so as to identify the enablers and pains during implementation. Finally the implementation was facilitated by appropriate choice themes and key success factors, objectives, performance indicators for the success of the implementation initiatives which were carefully selected with goal of solving significant organization pain and tied to the vision & mission of the organization. After the implementation respondents still believe there are modest successes and some challenges that need JU leadership attention. Therefore, it is recommended that JU should focus on strengthening reform team and change agent for proper implementation of balanced score card and enhancing communication at every stage of reform implementation. It is also recommended that the University leaders should be highly committed towards avoiding taking more time to finalize reform implementation and putting incentive mechanism in place in order to motivate the best performers.

Key words: *Balanced Scorecard (BSC), Jimma University (JU), Success and Challenges*

Chapter One

Introduction

1.1. Background of the Study

Higher education is of paramount importance for economic and social development. Inculcating relevant knowledge and advanced skills, higher education provides the human resources required for leadership, management, business and professional positions. The institutions also serve as the major research establishments that generate, adopt and disseminate knowledge. By giving people access to knowledge and the tools for increasing and diversifying their knowledge, higher education expands people's productivity, as well as national capacity and competitiveness. Today, as the world becomes increasingly interconnected, more interdependent and increasingly a globalized village, higher education is critical for the achievement of economic progress, political stability and peace, as well as for building democratic culture and society (Teshome, 2003).

As the demand for higher education continues to grow and as governments acknowledge their role in promoting economic development, it becomes increasingly important to ensure that higher education systems are managed in an effective way. The reforms in higher education governance in recent years are driven by the same external and internal pressures and are largely following the same pattern (John, 2008).

The government of Ethiopia has embarked on institutional development efforts across layers of government; and expanded the scope of public sector capacity building initiatives (PSCAP). The PSCAP has six priority areas; i) Civil Service Reform; ii) District-Level Decentralization; iii) Urban Management; iv) Tax Systems Reform; v) Information and Communications Technology and vi) Justice Systems Reform. The civil service reform is one of subprogram of PSCAP aiming to promote the development of an efficient, effective, transparent, accountable, and ethical civil service (Ethiopia five year action plan document (2006)).

Among the subprograms activities of the civil service reform: improving the governance of human resource management that is the execution of strategic performance management system is the target area of this research. Hence as of May 2010 the balanced scorecard (BSC) performance management system that is tool for change and strategic management system has been implemented in many public sector organizations in Ethiopia (The Ministry of Capacity Building, 2013).

BSC was first introduced by Kaplan and Norton posted in the Harvard Business Review Article in 1992. At that time, it was new approach to strategic management. Kaplan & Norton recognize some of the weakness and ambiguity of previous performance management approaches. They have demonstrated that balanced scorecard enables organizations to translate their visions and strategies into comprehensive objectives and substantial set of performance measures. Thus BSC provides enterprise view of organization's overall performance by integrating financial measures with other key performance indicators around customer perspectives, internal business processes, and organizational growth, learning, and innovation (Kaplan and Norton, 1996).

To meet the demand from the Industry and align themselves with the goal of producing competent and sufficient graduates, Higher Education Institutions have to regularly check that their operation are well managed and continuously transform themselves to meet the requirement of the dynamic world. In light of these, like all other public institutions, universities in Ethiopia have been embarking on several reform packages. In the past ten years, several reform agenda have been at work including Result Oriented Performance Management, Business Process Reengineering (BPR), Balanced Scorecard (BSC) and Kaizen. Although these reform tools have been implemented and worked well in business institutions, it is also applied to academic institutions in Ethiopia for the last several years. Therefore, this study was conducted to evaluate factors affecting implementation of Balanced Scorecard (BSC) in the case of Jimma University and try to identify the success stories and pitfalls in detail.

1.2. Background of the Organization

Jimma University (JU) is a public university located in Jimma Ethiopia. It is recognized as the leading national university, as ranked first by the Federal Ministry of Education for five consecutive years (2009 - 2013) (JU web site accessed December 2015).

The establishment of Jimma University dates back to 1952 when Jimma college of Agriculture was founded. The university got its current name in December 1999 following the amalgamation of Jimma College of Agriculture (founded in 1952) and Jimma Institute of Health Sciences (founded in 1983) (JU web site accessed December 2015).

Currently the university has different campuses; the college of Agriculture and Veterinary Medicine campus which is located next to downtown Jimma, the main campus located in the suburb of the town and Technology Campus located in Kito furdisa. All campuses are wooded and are just like urban parks that host a plethora of wild life (JU web site accessed December 2015).

The university campus is located in the city of Jimma, situated around 352 kilometers southwest of Addis Ababa. Its grounds cover some 460 hectares. JU is Ethiopia's first innovative community-oriented education institution of higher learning, with teaching centers for health care students in Jimma, Omo Nada, Shebe, Agaro, and Asendabo, JU also publishes the biannual Ethiopian Journal of Health Sciences, and launched the Jimma University Journal of Law in October 2007 (JU web site accessed December 2015).

JU is a pioneer in public health training. In collaboration with national and international partners, which includes the Federal Ministry of Health, JU is offering a new graduate program in the monitoring and evaluation of health programs and services. JU's main campus is next to the former palace of the kings of the Kingdom of Jimma. The University consist nine (9) academic units and around thirteen (13) international partners/affiliates (JU web site accessed December 2015).

1.3. Statement of Problem

Balanced Scorecard (BSC) is used to plan, implement, monitor and measure the performance of all actors involved in the implementation of the goals and objectives of the organization. It is an integrated approach to strategic plan, implement, and measure the performance of all actors involved. Because of its strategic approach, balanced set of measures and strategic alignment, BSC has been taken as the most important tool to be implemented in almost all government institutions throughout the country (Civil Service Ministry, 2013).

The need for a transformed and fit business set ups and management is imperative for success of every firm. The public firms are no different for achieving success and quality through ensuring continuous and to date management system overhaul.

The success in implementing reforms at company level is constrained by several factors both internal and external. Therefore success and failures in reform seek a closer look and understanding by all stakeholders. Some studies have tried to look how BSC has been implemented in government organization particularly higher learning institutions for relatively shorter time span.

Despite its worldwide popularity and its acceptance as a powerful strategic management tool, a significant number of organizations have encountered different problems when trying to introduce the Balanced Scorecard in their business. A majority of organizations have either implemented the BSC without achieving any significant performance improvement, or have abandoned it at the implementation stage (Pujas, 2010).

Each university needs to identify specific key success factors in order to be leading in accordance with its vision. In the implementation of the strategy, universities often encounter obstacles that generally come from the employee. Such barriers include resistance to change, lack of commitment, or the fear of accountability pressures (Sudirman, 2012).

No Higher Learning Institutions (HLIs) in Ethiopia has ever built its scorecard so as to manage its performance based on diverse parameters. Instead, all HLIs rely on traditional measurement tools, which focus on lagging factors of the educational system rather than that of leading factors

(Tilaye, 2010). This traditional ways of performance measurement normally fails to achieve efficiency and effectiveness. The HLI in Ethiopia have tried to implement the balanced score card over the last few years.

In spite of the several efforts, still the findings on what affects success and failure in reform implementation is unclear and mixed. It seems that it has been difficult to generalize on the factors causing the success and the failure described in different case studies. To the best of the researcher's knowledge and the literatures reviewed, there was no extensive empirical study conducted in Ethiopian HLIs particularly in Jimma University to investigate the factors in depth. Hence this study tries to fill the gap in this area. The study investigates BSC implementation in Jimma University (JU) with special emphasis on success factors and challenges considering from 2010 since BSC implemented in Ethiopian public organization.

1.4. Research Questions

The Study shall address the following questions:

1. How performance measurement has been changed after implementation of BSC at the University?
2. What opportunities and challenges existed for implementation of BSC?
3. What achievements were registered after the implementation of BSC?
4. What should be done to overcome the challenges?

1.5. Objective of the Study

1.5.1. General Objective

The general objective of this study was to assess BSC implementations, successes and challenges as they happen/occur in Jimma University.

1.5.2. Specific Objectives

This study shall also address the following specific objectives.

- ❖ To study how performance measurement was practiced after implementation of BSC at JU;

- ❖ To investigate the opportunities and challenges existed for implementation of BSC;
- ❖ To identify and examine achievements registered after implementation of BSC.

1.6. Significance of the Study

This study has been helpful for the following reasons:

BSC has become one of the important reform implementation tools in the Ethiopian public sector. The objective of BSC is to realize the organizational vision and objectives; so the finding of this paper has tried to show the relevance of BSC in public sector in general and Jimma University in particular. A good understanding of the challenges has helped the implementers to better prepare for the success of the implementation. Furthermore it has added to the existing volume of knowledge regarding BSC implementation, challenges and ways to overcome.

Finally the findings might also help to motivate the universities to assess their achievement /work periodically and take remedial action for their deficiencies.

1.7. Scope of the Study

Ethiopia has undertaken many reforms in all sectors since the change in government and ideology in 1991. Hence as of May 2010 the Balanced Scorecard (BSC) performance management system that is a tool for change and strategic management system has been implemented in many public sector organizations in Ethiopia (The Ministry of Capacity Building, 2013).

This research focuses only on BSC implementation, challenges and success stories in Jimma University of the past five years.

1.8. Limitation of the Study

This research is a case study and therefore suffers from most of the problems related to such methodology. As the study employed non-probability sampling specifically judgmental or purposive the finding is not generalizable to the entire population and similar institutions.

1.9. Organization of the Paper

This research was divided into five chapters: Chapter one provide the introduction of the paper including background of the study, statement of the problem, research design, objective and significance of the study, scope of the study and its limitation. The second chapter covers review of related literature which provide theoretical and empirical framework for the study. The third chapter is about methodology that highlight the methods used to conduct the research. The fourth chapter is about data presentation and analysis while the last and fifth chapter has been dedicated for summary, conclusion and recommendation.

Chapter Two: Review of Related Literatures

2.1. Definition for terms and concepts

What is a Balanced Scorecard?

A balanced score card is a tool that translates an organization's mission and strategy into a comprehensive set of performance measures that provides the framework for a strategic measurement and management system (Kaplan and Norton, 1992).

A Balanced scorecard is a format for describing the activities of an organization through a number of measures for each of (usually) four perspectives (Nils-Goran and et.al, 2003).

According Niven (2008) “Balanced Scorecard is a carefully selected set of quantifiable measures derived from an organization’s strategy. The measures selected for the scorecard represent a tool for leaders to use in communicating to employees and external stakeholders the outcomes and performance drivers by which the organization will achieve its mission and strategic objectives in the eyes of financial, customer, internal process and internal growth and development perspective”.

2.2. Theoretical Literature

Several nations, both developing and developed, have embraced changes in the public as a result of many interdependent factors. The reforms may cover the real sector and financial sectors, Public sector, policy and legal environment. The experiences from all nations have resulted in various outcomes. Though the approach and timings differ for nations the central goal has remained to be improved economic growth, enhanced public service and growing participation of stakeholders. As this study was about a BSC, which was part of the Public sector reform as to the strategic Planning and Performance measurement, review of literature was made focusing on the theoretical foundation for Public sector reform and empirical works of others has seen the experience of other nations and similar contexts.

2.2.1. Public Sector Reform

Reforms which have been implemented were based on several arguments in favor of changes in the various Economic, Social and Political systems and ideology. The guiding ideas for the reforms, however, are similar as all claims to bring about improved livelihood of citizens. In the context of Public Sector Reform the main goal is to review and improve the way public organization are operated and managed. As discussed in ECA, (2004); most of the public sector reform programmes that have taken place in developing countries during the last three and half decades were introduced as part of the Structural Adjustment Programmes (SAPs) of the World Bank in the 1980s. However, most of the more recent reforms, under the influence of the New Public Management (NPM), have been driven by a combination of economic, social, political and technological factors, which have triggered the quest for efficiency and for ways to cut the cost of delivering public services. Additional factors, particularly for Africa, include lending conditionality's and the increasing emphasis on good governance (ECA, 2004).

NPM model of governance has been pointed out that originating from the UK and the US, It has not only spread to other capitalist nations (Australia, Austria, Canada, Denmark, France, Germany, Italy, Japan, Netherlands, Norway, Portugal, Spain, and Sweden) it has also been embraced by developing countries in Asia, Africa, and Latin America, and transitional societies in Eastern Europe (Haque, 2002).

The term 'New Public Management' is used shorthand for many of the new trends or reforms in public administration. The term is common in many European countries and is popularly employed to explain attempts to redefine administrative culture and structures in government. In USA, although the term NPM is not current, similar terms such as 'reinventing government' and 'post bureaucratic reform paradigm are often used (Massy 1997, 7 cited by Paulos, 2001). In many countries of the South, NPM, coined by some as 'Governmental Approach to Civil Service Reform', is used to cover the administrative reform measures that are being undertaken, on the recommendation of the World Bank, IMF or other donors (Larbi 1999 cited by Paulos, 2001).

There is little doubt that the new public management has made significant inroads in the UK, giving rise to wide-ranging reforms of the public sector's organisation and procedures. The disaggregation of the civil service into smaller executive agencies, for example, marks a major transformation in the structure of the British governmental system. Yet, the policies implemented by successive British governments to reform the nature of public service provision have not been without weaknesses. When we seek to evaluate the three main planks of public sector reform in the UK - decentralization, enhanced accountability and the 'marketisation' of public service delivery - we find that their implementation has been problematic. (Promberger and Rauskala, 2003)

The civil service reform packages first introduced to Africa were accompanied by the SAP, which mainly aimed at increasing the public sector efficiency by reducing the cost of public sector employment through downsizing civil service size. This was followed by the NPM-like reforms, which involved much more ambitious attempts at total restructuring of the civil service (Ayee, 2001 cited by Solomon 2013). Both CSR packages uphold assumptions of neo-liberal economic policies, and are thus aimed at reducing the role of the state in economic development (Solomon 2013).

The driving force behind most of the recent public service reforms under the influence of the New Public management (NPM) is the need of governments to respond to changes caused by economic, social, political, and technological factors, which made the old ways of public sector management irrelevant. The ever increasing change in economic, social, political, and technological environment has demanded more efficient and effective management systems. An additional factor that necessitated implementation of civil service reform, particularly in the case of Africa in general, is lending conditionality's of world financial institutions, including the World Bank and IMF (ECA, 2004). Another main justification for NPM-style PSR is developmentalism (Monteiro, 2002; Edigheji, 2008 cited by Solomon, 2013).

Many African countries such as Ethiopia, Ghana, Mauritius, Senegal and Uganda, have embarked on comprehensive reforms aimed at improving the quality of life of their citizens, and creating new government machineries to establish efficient and effective management systems. However,

despite the tremendous efforts and resources allocated to reforms, little progress has been made, and many African countries have not come close to their goal of developing and transforming their societies to the same standards as developed countries (ECA, 2004).

Like other African countries, Ethiopia has been undergoing civil service reform with donor funds first under Structural Adjustment Program (SAP) and later another phase of reform under the umbrella of New Public Management (NPM) in the 1990s. There were various PSR efforts made by successive Ethiopian governments before the introduction of these donor-funded civil service reform programs (Solomon 2013).

The civil service reform program of Ethiopia included the aforementioned five sub-programs: Top management system reform; Human resource management reform; Expenditure management and control reform; Civil service ethics reform and Public service delivery reform. In most countries, the major emphasis has been placed on the civil service administration part of reform that aims at only restructuring organizational and improving human resource management (Osborne & Gaebler, 1993; Kettl et al., 1996, cited by Solomon, 2013);

In May 2003, the government designed and began implementing a consolidated five year federal program of public sector capacity building (PSCAP) that includes the CSRP as one of its six sub-programs components. The government commenced the third phase of its reform agenda in the form of the Five-Year public Service Delivery Capacity Building Program following the launch of the Public Sector Capacity Building Program (Mohammed, 2008). Some of the objectives of this program included building the capacity of the Civil Service to enable the successful execution of the government policies and programs, enhancing transparency and accountability of the Civil Service, building a Civil service that is ethical and free of corruption, and facilitating the Civil Service's provision of efficient and fair services to the public (Getachew & Common, 2006). To this end, various management tools such as Business Process Reengineering (BPR), Strategic Planning and Management (SPM), and Performance-Based Management System (PBMS) were introduced (Tilaye, 2007 cited by Solomon 2013).

The Balanced Scorecard has been largely used as strategy and performance framework in private sector organizations throughout the world. After the introduction of New Public Management, it started to be used in public and non-profit organizations in order to facilitate the performance management process (Gomes 2009).

2.2.2. Origins of the Balanced Scorecard

The Balanced Scorecard was developed by two men, Robert Kaplan, an accounting professor at Harvard University, and David Norton, a consultant also from the Boston area. In 1990 Kaplan and Norton led a research study of a dozen companies exploring new methods of performance measurement. The impetus for the study was a growing belief that financial measures of performance were ineffective for the modern business enterprise. The study companies, along with Kaplan and Norton, were convinced that a reliance on financial measures of performance was affecting their ability to create value. The group discussed a number of possible alternatives but settled on the idea of a Scorecard featuring performance measures capturing activities from throughout the organization customer issues, internal business processes, employee activities, and, of course, shareholder concerns. Kaplan and Norton labeled the new tool the Balanced Scorecard and later summarized the concept in the first of several *Harvard Business Review* articles, “The Balanced Scorecard Measures that Drive Performance” (Niven, 2002)

Since then a number of organizations adopted the Balanced Scorecard and achieved immediate results. Kaplan and Norton discovered these organizations were not only using the Scorecard to complement financial measures with the drivers of future performance but were also communicating their strategies through the measures they selected for their Balanced Scorecard. As the Scorecard gained prominence with organizations around the globe as a key tool in strategy implementation, Kaplan and Norton summarized the concept and the learning to that point in their 1996 book, *The Balanced Scorecard* (Niven 2002).

Since that time the Balanced Scorecard has been adopted by over half of all Fortune 1000 organizations. The momentum continues unabated, with companies large, medium, and small taking full advantage of the tool’s profound simplicity and unmistakable effectiveness. Once

considered the exclusive domain of the for-profit world, the Balanced Scorecard has been translated and effectively implemented in both the nonprofit and public sectors (Niven, 2006)

The name “**Balanced Scorecard**” reflects the Balance between (Kaplan and Norton 1992):

- short- term and long-term objectives
- financial and non-financial measures
- lagging and leading indicators
- external and internal performance perspectives.

2.3. The needs to implement balanced scorecard

If we can't measure our processes, we can't manage our processes. If we can't manage our processes, we can't improve our processes. If we can't improve our processes, we can't meet or exceed our customers' expectations. What gets measured gets done. Measurement is core of the Balanced Scorecard-BSC (Kaplan and Norton, 1996).

To ensure their survival and growth in this neck-to-neck racing business environment, organizations need to measure their performance from time to time and make the necessary adjustments depending on circumstantial factors. Measuring organizational performance strongly affects the behavior of people from within and outside of an organization. The measurement system employed by the organization needs to be holistic one that is derived from its strategy and capabilities (Kaplan & Norton, 1992 cited in Tilaye 2010)

According (Kaplan & Norton, 1996) The Balanced Scorecard emphasizes that financial and nonfinancial measures must be part of the information system for employees at all levels of the organization. Front-line employees must understand the financial consequences of their decisions and actions; senior executives must understand the drives of long-term financial success. The objectives and the measures for the Balanced Scorecard are more than just a somewhat adhoc collection of financial and nonfinancial performance measures; they are derived from a top-down process driven by the mission and strategy of the business unit. The' Balanced Scorecard should translate a business unit's mission and strategy into tangible objectives and measures.

The Balanced Scorecard is more than a tactical or an operational measurement system. Innovative companies are using the scorecard as a strategic management system, to manage their strategy over their long run. They are using the measurement focus of the scorecard to accomplish critical management processes:

1. Clarify and translate vision and strategy
2. Communicate and link strategic objectives and measures
3. Plan, set targets, and align strategic initiatives
4. Enhance strategic feedback and learning

2.4. Historical Nature of BSC in Public Sector

According to Hoffecker and Goldenberg (1994), the trend to introduce the BSC in their activities has caused users of the BSC, that are politicians, councils, Chief Financial Officer (CFO) and managers for different departments, to benefit from the use of the scorecard. (Newing, 1994) mentions that users are trying to use the scorecard in order to achieve the best possible outcome. For example, in the health care department BSC is mainly used to evaluate and measure patient satisfaction and quality of services provided. They measure not only the quality of care and appointments, but also the food served. Hospital administrators, who are also users of the BSC, take advantage of the use by measuring acute and admission times, referrals and market share (Newing, 1994, cited in Mamushet, 2015).

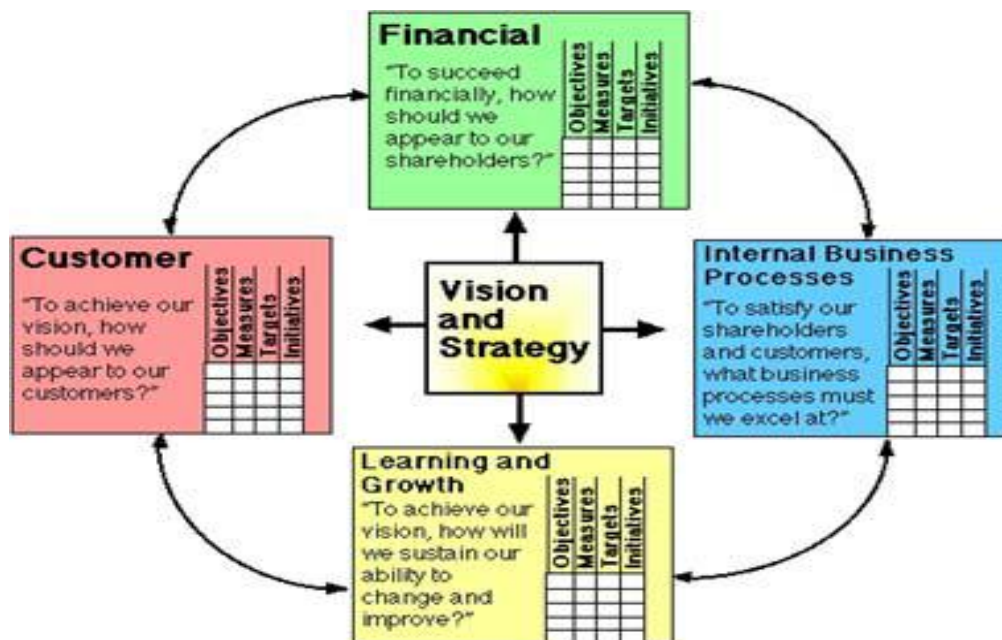
The BSC focuses on more than just financial items, such as customers. This is so; it has gradually become more common to implement the BSC in public organizations (Chow et al., 1998; Zucker, 1987; Aidemark, 2001). Previous studies show that the implementation of the BSC has risen sharply amongst Swedish local government organizations and it is now used in hospitals, universities, courts, and schools (Hellstrom et al., 2009), (Reshitaj, Tikhonova, 2013 cited in Mamushet, 2015).

This most recent development is about much more than just the balanced scorecard. It embeds the original balanced scorecard framework as a component within a comprehensive management system that integrates strategy and operations. One can view the proposed management system as

accomplishing the comprehensive framework advocated earlier by Herb Simon for score carding, attention-directing, and problem-solving and Robert Anthony, for strategic planning, management control and operational control. Rather than have them as separate activities, as suggested by Simon and Anthony, we now have the various activities for strategy development, planning, alignment, operational planning, operational control, and strategy control integrated within a closed-loop, comprehensive management system (Kaplan 2010).

2.5. Balanced Scorecard Perspective

Figure 1: Balanced Scorecard Framework



Source: Kaplan & Norton, 1996

The concept of the Balanced Scorecard (BSC) was first introduced by Kaplan and Norton in 1992. The basic premise of the BSC is that financial results alone cannot capture value creating activities. In other words, financial measures are lagging indicators and, as such, are not effective in identifying the drivers or activities that affect financial results. Therefore, Kaplan and Norton (1992) suggested that organizations, while using financial measures, should develop a comprehensive set of additional measures to use as leading indicators or predictors of financial

performance. They suggested that measures should be developed that address four perspectives (Charles J. 2013).

Recognizing some of the weaknesses and vagueness of previous management approaches, Kaplan and Norton (1992) have introduced the balanced scorecard approach in 1992. From its outset, the Kaplan and Norton's balanced scorecard looks at a company from four perspectives cited in Tilaye 2010):

1. **The financial perspective.** Measures in this perspective should answer the question, “How should we appear to our shareholders?”
2. **The customer perspective.** These measures should answer the question, “How should we appear to our customers?”
3. **Internal business processes perspective.** Measures in this perspective should answer the question, “What processes must we excel at?”
4. **Learning and growth perspective.** These measures should answer the question, “How can we sustain our ability to change and improve?”

2.5.1. Financial Perspective

The financial perspective describes how the intangible assets will be converted into tangible value. It is aimed to control how a firm manages their financial and the involvement of the stakeholders in the firm's operation. The indicators usually inclusive of operating income, operating costs, return on investment, net profit rate, cash flow and etc (Wu, Lin et al. 2011). This perspective reflects the past operating performance of a company including the achievement of setting up financial target and the strategies implementation. By reflecting the past performance, the organization could evaluate its growth, return and risk control from operating strategies. In this perspective usually people used to get a good quality or price in term of assessing the budget appropriation to direction and budget appropriation to institutional support. In the higher education setting, this perspective may include measures such as leverage, program funding, human capital investment, enrolment trend and endowments. Based on the various strategic map frameworks constructed by previous researchers, the studies indicate that the financial outcomes are only achievable when customers are satisfied (Abd Rahman & Soon (2008).

2.5.2. Customer Perspective

The customer perspective refers to the relationship of customers and markets with emphasis on the customers' wants and needs. The main measure of a customer's perspective includes the ratio of the stock market, customer acquisition, and the continuation of the customer, customer satisfaction, and customer profitability.

In the HLIs, it is very valuable to maintain the number of degrees. Moreover, this perspective also may indirectly increase the international profile by recruiting more foreign students in the academic context of public higher education. Other researchers have also noted that this perspective will indirectly develop partnerships with foreign universities and maintain the quality of the product and service. Meanwhile, the customer perspective also related to the context of a student's academic or parents, faculty or staff, alumni, and community (Aljardali, Kaderi and Tadjine, 2012).

2.5.3. Internal Business Process Perspective

Internal business process refers to the satisfaction of both shareholders and customers (Binden, Mziu and Suhaimi, 2014). It compacts with the processes involved to transform intangible assets and financial outcomes on which organizations should excel with an operating strategy plan (Wu, Lin et al. 2011). It is used to measure all the process used in the production and operation.

In the context of HLIs, the objectives of internal business process refer to accomplish effective learning process and excellent curriculum design. According to Binden, Mziu and Suhaimi (2014), the goals of internal business process perspective is to develop integrated program for degrees, revise administrative support and committee structure, and also maintain latest curriculum.

2.5.4. Learning and Growth Perspective

This perspective includes three core evaluation criteria which includes the employee satisfaction, employee continuity and employee productivity. The Faculty will gain the benefit through human capital development; skills, talents and knowledge, capital, information; information systems and networks and organizational capital; organization's ability to sustain the changes necessary to

achieve the objectives. It focuses on new strategies that need to be measured in this perspective include leadership, organizational learning, and the employees skills (Al-Zwyalif, 2012). Learning and growth perspective focus on training and education of the employees in order to increase their knowledge and skill. In the meantime, the organizations must also know how to maintain their competitive advantage in the market though the human capital development (Binden, Mziu & Suhaimi, 2014).

By viewing the organization from all four perspectives, the balanced scorecard provides a more comprehensive understanding of its current performance. In particular, BSC provides a clear prescription as to what companies should measure in order to 'balance' the financial perspective.

2.6. Successful Step by Step Implementation of the Balanced Scorecard

Figure 2: BSC Nine step framework



Source: The Balanced Scorecard Institute's 9 step framework

2.6.1. Assessment

It involves conducting the organisation assessment of the strategic elements: the mission and vision, Strengths, weaknesses, opportunities and threats (SWOT) and organisation values. It

also about preparing a change management plan for the organisation, which will entail conducting a change readiness review to determine how ready the organisation is in embarking on such a journey and what needs to be put in place to make it ready. In order to implement BSC successfully organizations should have to undertake SWOT analysis, then identify enablers (opportunities and strength) and pains (weakness and threats) and also identify target customers and stakeholders this is done by taking in to account the organization's mission, vision and core values. This will help to provide direction to the organization successes (Makakane, 2007).

2.6.2. Strategy

Before discussing Strategy it is important to see **vision statement**, because it is a basis for formulating strategies and objectives. A vision statement provides a word picture of what the organization intends ultimately to become which may be 5, 10, or 15 years in the future. This statement should not be abstract; it should contain as concrete a picture of the desired state as possible and also provide the basis for formulating strategies and objectives. A powerful vision provides everyone in the organization with a shared mental framework that helps give form to the often abstract future that lies before us. Vision always follows mission (purpose) and values. A vision without a mission is simply wishful thinking, not linked to anything enduring. Typical elements in a vision statement include the desired scope of business activities, how the corporation will be viewed by its stakeholders (customers, employees, suppliers, regulators, etc.), areas of leadership or distinctive competence, and strongly held values (Niven, 2006).

Rohm, et al. (2013), cited in (Masresha, 2015) define strategy as positioning choices made (the path) and actions taken to move the organization from its current state to some desirable future state. strategy translate the mission and vision in to programs , products , projects, services and activities that can be acted up on , monitored , measured and evaluated for effectiveness. The strategy step includes:

Choose balanced scorecard perspectives: Perspectives tell the value creation story the naming convention and arrangement of perspectives will vary slightly depending on the type of organization. Civilian government, defense and non- for- profit organizations are mission driven

therefore these organizations use different value creation logic than business and industry organizations.

Choose high-level strategic themes and results: Strategic theme are the focus areas that build on customer value proposition to define the organization's high level business strategy break down the vision and mission in to action and focus energy and on desired strategic result/end outcomes from successfully executing the organizations strategy. Thematic areas are complementary and reflect both internal and external considerations. Taken together, they represent the organization's collective organization –wide —pillars of excellence" (Masresha, 2015).

2.6.3. Objectives

Objectives refer to the actual results the organization hopes to achieve. A strategic objective is used to break strategic themes in to more actionable activities that lead to the strategic results (Rohm, 2008). According to stellar leadership cited in (TSION, 2014) strategic objectives are also used to translate strategy into measurable and actionable components that can be monitored.

2.6.4. Strategy Maps

The strategy map has turned out to be as important an innovation as the original Balanced Scorecard itself. Executives find the visual representation of strategy both natural and powerful. Strategy maps provide increased granularity for executives to describe and manage strategy at an operational level of detail. A strategy map provides a visual framework for an organization's strategy how it intends to create value. Specifically, a good strategy map will link together:

- The desired productivity and growth outcomes.
- The customer value proposition which will be needed.
- Outstanding performance in internal processes.
- The capabilities required from intangible assets

In effect, a strategy map captures the organization's strategy in visual form so that managers can better execute their desired strategy. Strategy maps are built around the structure of these four perspectives. They ensure that the organization's objectives in each of these perspectives are consistent and internally aligned (ISORAITE, 2008).

2.6.5. Performance Measures

Effective performance measurement is a key in ensuring that an organization's strategy is successfully implemented. It is about monitoring an organization's effectiveness in fulfilling its own predetermined goals or stakeholder requirements. A company must perform well in terms of cost, quality, flexibility, value and other dimensions.

A performance measurement system that enables a company to meet these demands successfully is essential. It helps ensure better informed and more effective decision making at both strategic and operational levels.

Performance measurement has evolved from purely financial performance measures such as profit, cash flow or the return on capital employed (ROCE). Today there is greater emphasis on non-financial and multi-dimensional performance measures to understand and manage the performance of the organisation to achieve its goals (Harvey, 2008)

2.6.6. Initiatives

The strategic initiatives are developed that support the strategic objectives. This is where the projects that have to be undertaken to ensure the success of the organisation (the extent to which the organisation fulfills its mandate or vision) are drafted and assigned. To build accountability throughout the organization, performance measures and strategic initiatives are assigned to owners and documented in data definition tables.

2.6.7. Automation

Automation involves automating the Balanced Scorecard system, and consists of analyzing software options and user requirements to make the most cost-effective software choice for today and to meet enterprise performance information requirements in the future. Automation is purposely put as Step 7 on the 9-step framework, to make sure that the proper emphasis is placed on strategic thinking and strategy development before "software seduction" sets in (Makakane, 2007).

2.6.8. Cascading

Cascading involves cascading the corporate scorecard throughout the organisation to business and support units. Then team and individual scorecards are developed to link day-to-day work with departmental goals and corporate vision. Cascading is the key to organisation alignment around strategy. Optionally, objectives for customer-facing processes can be integrated into the alignment process to produce linked outcomes and responsibilities throughout the organisation. Performance measures are developed for all objectives at all organisation levels. As the scorecard management system is cascaded down through the organisation, objectives become more operational and tactical, as do the performance measures. Accountability follows the objectives and measures, as ownership is defined at each level. An emphasis on results and the strategies needed to produce results is communicated throughout the organisation (Makakane 2007).

2.6.9. Evaluation

Evaluation ensures that the strategic planning and management system is dynamic and incorporates continuous improvement into day –to- day operations and management (Rohm, et al., 2013). The organization process is similar for all types of organizations, but how often its performed depends on the operating environment and the need for performance information to better inform decision making (Rohm, et al., 2013 cited in Masresha, 2015). They stated organizations that operating in dynamic competitive environment evaluate more frequently.

2.7. Benefits of Balanced Scorecards

An organized performance scorecard can make it easier to find and check measures. There are at least seven advantages for an enterprise to consider (Frost 2007):

1) Scorecards drive better performance

The evidence is clear that solid feedback enhances performance at all levels and across all organizational units. When people and groups throughout an enterprise know how they are doing and what needs improving, they do better.

2) Scorecards implement strategy.

Scorecards translate strategy into concrete terms and help to track its implementation. Though scorecards also reflect operational issues, they are developed in a way that specifically directs attention to strategy and future direction.

3) Scorecards ensure that have the right measures.

A group of measures implemented without a well-thought-out performance model in mind or, worse yet, imposed from the outside, seldom bring new focus or drive desired actions. Effective performance scorecards are, by nature, consciously and purposefully constructed. In building one, develop a logical structure that helps everyone know what should be measured, what belongs on the scorecard and what does not belong.

4) Scorecards encourage balanced performance.

Executing today's work is absolutely crucial, but so is implementing the strategic initiatives that prepare the enterprise for tomorrow. The proper scorecard design keeps the right balance of operational and strategic factors radar screen.

5) Scorecards point out what's missing

Because the scorecard is designed to offer a comprehensive view of how the enterprise is doing and where it's going, the scorecard will help to see if any key factors are missing the gaps stand out. Those who use unstructured measures without an underlying performance model have no way of knowing what may be missing.

6) Scorecards encourage good management

As noted earlier, scorecards make it possible to readily monitor all the measures in a complex organization. As a result, reviews are more regular and more thorough. When performance issues stand out on a top-level scorecard, it's possible to "drill down" to layers of data that give further details. The bottom line is that scorecards encourage thorough monitoring and timely corrective actions.

7) Scorecards communicate they tell the story.

Many individuals and groups take a keen interest in the performance of an organization. Strong scorecards help to tell the full story of performance how the complex variables are being balanced and optimized as a group. This allows presenting a compelling picture of performance that is undistorted by focus on an individual issue (Frost, 2007).

Other benefits of BSC by Kaplan and Norton (1996) argue that the BSC is a management system (not only a measurement system) that enables organizations to clarify their vision and strategy and translate them into action. It provides feedback around both the internal business processes and external outcomes in order to continuously improve strategic performance and results. When fully deployed, the BSC transforms strategic planning from an academic exercise into the nerve center of an enterprise. More specifically, the BSC has brought a revolution into performance measurement as it provides the following benefits:

- It helps to clarify and gain consensus about strategy;
- It improves communication of the organization's vision and strategy;
- It links strategic objectives to long-term targets and annual budgets;
- It increases focus on organizational strategy and results;
- It improves organizational performance by measuring what matter;
- It aligns organization strategy with the work people do on day- to- day basis, align departmental and personal goals to the strategy;
- It focuses on the divers of future performance;
- It encourages organization perform periodic and strategic reviews;
- It helps to prioritize projects/initiatives; and
- It helps organizations to obtain feedback to learn about and improve strategy (Kaplan and Norton, 2001; 1996) cited by (Tilaye, 2010)

2.8. Barriers to Implement a Balanced Scorecard

In order to have a successful implementation of a Balanced Scorecard, the organization must understand the barriers that may impede success. Once the barriers are identified, strategy can be developed to minimize or eliminate the barriers. Some of the barriers that the organization may

encounter while trying to implement the scorecard are outlined below (Niven, 2003 cited in Smith 2006).

- **Vision Barrier:** All levels of employees must be able to understand and embrace the vision, mission and values of the organization. If there is resistance to acceptance of the vision, then the implementation of the scorecard may not achieve the expected success.
- **People Barrier:** The Balanced Scorecard links employee incentives to achieving the organizational strategy. Employees must be willing to accept this link and realize the long-term connection between day-to-day performance and long-term goals and objectives.
- **Resource Barrier:** An underlying concept of the Balanced Scorecard is that the budget is tied to the strategy. Especially in the public sector, the budget process is stretched throughout two or more years, so the tasks, goals and objectives that support the strategy must be developed in advance of the actual budget year implementation.
- **Management Barrier:** The importance of gaining and maintaining executive level support cannot be disregarded. The actions of top level management must match verbal support. If full support is not executed throughout the implementation of the Balanced Scorecard, too much time will be spent on reactive measures than strategic measures.

2.9. Challenges to implement the balanced scorecard

Although Kaplan and Norton, (2001) describe many successful implementations of the BSC, they also identify sources of the failure of the balanced scorecard implementation (Molleman, 2007).

- **Too few measures (two or three) per perspective:** A good balanced scorecard should have an appropriate mix of outcomes (lagging indicators) and performance drivers (leading indicators) of the company's strategy. Therefore, when the organisation constructs too few measures in each perspective, it fails to obtain a balance between leading and lagging indicators or non-financial and financial indicators (Kaplan and Norton, 2001).

- **The organisation adopts too many indicators:** In this case, the organisation will lose focus and cannot find any linkage between indicators (Kaplan and Norton, 2001).
- **Measures selected for the scorecard do not reflect the organization's strategy:** This happens when the organisation tries to apply all their Key Performance Indicators (KPIs) into each perspective without screening only for the measures that are linked to its strategy. Therefore the organization's strategy is not translated into action and the organisation does not obtain any benefit from the Balanced Scorecard (Kaplan and Norton, 2001).
- **Try to make a quantitative link between nonfinancial leading indicators and expected financial results:** The financial measures are the dependant variables and are the retrospective, lagging indicators. Some organisations are tempted to make this linkage quantifiable but since lag time is difficult to predict and numerous factors may influence the result, a quantitative link cannot be established. Therefore, they should not make a quantitative link between non-financial leading indicators and expected financial results (Schneiderman, 1999, Nørreklit, 2000).
- **Lack of senior management commitment:** Delegation of the project to middle management and defining the project as performance measurement is described as one of the most common causes of failure, by missing focus and alignment to implement strategy. This is a process that can only be led from the top (Kaplan and Norton 2001, Braam and Nijssen, 2004), Schneiderman, 1999).
- **Too few individuals are involved:** The senior leadership team must work together to build and support the implementation of the Balanced Scorecard, including objectives, measures and targets. If not, there cannot be the shared commitment which is required to align the organisation (Kaplan and Norton, 2001).
- **Keeping the scorecard at the top:** To be effective, the Balanced Scorecard, including strategy and action to support implementation, must eventually be shared with every member of the organisation. If there is no deployment system that breaks high level goals down to the sub process level where actual improvement activities reside, significant

process improvements throughout the organisation fail to generate bottom line results (Kaplan and Norton, 2001, Schneiderman, 1999, Andersen et al 2001).

- **The development process takes too long:** If the implementation takes too long, it can happen that during the implementation process, the strategy has changed. This results in the fact that some of indicators have become obsolete and requires new indicators. Measuring with wrong indicators can distract an organisation from its strategy (Kaplan and Norton, 2001, Braam and Nijsen, 2004).
- **Introducing the Balanced Scorecard only for compensation:** Support for the linkage of compensation to strategic measures can only occur effectively when it is part of the process of strategy translation in the organisation (Kaplan and Norton, 2001).

2.10. Success factors to implement a Balanced Scorecard

There are a number of critical factors that should be present in an organization to ensure the success of the balanced scorecard method. The below list should be used as a check and balance before implementing the program and as an ongoing exercise to assist in continuing success (Niven, 2003 cited in Smith, 2006).

- **Commitment:** Commitment must be demonstrated at all levels of the organization, especially at the executive level.
- **Clarity:** The objectives of the program, and the underlying reason for the change should be understood by all employees and stakeholders.
- **Communication:** Communication should be an ongoing process and often checked to ensure that proper and timely communications are being practiced throughout the entire organization.
- **Accountability:** There should be clearly assigned and understood accountability for the process and results of the Balanced Scorecard program.
- **Performance Measures:** A system for measuring performance, that is positive, not punitive, must be developed and provide sufficient and accurate information to decision makers.

Employee rewards and recognition should be tied to the performance measures through the employee evaluation process.

- **Link to Strategy:** The Balanced Scorecard at the department level should be clearly linked to the organization's strategy. All objectives and tasks performed and measured should contribute to the overall progress toward success.
- **Reporting:** This is a critical factor that can be easily overlooked. Comprehensive reports documenting the success of the program, especially in a pilot program, can serve as tools for acceptance and expansion of the balanced scorecard program.

2.11. Empirical Literature

2.11.1. Balanced Scorecard Implementation in Higher Learning Institutions

It is evident that the BSC has been widely adopted in the business sector but the education sector has not embraced the BSC concept widely as indicated by the dearth of published research on this topic (Karathanos and Karathanos, 2005), (Cullen *et al.*, 2003) as cited by (Farid D. and et al. 2008). They suggested that BSC can also be used in educational institutions for reinforcement of the importance of managing rather than just monitoring performance.

According to Taylor and Baines (2012), in UK University, the scorecard offers a straightforward and holistic approach that is widely appreciated and the case studies show this tool can assist in the alignment of communication and strategy in universities. Nonetheless, the weaknesses of the Balanced Scorecard approach also mean that universities need to consider: (a) how environmental scanning and intelligence gathering provides critical steer and context for the Scorecard; (b) who the 'customers' really are; and (c) how best to link strategic scorecards with operational ones. All of these present significant challenges for universities looking to use the balanced scorecard for the development and evaluation of strategy and policy change.

Peel (2012) as cited by (Pietrzak M. and et al, 2015) reported that failure to understand customers, inability to predict environmental reaction, overestimation of resource competence, failure to coordinate (inadequate structure and control systems), failure to obtain managers and employees' commitment, underestimation of time requirements, failure to follow the plan (not follow through and no tracking progress without consequences), failure to manage change, poor communications are the reasons for strategic planning failures.

According to Sudirman (2012), Balanced Scorecard is a performance management system that appropriately can be used to improve the accountability of higher education institution. This approach can help universities to translate the vision, mission and strategy into a series of performance indicators that can drive change towards better improvement. However, universities still need to visualize precisely the strategy map according to its own characteristics and strategy. Each university needs to identify specific key success factors in order to be leading in accordance with its vision. Sudirman has also further noted that, Hasanuddin University, in particular, has obtained benefit from the utilization of the balanced scorecard to resolve problems encountered during managing the institution.

Lina Njeri N.C. (2014), has reported that, BSC and Strategy at Kenyatta university, the challenges that have been encountered in the process of BSC application, lack of understanding of the scorecard, lack of visibility of the corporate and divisional scorecards, lack of support of the scorecard, some strategies tend to be high-level, future looking with ideals and aspirations. While valid to fuel the soul of the organization, they run the risk of diluting the ability for translation into an effective balanced scorecard. He also stated that there was an absence of common vocabulary on the strategy to be implemented, a high tendency to get lost in the details and technicalities of the balanced scorecard. Lastly the absence of automation to record and roll-up results early in the implementation severely derails the team into the mechanics of recording actual versus targets.

2.11.2. BSC Implementation in Ethiopian Public Organizations

As it has been discussed before, balanced scorecard (BSC) is a recent phenomenon of measuring performance in Ethiopian condition including higher institutions. Although there was some research undertaken in some public organizations of Ethiopia there was either very few or no work done in higher learning institutions.

According to meta-analytic study launched by Tilaye, (2010), no HLIs in Ethiopia have ever built its scorecard so as to manage its performance based on diverse parameters. Instead, all HLIs rely on traditional measurement tools, which focus on lagging factors of the educational system rather than that of leading factors. Limitations of such measurement approach are widely felt among policy makers and executives of HLIs as they do not provide the complete picture of the current states of the institutions. In particular, the Government of Ethiopia has urged all HLIs to change their management systems to make them quality conscious, dynamic, responsive and accountable to their key stakeholders. Moreover, the fact that Ethiopian HLIs are under reform has necessitated the BSC to be considered as a must apply management tool in those institutions.

Mamushet, (2015), has indicated that, there are multifaceted challenges to the implementation of the BSC in Addis Ababa Gulele and Arada sub cities Trade and Industry Development Office. Among the challenges, weak support, lack of commitment and poor visionary leadership, problem of understanding between the top managements and the process owners to give support to the officers, lack of incentive packages and job displacement is also one of the factors that lead the employees' resistance to the implementation of the BSC, there is no proper management policy and system that manages the human resource that led to the high staff turnover, inadequate continuous monitoring and evaluation of the performance , and problems of delivering continuous training and far beyond education to officers are some of them.

Masresha, (2015), has reported that, the Agency has been implementing the balanced scorecard system in a way that the literature proposes. However, the improvement areas identified in the

study have made the Information Net work Security Agency not to grab the full benefit of the balanced scorecard system.

According to Tsion, (2014), BSC helps the employee and the organization in order to enhance their knowledge in regard to their organization vision, mission and objectives; it also enhances the knowledge of effective time management, commitment to work, having responsibility for their work. Besides Development Bank of Ethiopia (DBE) performance measurement from four angles or balancing the organization performance of four major perspectives is the achievement of the organization in general and credit process in particular. This achievements and positive contribution of BSC to the organization and the credit process leads the employee and the customer to look at it positively. This positive attitude towards the tool and its contribution to the organization is an implication of the tool's future prospects, but this does not mean that the contribution is smooth, because the tool brings so many challenges that even nullify the contributions. These are, manipulation of targets, resistance to change, politicizing the tool and early cascading are the major ones.

2.12. Conclusion

Several nations, both developing and developed, have embraced changes in the public as a result of many interdependent factors. The reforms may cover the real sector and financial sectors, Public sector, policy and legal environment. The experiences from all nations have resulted in various outcomes. Though the approach and timings differ for nations the central goal has remained to be improved economic growth, enhanced public service and growing participation of stakeholders.

Reforms which have been implemented were based on several arguments in favor of changes in the various Economic, Social and Political systems and ideology. The guiding ideas for the reforms, however, are similar as all claims to bring about improved livelihood of citizens. In the context of Public Sector Reform the main goal is to review and improve the way public organization are operated and managed. Most of the public sector reform programmes that have taken place in developing countries during the last three and half decades were introduced as part

of the Structural Adjustment Programmes (SAPs) of the World Bank in the 1980s. However, most of the more recent reforms, under the influence of the New Public Management (NPM), have been driven by a combination of economic, social, political and technological factors, which have triggered the quest for efficiency and for ways to cut the cost of delivering public services. Additional factors, particularly for Africa, include lending conditionality's and the increasing emphasis on good governance.

A balanced score card as one of the reform tools is a tool that translates an organization's mission and strategy into a comprehensive set of performance measures that provides the framework for a strategic measurement and management system. It is a carefully selected set of quantifiable measures derived from an organization's strategy. The measures selected for the scorecard represent a tool for leaders to use in communicating to employees and external stakeholders the outcomes and performance drivers by which the organization will achieve its mission and strategic objectives in the eyes of financial, customer, internal process and internal growth and development perspective".

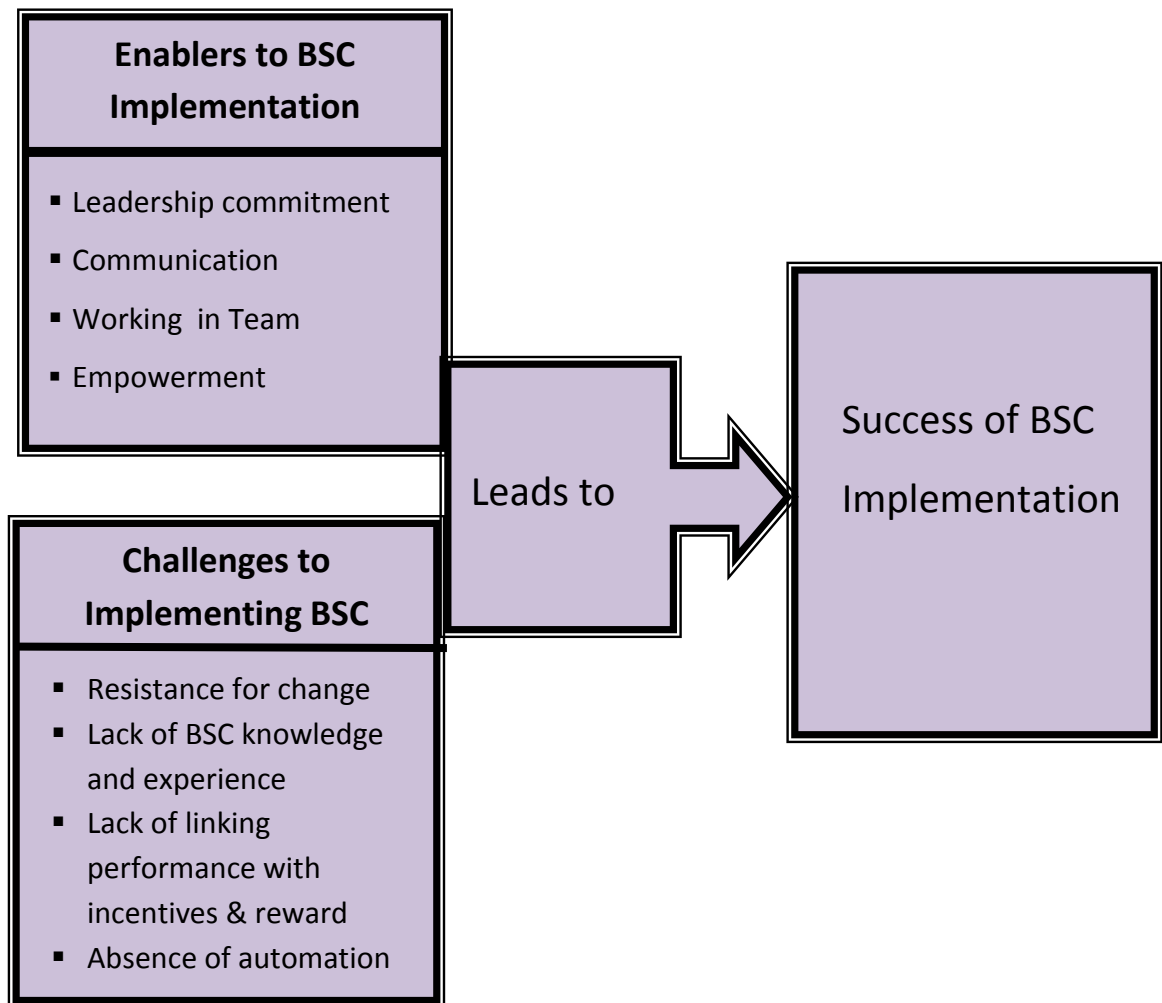
In UK Universities, for example, the Balanced Scorecard provide both foresight and assessment of retrospective performance (through the lead and lag measures) (unlike the assessments provided by aggregated key performance indicators). It also suggests that, if its visual presentation is considered carefully, the Balanced Scorecard can provide 'direction of travel' for assessing the achievement of strategy. Nevertheless, it was clear that care was needed to ensure that the university maximizes the strengths of a Balanced Scorecard approach. The Scorecard offers a straightforward and holistic approach that is widely appreciated and the case studies show this tool can assist in the alignment of communication and strategy in universities. Nonetheless, the weaknesses of the Balanced Scorecard approach also mean that universities need to consider; how environmental scanning and intelligence gathering provides critical steer and context for the Scorecard; who the 'customers' really are; and how best to link strategic scorecards with operational ones. All of these present significant challenges for universities looking to use the balanced scorecard for the development and evaluation of strategy and policy change.

One of the study conducted on BSC and Strategy at Kenyatta university, has revealed that the challenges that have been encountered in the process of BSC application are lack of understanding of the scorecard, lack of visibility of the corporate and divisional scorecards, lack of support of the scorecard, some strategies tend to be high-level, future looking with ideals and aspirations. While valid to fuel the soul of the organization, they run the risk of diluting the ability for translation into an effective balanced scorecard. The report has also stated that there was an absence of common vocabulary on the strategy to be implemented, a high tendency to get lost in the details and technicalities of the balanced scorecard. Lastly the absence of automation to record and roll-up results early in the implementation severely derails the team into the mechanics of recording actual versus targets.

In Ethiopia the BSC have been implemented in many public organisations including universities since May 2010. Although there have been few studies conducted on the implementation of BSC in some public sector organisation it is either very few or none in the universities. It was with the intention of finding out the success and challenges of BSC implementation in one of the public universities in Ethiopia (Jimma University) that this study is proposed

Conceptual Framework

Figure 3: Conceptual Framework



Source: self developed

Chapter Three: Research Methodology

3.1. Research Method and Design

This research followed both qualitative and Quantitative research method and descriptive research type. Qualitative and quantitative method is representing the views and perspectives of the study population. Descriptive research is used when researchers want to explain events as they happen and report the facts on the ground and make judgment as to what ought to be done.

3.2. Sources of Data

Both primary and secondary data was used. Primary data has been collected from Jimma University. Primary data has been collected using questionnaire and interview. Secondary data has been collected from JU BSC strategic plan document (2011-2015), policy manuals, reports, different publication and research papers written on the subject matter, books, and journals, besides websites and online elements have been consulted.

3.3. Data Collection Tools

The data has been collected using different tools. Those include interview and survey questionnaire. Interview has been conducted with president, reform director of the university, and focal persons of each college.

3.4. Sampling Technique

Sampling as it relate to research, refers to the selection of individual, units and/or settings from the population to be studied. Sampling is required because it is impossible to collect data from the entire population. So, having the right sampling technique is indispensable to conduct research that is valid and acceptable. The researcher has used non-probability. From the non-probability sampling purposive/judgmental sampling has been used. Jimma University (JU) is a target population because it has implemented all reform tools. In addition the researcher has selected purposive sampling technique for the reason of accessing a targeted sample quickly.

On the other hand selecting purposive sampling technique to collect data in this research has involved taking total enumeration of Deans/ Scientific Director/CEO, Director (Administration Wing), Head of Dept/Clinical Units, and sampled form Team Leaders and Case Team Leaders of

academic and administrative staff with having adequate exposure in area of BSC building and implementation.

3.5. Sample Size

Sample size determination according to Mason (2010) and Higginbottom (2005) is not about reducing sample error or increasing representativeness as in the case of quantitative research. It is rather concerned with the objective of gathering sufficient information that can effectively address the research question and enhance the validity and reliability of the study. For this study, to gathered sufficient information the researcher considers Directors, Deans of Colleges, Head of Departments, Team Leaders and Case Team Leaders. The Target Population in each of the campuses and work units was as follows:

Table 1: Target population and sample size

College/Campus	Deans/ Scientific Director /CEO	Head of Dept/Clinical Units	Director (Admin Wing)	Team Leaders	Case Team Leaders	Total
JU Specialized Hospital (JUSH)	1	13	6	12	153	185
JU College of Agriculture & Veterinary Medicine (JUCAVM)	1	6	6	12	90	115
Business and Economics College (BECO)	1	4	6	12	27	50
Institute of Technology (Kito Furdisa)	1	8	6	12	177	204
Main Campus	1	20	6	12	541	580
Total	5	51	30	60	988	1134

Source: Developed form JU web site and JU change army development document

The sample size has been depended on the number of staff in each academic and non academic unit. From the total number of **1134** target population, **114** questionnaires have been distributed. The sample size was determined to be at list 10 percent of the target population. Among the target population the questionnaire was distributed randomly to the respondents in the case of team and case leaders and to the total target population in the rest category.

The sample was taken as follows; a total of 56 individuals have been surveyed from the academic units and Colleges (the whole Deans and Head of Departments). From the non- academic units the whole directors which is 30, 1/6th of the team leaders that is (60*1/6) 10; and 3 case team leaders have been taken each from JUCAVM and BECO; 4 each from JUSH, Kito Furdisa and Main Campus (that is 12). Hence a total of **114** sample units have been approached using questionnaires. A structured interview was made with the university president, institutional transformation director and other five reform focal persons.

Table 2: Sample Taken

College/Campus	Deans/ Scientific Director /CEO	Head of Dept/Clinical Units	Director (Admin Wing)	Team Leaders	Case Team Leaders	Total
JU Specialized Hospital (JUSH)	1	13	6	2	4	26
JU College of Agriculture & Veterinary Medicine (JUCAVM)	1	6	6	2	3	18
Business and Economics College (BECO)	1	4	6	2	3	16
Institute of Technology (Kito Furdisa)	1	8	6	2	4	21
Main Campus	1	20	6	2	4	33
Total	5	51	30	10	18	114

Source: conducted from target population

3.6 Method of Data Analysis

Descriptive Method of data analysis was employed to analyze data collected from primary and secondary sources. In addition SPSS version 23 was used to enter the raw data and make it ready for interpretation.

Chapter Four: Data Presentation, Interpretation and Analysis

This part of the paper presented and analyzed the data collected to seek appropriate answer for the questions raised to respondents to find out the success and challenges of BSC implementation in Jimma University. To that end, data collected from primary sources through interview of 7(seven) individuals and questionnaires distributed to 114, out of which 103 were returned are analyzed. In addition secondary data collected from the University's five year strategic plan (2011 – 2015) was also used to compliment the responses found through the questionnaire. The responses to the question were framed in a way that basic research questions are answered. The first section presented the demographic information of the respondents. Questionnaires were distributed to a sample of 114 from a target population of 1134. Out of the 114 questionnaires distributed, 103 (90.4%) questionnaires were collected back. The results obtained and the analysis of the responses to questions is presented below.

4.1. Respondents Demographic Information

As can be seen from table 3 below majority of the respondents were male showing that there were few women in key managerial posts in the University. 74% of the respondent ranges between 20 to 40 years of age showing that, the University is relatively less mature as most of the key posts are held by the young and active age group. The Education levels of the respondents were 69.9% MA/MSc, 17.5% undergraduate, and 12.6% PhD holders. It is an indication that majority of key posts (69.9%) are held by master's holders. Out of the total respondents 65% of the respondents were academic staff and 35% of the respondents were administration staff.

As far as the positions held by respondents were concerned majority of them were department heads followed by directors for administrative affairs and the case team leaders signifying that the middle and lower level leaders who are actual the main implementers of BSC have been well represented.

Table 3: Respondents demography

Gender	Freq.	Function	Freq.	Service year	Freq.
Male	14	Academic	67	< a year	0
Female	83	Administration	36	1-2 years	9
Missing	6	Missing	0	3-5 years	22
Total	103	Total	103	6-10 years	39
Age		Position		>10 years	25
20-30	35	College Dean	5	Missing	8
31-40	42	Director for Admin affairs	25	Total	103
41-50	20	Director for Clinical service	2		
>51	5	Head of Department	44		
Missing	1	Team Leader	10		
Total	103	Case team leader	17		
Education level		Missing	0		
Undergraduate	18	Total	103		
MA/MSc	72				
PHD or Above	13				
Missing	0				
Total	103				

Source: Own survey

Relatively larger proportion of the respondents, have served the University between 6-10 years followed by those who served more than 10 years. Most of respondents (83.6%) have served the university during the last 3 years and they are expected to have taken part in the building and implementation of the universities’ BSC because balanced scorecard was embarked at university 4 years back as consulted BSC document and interview conducted with different staff members.

4.2. Respondents response related with balanced scorecard

In this particular section of the paper, the data related with the study was presented and analyzed in a very detailed way. Therefore the data which was collected from interviews, document analysis and questionnaires in relation to the title under study are presented and discussed. For the convenience purpose, the presentation and analysis is categorized in to four major categories: Leadership commitment, implementing BSC, successes achieved, and finally challenges faced

during its implementation. In addition suggestions for the remedy of the challenges were discussed.

4.2.1. Response related with senior leadership commitment

Change is about leadership. The leadership of every organization hugely affects the decision to reform, the implementation of reform and making sure the reform is cascaded down to the level of every one. The leader serve as a unifying force through mobilizing everyone in the organization for successful implementation and working together for putting remedies to the problem.

Likewise public sector reform in Ethiopia has relied on a committed leadership at the various stages and sectors. One way leadership commitment shown is through how the leaders have engaged and taught others to accept the reform. It merely is publicizing the vision and mission of the organization. The commitment of leadership is very important in the design, communication and implementation of any reform program in the University including BSC. In this sub section of the paper data which were collected through the questionnaires and relevant documents that are related with the leadership commitment in the building and implementation of BSC have been analyzed. The data were analyzed and presented in tables below.

A. Leadership role to define vision, mission and value of the business, educating staff

Table 4: Extent to which Leadership creates Awareness on BSC Implementation

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Missing	Total
Well defined the organization vision, mission and corporate values	3	5	17	53	25	0	103
Fully committed in the process of the universities' BSC building and implementing	1	20	36	37	9	0	103
Understand the concept of BSC and educate the internal staff and external stakeholders	1	19	42	38	3	0	103

Source: Own Survey

The findings show that 78(75.7%) of the respondents agreed that leadership of the JU has well defined the organizations vision, mission and corporate value. Relatively larger number of the

respondents 46 (44.6%) were convinced that the senior leadership was fully committed in the process of University’s BSC building and implementing and only 41 (39.8%) of the respondents agreed that senior leadership understood the concept of BSC and educate the internal and external stakeholders.

The results described above reflected that relatively larger proportions of respondents agreed that Jimma University senior leadership have been committed towards defining the organization of vision, mission and corporate value, the process of their organization BSC building and understand BSC concept and educate the internal and external stakeholders.

B. Leadership empowering others to do day to day activity to ensure participation of employee and having tolerance and understanding that BSC implementation takes time

Table 5: Leadership Capacity to Empower and Educate Followers in Reforming

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Missing	Total
Quality of tolerance and understand that BSC implementation takes time and requires change within the organization at all level	3	14	25	53	8	0	103
Empower Your work process to devise new ways of doing their day-to-day activities	3	16	32	38	13	1	103
Give emphasis to communication, participation, employee empowerment and innovation	3	17	21	57	5	0	103

Source: Own Survey

As can be seen from table 5 large number of the respondents 61(59.2%) agreed that Jimma University’s senior leadership has the quality of tolerance and understands that BSC implementation takes time and requires change within the organization at all level. 51(49.5%) of the respondents agreed that the senior leadership empower their work process to devise new ways of doing their day-to-day activities and 62(60.2%) of the respondents were convinced that senior leadership styles give emphasis to communication, participation, employee empowerment and innovation. The results depicted in tables above shows that, JU senior leadership has the quality

of tolerance and understands that BSC implementation takes time and requires change within the organization and empowers employees to devise new ways of doing their day-to-day activities and believes in communication, participation, employee empowerment and innovation.

C. Senior leadership facilitate top-down and bottom-up communication, form BSC team comprising of change agent uses meeting to work together and identify problem

Table 6: Leadership role in Facilitating Communication and Assessing Environment

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Missing	Total
Facilitate top-down and bottom-up communication	2	16	30	42	11	2	103
Form BSC team comprising of change agent and hire consultants to build the universities' BSC	3	18	43	36	1	1	103
Uses leadership meeting to work together in teams to identify problems, assess changes in the operation and strategic environments	3	13	22	45	20	0	103

Source: Own Survey

As table 6 shows 53(51.5%) of the respondents agreed that senior leadership facilitate top-down and bottom-up communication. Only 37(35.9%) of the respondents agreed that senior leadership form team comprising of change agent and hire consultants to build the universities balanced scorecard. Over all 65(63.4%) of the respondents believe the leadership has been using meetings to work and identify problem, assess changes in the operation and strategic environments.

The results described in table 6 clearly demonstrated that JU leadership were committed to top-down and bottom-up communication, form BSC team comprising of change agent and hire consultants whenever necessary to build the universities' Balanced Score Card and uses leadership meeting to work together in teams to identify problems, assess changes in the operation and strategic environments.

From the tables above it can be concluded that Jimma University leadership are committed to:

- Well define the organization vision, mission and corporate values,

- Give emphasis to communication, participation, employee empowerment and innovation,
- Uses meeting to work together in teams to identify problems assess changes in the operation and strategic environments.

It can be said that there was a good opportunity for successful implication of BSC from the leadership commitment point of view.

Leadership commitment has been expressed and represented in various ways. For success of reform implementation JU's leadership commitment falls in line with what several researchers in the past have identified that leadership role of organization's executive team in the process of implementing the BSC management system as well as in the operation of this system. Two decades of experience in BSC implementation projects have proven that the attempts to implement such complex and very often culture changing management system cannot be successful without the effective involvement of organization's top management (Mihai 2012). Sasmita & Archana (undated) has also reported that a close observation and reflection on the entire process reveals that at the centre of all this is the leadership commitment. Their commitment to realize the organizational vision motivates them to involve employees in the visualization process and enable employees to find alignment between the organizational vision and their personal vision.

4.3. BSC Implementation process

Given that there is a committed leadership BSC implementation takes some steps. It involves environmental analysis; Strength, Weakness, Opportunity and Threat as well as Political, Ecological, Social, Technological, Legal and Economic analysis before any attempt to implement BSC. In this section the opinions of the respondents about the processes of implementing BSC has been discussed.

Environmental Analysis help leaders to understand the situation in which the reform is going to take place as well as what enablers and pains exist in reform implementations. Respondents have been asked how well this assessment was done in case of implementing BSC at Jimma University.

Table 7: Environmental Analysis

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Missing	Total
JU analyze the internal weakness, strength and of the external threats and opportunities in formulating strategic plan	3	7	22	52	19	0	103
JU identify organization pains, and enablers from SWOT analysis	6	8	34	39	12	4	103

Source: Own Survey

As indicated in table 7 above 71(68.9%) of the respondents agreed that there was an attention given to SWOT analysis as well as PESTLE issues for which the change is going to be implemented. And 51(49.6%) of the respondents agreed that JU identified organization pains, and enablers from SWOT analysis.

Table 8: Stakeholder Value Analysis and Value Analysis for Reform

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Missing	Total
JU identify its customers, and stake holders, after understanding their needs and demands	5	6	31	44	14	3	103
JU strategic plan is developed by all of us	7	12	25	51	7	1	103
JU provide training about change using communication media	4	20	33	39	4	3	103

Source: Own Survey

As can be seen from table 8, 58 (56.3%) of the respondents agreed that JU have identified its customers and stake holders after understanding their needs and demands and developed strategic plan by involving everyone concerned. However, only 43 (41.8%) of the respondents, felt that JU have provided training about change using communication media.

One use of Balanced Scorecard as a reform agenda is that it facilitates strategic planning by due consideration of the enablers and pains besides the customer value analysis and communicating and rallying everyone behind the reform. In fact emergence of BSC has facilitated Strategic planning by introducing a coordinated view among perspectives and objectives to be met under each.

For the purpose of strategic planning a well focused area of strategic planning, a good balance of objectives from each perspective and knowing what should be the ultimate goal on the business is very crucial. In this regard the respondents felt that Jimma University have done sufficient environmental scanning which have enabled the university to have a good planning for the proper implementation of the balanced scorecard.

Table 9: Strategic plan formulation based on Analysis and Putting Customer Satisfaction first

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Missing	Total
JU formulated strategic plan based on in depth analysis of the internal and external environments	2	7	25	52	17	1	103
The JU strategic plan focus areas are well defined and understood	2	7	21	56	16	1	103
Your work process uses customer, financial, internal process, learning and growth perspectives to assure the balance in the organization strategies and measures.	4	19	29	45	6	0	103
Your work process put customer satisfaction as a central position instead of student service provision	3	9	32	48	11	0	103

Source: Own Survey

As depicted in table 9, 69(66.3) of the respondents agreed that JU has formulated strategic plan based on in depth analysis of the internal and external environments, 72 (69.9%) of the respondent have agreed that the JU strategic plan focus areas are well defined and understood as well as 51(49.5%) of the respondent have agreed that their work process uses customer, financial, internal process, learning and growth perspectives to assure the balance in the organization strategies and measures. It was also clear that relatively larger proportion of the respondents

(57.3%) have agreed that their work process put customer satisfaction as a central position instead of student service provision

Table 10: Value Proposition for Key Stakeholders

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Missing	Total
The financial perspective is the primary objective of your work process Scorecard	9	21	36	33	3	1	103
Your work process identify value proposition for key customer and stakeholder’s service attributes image and relationship components	1	8	33	56	4	1	103

Source: Own Survey

As depicted in table 10 above only 36(34.9) of the respondents agreed that the financial perspective is the primary objective of their work process scorecard while relatively larger proportion of the respondents 60(58.3%) agreed that their work process identify value proposition for key customer and stakeholder’s service attributes (quality, timeliness, cost effectiveness, etc.) image and relationship components.

Table 11: Identifying Strategic Themes and key Success Factors

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Missing	Total
Your work process identify strategic theme which represent the major focus area	2	8	26	61	6	0	103
Your work process identify strategic results that ratify the successful execution of the strategic theme	3	7	34	50	9	0	103
JU identify competitive critical success factors	3	13	34	46	5	2	103
Your work process strategic theme and goals are linked with Performance-based budgeting	3	20	36	41	3	0	103

Source: Own Survey

The table 11 reflects that out of the total respondents 67(65%) of them have agree that their work process have identified strategic theme which represent the major focus area. 59(57.2%) of the respondents agreed that their work process identify strategic results that ratify the successful

execution of the strategic theme, 51(49.6%) of the respondents have also agreed that JU identified competitive critical success factors. Whereas, only 44(42.7%) of the respondents agreed that their work process strategic theme and goals are linked with Performance-based budgeting.

It has been very clear from table 11 to table 4.9 that larger proportion of the respondents either agreed or being convinced on Jimma universities strength and their work processes effort on in depth analysis of the internal and external environments while developing the strategic plan, well defined and understood strategic plan focus areas, uses customer, financial, internal process, learning and growth perspectives to assure the balance in the organization strategies and measures and put customer satisfaction as a central position instead of student service provision. This finding revealed that Jimma University have given more emphasis on customer satisfaction, well identified value proposition for key stake holders and strategic themes and key success factors.

Table 12: Proper Mix of Objectives in Themes and Performance Indicators

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Missing	Total
Your work process strategic objectives are placed in the themes	3	9	21	63	7	0	103
Your work process performance indicators are related to the objectives of organization	3	8	14	67	10	1	103
Your work process has well-written objective statements which provides precise clarification of the meaning	2	9	27	56	9	0	103
Your work process objectives describe the links in the chain of cause and effect evident in the strategy map	2	10	36	46	9	0	103

Source: Own Survey

As can be seen from table 12 larger proportion of the respondent 70(68%) have agreed that their work process strategic objectives are placed in the themes, 77(74.7%) were convinced that their work process performance indicators are related to the objectives of organization, 65(63.1%)

have also agreed that their work process has well-written objective statements which provides precise clarification of the meaning and 55(53.4%) were convinced that their work process objectives describe the links in the chain of cause and effect evident in the strategy map.

It was very evident from table 12 that strategic objectives of the balanced score card of Jimma university are placed in the themes, performance indicators are related to the objectives of organization, has well-written objective statements which provides precise clarification of the meaning and objectives describe the links in the chain of cause and effect evident in the strategy map. This implies that Jimma University has well set its strategic objective which is linked with its own organizations objective.

Strategic Mapping and Communication

Strategic mapping help in visualizing the linkages among the perspectives as well as the objectives so that ultimate goal for which the organization is established be met. Furthermore mapping assist in easily communicating what is at stake, how it is going to be achieved and what must be done.

Table 13: Strategic mapping and Communication using Strategic Mapping

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Missing	Total
JU use strategic map as a tool of education and communication about organization strategy	4	2	38	50	8	0	103
JU use strategic map to link the strategic objectives with its cause-and-effect relations and demonstrate how value is created through four perspectives	3	1	45	47	7	0	103
JU use strategic map as tool for creation of organizational alignment	4	3	44	45	6	0	103
JU use strategic map to balance set of objectives, representing each of perspectives	4	4	47	41	7	0	103
JU use strategic map to eliminate ambiguity and clarify responsibility	1	10	45	37	5	5	103

Source: Own Survey

As can be seen in Table 13 above nearly over 50 percent of the respondents agree that, in case of Jimma University, strategic mapping was done and has helped to understand it as means of communication, relate cause and effect relationship among objective. The result clearly shows that the strategic mapping of JU have helped in visualizing the linkages among the perspectives as well as the objectives so that ultimate goal for which the organization is established be met. However, it appears that the balance among set of objectives and clarifying responsibility is not well clearly done.

Performance Measures

Traditional performance measures are insufficient to gauge performance and guide organizations in today’s rapidly changing, complex economic landscape. Organizations need to link performance measurement to strategy, and must measure performance in ways that both promote positive future results and reflect past performance (Charles, 2002).

In strategic development one other important step is identification of proper measures which match the objectives. The measures have to be easy to understand and explain in addition to being so strongly linked to the objectives. Respondents were asked about their opinions on the measures used relevance.

Table 14: Performance Measures that link to organizations vision, aligned with others

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Missing	Total
Your work process performance measurement links to the organizations visions through the objectives on the strategic map	2	11	25	53	12	0	103
JU Translate the university strategy in to operational terms	2	12	20	58	10	1	103
Your work process, performance measurement are aligned with other work unit’s performance measurement	4	9	32	52	5	1	103
Your work process undertakes internal or external benchmarking to set measurements and indicators	2	11	35	45	10	0	103

Source: Own Survey

As can be seen from Table 14 above majority of respondents have agreed that the measures used by Jimma University link the objectives to the visions, are aligned among departments and scientifically selected through benchmarking. Furthermore the measures used are just enough to evaluate achievements in each objective. The outcome of the interview of the top and middle level leaders, have also confirmed that performance measures are linked to organization objectives.

Table 15: Performance measure objective, lagging, leading, in balanced way

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Missing	Total
Your work process performance measures include leading, lagging, quantitative and qualitative measures in balanced ways	2	8	47	41	4	1	103
Your work process performance measures in each perspective are capable enough to measure the objectives	2	8	38	48	5	2	103
Your work process performance measurement is accurate and consistent	2	24	33	41	3	0	103
Your work process performance measurement system does not impose in to data collection burdens	3	15	47	34	3	1	103

Source: Own Survey

As can be seen from table 15 above relatively larger proportion of the respondents 53(51.45%) have agreed that their work process performance measures include leading, lagging, quantitative and qualitative measures in balanced ways. However it appeared that the mix of measures used as well as how well they are fit to accurately measure objective was not very convincing for respondents.

Strategic Initiatives

Strategic initiatives are interventions to be made to achieve the goals through meeting the objectives. Strategic Initiatives come in various ways including programs, projects, etc. For

success, identifying a strategic initiative with high impact which is tied to achieving mission and vision are of high rank.

Table 16: Responses related to Strategic initiatives

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Missing	Total
Your work process identify potential strategic initiatives, developed selection criteria, analyze selected strategic initiatives	3	13	26	56	5	0	103
The initiatives are tied to strategic vision, mission, objectives and perspectives and fits with one of the strategic themes	2	6	32	53	10	0	103
JU strategic initiatives are wide reaching and solve a significant organization pain	3	7	33	49	9	2	103

Source: Own Survey

As can be seen in table 16 above the strategic initiatives chosen at the case study were done through proper some sort of selection criteria, are tied to the vision and mission as well as they are wide reaching. This was supported by the fairly majority of the respondents. This result clearly demonstrates that JU has developed strategic initiatives as an intervention mechanism to achieve the goals through meeting its organisations objectives.

4.4. Implementing BSC (System roll out)

For successful implementation of strategies everyone in the organization has to rally behind the leaders. Accordingly the leaders have to cascade down what has to be achieved by the collective effort of all in the organization. The Advent and advancement of technology has made it easier for cascading and reporting the accomplishment across the board. In the case of Jimma University how well this step was done would also affect the overall success in BSC implementation. In addition performance evaluation has to be aligned to what has been cascaded and must show progress towards achievement of strategic objectives. The result of the respondents on the three points is summarized below.

Automation

A successful BSC program relies extensively on data, education, and communication to promote, monitor, and reinforce behavior modifications all processes that can be facilitated easily by information technology. Automation is essential in order to manage the vast amount of information related to a company’s mission and vision, strategic goals, objectives, perspectives, measures, causal relationships, and initiatives (Charles, 2002).

Table 17: Responses related to Automation

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Missing	Total
Your work process uses software to automate the collection and reporting of the quantitative data	6	25	28	35	8	1	103
Your work process transfer data in to relevant information and use for performance measurement	5	21	31	37	8	0	103

Source: Own Survey

Table 17 above shows that when respondents were asked a question related to automation like uses of software to automate the collection and reporting of the quantitative data only 41.8% of them have agreed. 46(44.6%) of the respondent were also convinced that their work process transfer data in to relevant information and use for performance measurement. From this result one can observe that although Jimma University has tried to automate its balanced score card implementation it is not still satisfactory. The opinion of the top and middle level leaders interviewed also support this finding. Lina Njeri N.C. (2014) has described that the absence of automation to record and roll-up results early in the implementation severely derails the team into the mechanics of recording actual versus targets.

Cascading

The highest-level Balanced Scorecard often that used for the organization as a whole is the starting point of cascading efforts. The objectives and measures contained in that Scorecard are

then driven down to the next level in the organization, which will often comprise individual business units. At the third level of cascading, specific departments and groups develop Balanced Scorecards based on the Scorecards “in front” of theirs in this case, the business unit Scorecard. The final level shown is that of team and personal Balanced Scorecards. Organizations cascading to this level will gain the maximum value from the Balanced Scorecard by ensuring that all employees, regardless of function or level, have developed objectives and measures that align with overall organizational objectives (Niven 2002).

Table 18: Responses related to Cascading

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Missing	Total
Your work process translates high-level strategy in to aligned lower level objectives and measures	2	16	34	43	8	0	103
Your work process score card is aligned to JU’s vision, mission and strategy	3	12	35	44	9	0	103
You develop individual scorecard, aligned to your work process	6	21	31	36	5	4	103
Individual and team scorecards aligned with recognition and incentives	7	23	39	25	7	2	103

Source: Own Survey

It is clear from table 18 above that relatively larger proportion of the respondents 51(49.5%) have agreed that their work process translates high-level strategy in to aligned lower level objectives and measures. It was also observed that a larger number of the respondents 53 (51.4%) agreed that their work process score card is aligned to JU’s vision, mission and strategy. On the other hand, as can be seen from table 18 above, only 41(39.9%) of the respondents have agreed that they had individual scorecard, aligned to department or work process whereas, with regard to individual and team scorecards alignment with recognition and incentives only 32 (31.1%) agreed.

This finding clearly revealed that Jimma University have done quite a piece of work with regard to translating high-level strategy in to align lower level objectives and measures and aligned to JU's vision, mission and strategy. whereas, the result also reflected that JU did not work enough on cascading activities especially in the case of aligning individual and team scorecard with recognition and incentive. The finding further signals that, although cascading is an important part of implementation process, the respondents were not satisfied with the work done so far by JU leaders. This implies that individual level score card has not been well addressed which makes the measurement of performance more difficult.

Evaluation

The purpose of Evaluation is to review the organization's progress toward planned Strategic Results, and to review the overall Strategic Planning and Management System to determine how it can be improved. Evaluation results can lead to modifications in Strategic Assumptions (as reviewed in the Assessment step); or Strategy, Objectives, Measures and Targets (as developed in the Planning step) (Balanced Scorecard Institution 2012).

The results presented in table 19 clearly indicates that Jimma University have tried to evaluate the progress towards its strategic goals, reviewed the BSC strategic planning and management system to determine where efficiency and effectiveness can be improved, reviewed organization planning, assumption, strategy, objectives, performance measures, strategic initiatives and budget and as well as tried to put proposal for organizational change (restructuring) as needed. The finding also reflected that though JU has tried to exercise evaluation to fine tune and optimize its balanced score card it was not as such found satisfactory.

Table 19: Responses related to Evaluation

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mis sing	Total
Your work process periodically reviews the directorates or work process progress towards its strategic goals	4	20	32	41	6	0	103
Your work process review of the BSC strategic planning and management system to determine where efficiency and effectiveness can be improved	4	19	33	38	9	0	103
Your work process uses evaluation to review organization planning, assumption, strategy, objectives, performance measures, strategic initiatives and budget	2	15	38	42	6	0	103
Your work process use evaluation to put proposal for organizational change as needed	3	15	37	38	8	2	103

Source: Own Survey

4.5. Success achieved by implementing BSC

For the case study in addition to looking at how BSC as reform tool was implemented attempt was made to see what the major achievements were and what factors/ issues were behind these successes. As can be seen from table 20 below majority of the respondents have agreed that a properly implemented balanced scorecard resulted in cost reduction, in time saving, has contributed to quality and quantity of service or product. It can also be seen from the result that the Balanced Scorecard at the department level has been clearly linked to the organization’s strategy.

Table 20: Response related to success achieved

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Missing	Total
The Balanced Scorecard at the department level has been clearly linked to the organization's strategy	3	20	34	40	6	0	103
Properly implemented balanced scorecard resulted in cost reduction	5	12	31	46	9	0	103
Properly implemented balanced scorecard resulted in time saving	4	11	31	46	10	1	103
Properly implemented balanced scorecard has contributed to quality service or product.	4	13	25	48	12	1	103
Properly implemented balanced scorecard resulted in increasing the quantity of service or product	4	11	28	46	14	0	103

Source: Own Survey

As can be seen from table 21 below level enhanced commitment which is very crucial for any reform to be successful was found to be less than enough as only 42.8 percent expressed their agreement. In addition awareness created and understanding (clarity on the objectives and timely communication) held is still unsatisfactory. Furthermore, the benefits expected to be gained with implementation weren't satisfactorily achieved.

Table 21: Success through commitment, clarity and timely communication

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Missing	Total
Commitment has been demonstrated at all levels of the organization, especially at the executive level	5	22	32	39	5	0	103
Clarity on the objectives of the program, and the underlying reason for the change has been understood by all employees and stakeholders	3	31	29	35	5	0	103
Proper and timely communications are being practiced throughout the entire organization	4	25	35	32	7	0	103

Source: Own Survey

As indicated in table 22 below only 31.1% of the respondents were convinced that there was a clearly assigned and understood accountability for the process and results and measuring performance system that is positive have been developed and provided sufficient and accurate information. The result also made it clear that only 33% of respondents agreed that comprehensive reports documenting the success of BSC program has been exercised. Although the number of respondents, who have positively agreed are still more than those who did not agree, majority of the respondents were not satisfied on the clearly assigned and understood accountability and the presence of comprehensive reports documenting the success of BSC program.

Table 22: Success through accountability, measurement and comprehensive reports

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Missing	Total
There is a clearly assigned and understood accountability for the process and results of the Balanced Scorecard program	3	28	39	29	3	1	103
A system for measuring performance have been developed and provide sufficient and accurate information to decision makers	3	24	43	29	3	1	103
Comprehensive reports documenting the success of BSC program has been exercised by JU	3	25	41	31	3	0	103

Source: Own survey

4.6. Challenges of Implementing BSC

Finally the study tried to see what challenges were faced during the implementation of BSC at Jimma University. The challenges could be related to improper choice and decision on the perspectives selected, objectives set, measures and indicators applied as well as failure to keep good mix of the financial and non financial indicators. Above all, weak or lack of commitment from the leadership is a serious challenge.

Table 23: Responses related to challenges of implementing BSC

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mis sing	Total
JU has set few measures per perspective	3	18	52	24	5	1	103
JU has adopted many indicators	2	18	47	32	1	3	103
Measures selected for the scorecard does not reflect the organization's strategy	6	40	39	15	1	2	103
JU try to make a quantitative link between non financial leading indicators and expected financial results	3	11	60	23	5	1	103
JU lacks senior leadership commitment	12	26	30	27	6	2	103

Source: Own Survey

As the results in table 24 below indicates significant number of respondents confirmed that failure to involve the critical mass in the implementation process and taking unacceptably long time to implement the BSC and failure to cascade (sharing scorecard with every individual) were also the challenges that has to be addressed by Jimma University.

Table 24: Challenges related to individual involvement, sharing scorecard, time to process and compensation

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mis sing	Total
JU has involved few individuals in the implementation of BSC	6	21	31	38	6	1	103
JU kept the scorecard at the top (not shared with every member of the organization)	6	25	34	32	5	1	103
JU's BSC development processes have taken long time	4	17	36	41	5	0	103
JU has introduced the Balanced Scorecard only for compensation	15	26	41	16	5	0	103

Source: Own Survey

During interview conducted with top and middle level leaders challenges such as: lack of BSC knowledge and experience among employees and leadership, staff resistance and reluctance,

unfamiliarity with BSC software, some staff assume that it is time consuming to feed activities with software, others consider BSC as political issue and lack of follow-up were mentioned as major challenges. The results of the study goes in line with that of Sudirman (2012) who stated that in the implementation of the strategy, universities often encounter obstacles that generally come from the employee. Such barriers include resistance to change, lack of commitment, or the fear of accountability pressures.

Again the informants confirmed that, JU made several efforts to solve the above listed challenges, such as: a series of awareness creation forum were organized for the staff, a series of training were given on: the concept as well as practical application of BSC, cascading, developing personal scorecard and the software application. Revision of the automated software, established independent quality assurance office and automation was piloted at JUCAVM to test and scale up at university level.

4.7. Conclusion

To conclude this chapter, four major categories were analyzed above. These are issues related to Leadership commitment, Implementation process of BSC, successes achieved, and challenges faced during BSC implementation.

The first section of this chapter indicated that larger proportions of the respondents felt that JU senior leadership have been committed towards defining the organization's vision, mission and corporate value, the process of their organization BSC building and understand BSC concept and educate the internal and external stakeholders. The respondents have also revealed that JU senior leadership has the quality of tolerance and understands that BSC implementation takes time and requires change within the organization and empowers employees to devise new ways of doing their day-to-day activities and believes in communication, participation, employee empowerment and innovation. JU leadership were committed to top-down and bottom-up communication, form BSC team comprising of change agent and hire consultants whenever necessary to build the

universities' Balanced Scorecard and uses leadership meeting to work together in teams to identify problems, assess changes in the operation and strategic environments.

As can be seen from the responses gathered from respondents and supported by the interview of the top and middle level leaders, most of the BSC implementation process was well done at JU. One use of Balanced Scorecard as a reform agenda is that it facilitates strategic planning by due consideration of the enablers and pains besides the customer value analysis and communicating and rallying everyone behind the reform. In fact emergence of BSC has facilitated Strategic planning by introducing a coordinated view among perspectives and objectives to be met under each.

For successful implementation of strategies everyone in the organization has to rally behind the leaders. Accordingly the leaders have to cascade down what has to be achieved by the collective effort of all in the organization. The Advent and advancement of technology has made it easier for cascading and reporting the accomplishment across the board. In the case of Jimma University how well this step was done would also affect the overall success in BSC implementation. In addition performance evaluation has to be aligned to what has been cascaded and must show progress towards achievement of strategic objectives. From this result one can observe that although Jimma University has tried to automate, cascade and evaluate its balanced score card implementation it was not still satisfactory.

With regards to successes achieved during BSC implementation, looking at how BSC as reform tool was implemented, attempt was made to see what the major achievements were and what factors/ issues were behind these successes. The result revealed that the Balanced Scorecard at the department level has been clearly linked to the organization's strategy.

Majority of the respondents have agreed that a properly implemented balanced scorecard resulted in cost reduction, in time saving, has contributed to quality and quantity of service or product. However, level enhanced commitment which is very crucial for any reform to be successful was found to be less than enough as only 42.8 percent expressed their agreement. In addition

awareness created and understanding held is still unsatisfactory. Furthermore, the benefits expected to be gained with implementation weren't satisfactorily achieved.

Finally the last section of the study tried to see what challenges were faced during the implementation of BSC at Jimma University. The challenges could be related to improper choice and decision on the perspectives selected, objectives set, measures and indicators applied as well as failure to keep good mix of the financial and non financial indicators, failure to involve the critical mass, failure to cascade, taking unacceptably long time to implement the reform. Above all, weak or lack of commitment from the leadership is a serious challenge.

Chapter Five: Summary of findings, Conclusion and Recommendation

This chapter present summary of the result parts of the study, conclusion arrived at and what is recommended based on the findings

5.1. Summary of Findings

The study was conducted to investigate BSC implementation in Ethiopian public higher learning institution, using case of Jimma University. The main objective of the study was to assess BSC implementations, successes and challenges as they happen/occur in Jimma University and suggest ways to improve the implementation of BSC outcomes in the same higher learning institutions. Data was collected from both secondary and primary sources using document review, interview and questionnaire. The collected data was analyzed using descriptive approach by charts and tables. The findings of the study have been listed below.

- The analysis of the study reveled that the leadership is good to see committed in terms of defining the University's vision, mission and values as well as building and implementing BSC; In addition the leadership has done enough to facilitate top-dawn and bottom up communication.
- In the implementation process a good deal of work was done to analyze the internal and external environment of the University so as to identify the enablers and pains during implementation.
- Furthermore the implementation process was enhanced by proper definition of customer and stakeholder value analysis on top of involving critical mass of University's community.

- The implementation was facilitated by appropriate choice of themes and key success factors, objectives, performance indicators for the success of the implementation initiatives which were carefully selected with goal of solving significant organization pain and tied to the vision & mission of the organization.
- The finding also revealed that Jimma University have done quite a piece of work with regard to translating high-level strategy in to align lower level objectives and measures and aligned to JU's vision, mission and strategy.
- Larger proportion of the respondents were convinced that, Jimma University has evaluated the progress towards its strategic goals, reviewed the BSC strategic planning and management system to determine where efficiency and effectiveness can be improved, reviewed organization planning, assumption, strategy, objectives, performance measures, strategic initiatives and budget and as well as tried to put proposal for organizational change (restructuring) as needed.
- Large proportion of the respondents agreed that a properly implemented balanced scorecard resulted in cost reduction, in time saving, has contributed to quality and quantity of service or product specially when supported with automation.
- Though still not the opinion of the majority, involvement of too few people and taking too long in reform implementation, have been raised as challenge by a significant number of respondents.
- Lack of BSC knowledge and experience among employees and leadership, staff resistance and reluctance, unfamiliarity with BSC software, some staff assume that it is time consuming to feed activities with software, others consider BSC as political issue and lack of follow-up were mentioned as challenges by top and middle level leaders.

5.2. Conclusion

The study was conducted to investigate BSC implementation in Ethiopian public higher learning institution, using case of Jimma University. The main objective of the study was to assess BSC implementations, successes and challenges as they happen/occur in Jimma University and suggest ways to improve the implementation of BSC outcomes in the same higher learning institutions. Data was collected from both secondary and primary sources using document review, interview and questionnaire. The collected data was analyzed using descriptive approach by charts and tables.

From the results of the study it can be concluded that BSC implementation at Jimma University was done following standard procedures and steps. The leadership of the University has made tremendous effort in implementing balanced score card for improvement of its organisations performance. The university community who responded to question raised during the survey has felt that the implementation of BSC specially when supported with automation reduces time, cost and improves productivity of goods and services. In sum, BSC implementation achieved its intended objectives being used as strategic planning and performance measurement tool.

The study have also revealed that larger proportion of the respondents either agreed or being convinced on Jimma universities strength and their work processes effort on in depth analysis of the internal and external environments while developing the strategic plan, strategic plan focus areas are well defined and understood, uses customer, financial, internal process, learning and growth perspectives to assure the balance in the organization strategies and measures and put customer satisfaction as a central position.

It was very evident that strategic objectives of the balanced score card of Jimma university are placed in the themes, performance indicators are related to the objectives of organization, has well-written objective statements which provides precise clarification of the meaning and objectives describe the links in the chain of cause and effect evident in the strategy map.

Fairly majority of the respondents have agreed that the strategic initiatives chosen at the case study were done through proper some sort of selection criteria, are tied to the vision and mission as well as they were wide reaching.

Furthermore the measures used are just enough to evaluate achievements in each objective. The outcome of the interview of the top and middle level leaders, have also confirmed that performance measures were linked to organization objectives. The result also indicated that work process performance measures include leading, lagging, quantitative and qualitative measures in balanced ways. However it appeared that majority of the respondents were not well satisfied with the mix of measures used as well as how well they are fit to accurately measure objective.

Finally the respondents felt that the implementation of balanced score card was faced with a challenge of taking long time to reform the whole process of performance measurement and in involving few people in the process.

5.3. Recommendation

For a rather successful reform tools implementation of the University, it is recommended to:

- Strengthening reform team and change agent among the university community who can speed up the whole reform activities and who can really motivate the involvement of the larger mass for proper implementation of balanced score card should be given due importance through proper selection of the team members and the provision of strong support to the team in the form of exposure visit and arranging different trainings.
- Enhancing communication at every stage of reform implementation either by using different communication media or by organizing short and long term training on the whole process of balanced score card implementation and its importance should be one of the important areas of focus for the university in order to create more awareness among the University community so that they can follow the development of performance measurement of their organisation.

- Jimma University should also give due consideration to align performance measurement with recognition and incentive systems to motivate the best performers and also to stimulate others to follow the foot step of better achievers so that the overall goal of the university could be achieved in relatively better quality and quantity and as well as lower cost and shorter time.
- It is also recommended that the University leaders should be highly committed towards avoiding taking more time to finalize reform implementation as that actually de-motivates better workers and increase the number of those who resist change. In other words the longer the implementation takes it will put the commitment and efficiency of the leaders under question. So leaders should be very clear about implementation of change including its importance in transforming their organisation and work hard to do everything in a relatively shorter time.
- Although Jimma University have done a good piece of work in trying to evaluate its balanced score card implementation majority of the respondents were not satisfied with the overall activity of evaluation performed. Therefore, the university leadership has to put more effort in regularly evaluating the implementation process of its balanced scorecard in order to identify the strength and weakness that can contribute to better performance of its organization.
- Jimma University should give sufficient attention towards developing or improving the system for measuring performance, accountability and documenting the success of the balanced score card as the respondents felt the work done so far is not satisfactory.
- Majority of the respondents felt that automation was one of the important processes of BSC implementation which have not been fully exercised by Jimma University. Therefore, JU has to give special attention to automation to be implemented in all colleges and administrative wing for proper performance measurement and to generate accurate data and report for immediate and future use.

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Annex 1 Questionnaire

(To be filled by Middle and lower level leaders of the University)

Addis Ababa University
School of Graduate Studies College of Business and Economics
Department of Public Administration and Development Management
Master Program

Dear Respondent,

I am conducting a research on **“The assessment of balanced scorecard (BSC) implementation, success stories and challenges “the case of Jimma University”**. The research is conducted in partial fulfillment of the requirement for the degree of Masters of Public Management and policy (Specialization in Development Management).

The survey intended to evaluate the overall implementation of the balanced scorecard (BSC) in Jimma University. It will be a great contribution if you may complete all the items covered in the questionnaire since your opinion is of utmost importance. The information you are going to give here is very important for the study; any information you fill in this questionnaire will be kept confidential and used only for this study.

I thank you in advance for sharing your valuable experience and time in completing the questionnaire.

General Instruction

1. No need of writing your name on the sheet
2. Feel free and attempt all questions
3. Put the symbol of (✓) in the box for each question

Section one; General information of Respondents

- | | | | |
|-----------------------------------|--------------------------|-------------------------------|--------------------------|
| 1. Gender: Female | <input type="checkbox"/> | Male | <input type="checkbox"/> |
| 2. Age: 20-30 | <input type="checkbox"/> | 31-40 | <input type="checkbox"/> |
| Above 51 | <input type="checkbox"/> | 41-50 | <input type="checkbox"/> |
| 3. Education level: Diploma | <input type="checkbox"/> | Undergraduate | <input type="checkbox"/> |
| PHD or above | <input type="checkbox"/> | MA/MSC | <input type="checkbox"/> |
| 4. Function | | | |
| a. Academics | <input type="checkbox"/> | b. Administration | <input type="checkbox"/> |
| 5. In charge of | | | |
| a. College Dean | <input type="checkbox"/> | b. Director for Admin Affairs | <input type="checkbox"/> |
| c. Director for Clinical Services | <input type="checkbox"/> | d. Head of Department | <input type="checkbox"/> |
| e. Team Leader | <input type="checkbox"/> | f. Case Team Leader | <input type="checkbox"/> |

6. How long have you served the University?

Less than a year 1-2 year 3-5 year 6-10
 More than Ten Years

Section two; Implementation, success and challenges of BSC in JU

Note: Please tick in the box that matches your agreement with each of position below.

No	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
7	Management and Leadership					
	The Universities' senior leadership has well defined the organization vision, mission and corporate values					
	The senior leadership is fully committed in the process of the universities' BSC building and implementing					
	The senior leadership understand the concept of BSC and educate the internal staff and external stakeholders					
	The senior leadership has the quality of tolerance and understand that BSC implementation takes time and requires change within the organization at all level					
	The senior leadership empower Your college/school/department/ or work process to devise new ways of doing their day-to-day activities					
	The Senior Leadership style emphasis communication, participation, employee Empowerment and innovation					
	The senior leadership facilitate top-down and bottom-up communication					
	The senior leadership form BSC team comprising of change agent and hire consultants to build the universities' BSC					
	JU uses leadership meeting to work together in teams to identify problems, assess changes in the operation and strategic environments					
8	Implementation process					
8.1	BSC Assessment					
	JU analyze the internal weakness and strength and of the external threats and opportunities in formulating strategic plan					
	JU develop clear vision, mission and core values to provide direction for the Organization					
	JU identify organization pains, and enablers from SWOT analysis					

No	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	JU identify its customers, and stake holders, after understanding their needs and demands					
	JU strategic plan is developed by all of us, not just leaders and/or the Planning, monitoring and evaluation unities					
	JU provide training about change using communication media					
8.2 Strategy Planning						
1	JU formulated strategic plan based on in depth analysis of the internal and external environments					
2	The JU strategic plan focus areas are well defined and understood					
3	Your college/school/department or work process uses customer, financial, internal process, learning and growth perspective s to assure the balance in the organization strategies and measures.					
4	Your college/school/department or work process put customer satisfaction as a central position instead of student service provision					
5	The financial perspective is the primary objective of your college/school/department or work process Scorecard					
6	Your college/school/department or work process identify value proposition for key customer and stakeholder's service attributes (quality, timeliness, cost effectiveness, etc.) image and relationship components					
7	Your college/school/ department or work process identify strategic theme which represent the major focus area					
8	Your college/school/department or work process identify strategic results that ratify the successful execution of the strategic theme?					
9	JU identify competitive critical success factors					
10	Your College/school/ department or work process strategic theme and goals are linked with Performance-based budgeting					
8.3 Strategy Objective						
	You agree that your college/school/ department or work process strategic objectives are placed in the themes					
	Your college/school/ department or work process performance indicators are related to the objectives of organization					
	Your college/school/ department or work process has well-written objective statements which provides precise clarification of the meaning					

No	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	Your college/school/ department or work process objectives describe the links in the chain of cause and effect evident in the strategy map					
8.4 Strategic Mapping						
	JU use strategic map as a tool of education and communication about organization strategy					
	JU use strategic map to link the strategic objectives with its cause-and-effect relations and demonstrate how value is created through four perspectives					
	JU use strategic map as tool for creation of organizational alignment (each college, work unit, individuals link their strategic objectives to the strategic map)					
	JU use strategic map to balance set of objectives, representing each of perspectives					
	JU use strategic map to eliminate ambiguity and clarify responsibility					
8.5 Performance measure						
	Your college/school/ department or work process performance measurement links to the organizations visions through the objectives on the strategic map					
	JU Translate the university strategy in to operational terms					
	Your college/school/ department or work process, performance measurement are aligned with other college/school/department, and work unit's performance measurement					
	Your college/school/ department or work process undertakes internal or external benchmarking to set measurements and indicators					
	Your college/school/ department or work process performance measures include leading, lagging, quantitative and qualitative measures in balanced ways					
	Your college/school/ department or work process performance measures in each perspective are capable enough to measure the objectives					
	Your college/school/ department or work process performance measurement is accurate and consistent					
	our college/school/ department or work process performance measurement system does not impose in to data collection burdens					
8.6 Strategic initiatives						
	JU and Your college/school/ department or work process identify potential strategic initiatives, developed selection criteria, analyze selected					

No	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	strategic initiatives					
	The initiatives are tied to strategic vision, mission, objectives and perspectives explicitly defined in terms of owners, schedules, action, steps, progress, and expected results and fits with one of the strategic themes					
	JU strategic initiatives are wide reaching (entire organization) and solve a significant organization pain					
9	Implementing BSC /System roll out					
9.1	Automation					
	Your college/school/ department or work process uses software to automate the collection and reporting of the quantitative data					
	Your college/school/ department or work process transfer data in to relevant information and use for performance measurement					
9.2	Cascading					
	Your college/school/ department or work process translates high-level strategy in to aligned lower level objectives and measures					
	Your college/school/ department or work process score card is aligned to JU's vision, mission and strategy					
	You develop individual scorecard, aligned to department or work process					
	Individual and team scorecards aligned with recognition and incentives					
9.3	Evaluation					
	Your college/school/department or work process periodically reviews the directorates or work process progress towards its strategic goals					
	Your college/school/ department or work process review of the BSC strategic planning and management system to determine where efficiency and effectiveness can be improved					
	Your college/school/department or work process uses evaluation to review organization planning, assumption, strategy, objectives, performance measures, strategic initiatives and budget					
	Your college/school/department or work process use evaluation to put proposal for organizational change (restructuring) as needed					
10.	Success achieved by implement BSC					
	You agree that commitment has been demonstrated at all levels of the organization, especially at the executive level					
	Clarity on the objectives of the program, and the underlying reason for the change has been					

No	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	understood by all employees and stakeholders					
	Proper and timely communications are being practiced throughout the entire organization					
	There is a clearly assigned and understood accountability for the process and results of the Balanced Scorecard program					
	A system for measuring performance that is positive, not punitive, have been developed and provide sufficient and accurate information to decision makers					
	The Balanced Scorecard at the department level has been clearly linked to the organization's strategy					
	Comprehensive reports documenting the success of BSC program has been exercised by JU					
	Properly implemented balanced scorecard resulted in cost reduction					
	Properly implemented balanced score card resulted in time saving					
	Properly implemented balanced score card has contributed to quality service or product.					
	Properly implemented balanced scorecard resulted in increasing the quantity of service or product					
11. Challenges of implementing BSC						
	JU has set too few measures per perspective					
	Do you agree that JU has adopted too many indicators					
	Measures selected for the scorecard does not reflect the organization's strategy					
	JU try to make a quantitative link between non financial leading indicators and expected financial results					
	JU lacks senior leadership commitment					
	JU has involved too few individuals in the implementation of BSC					
	JU kept the scorecard at the top (not shared with every member of the organisation)?					
	Are you convinced that JU's BSC development processes have taken too long					
	JU has introduced the Balanced Scorecard only for compensation					

Annex 2 Interview guideline questions

Addis Ababa University
School of Graduate Studies College of Business and Economics
Department of Public Administration and Development
Management Master Program

The purpose of this interview is to collect primary data from purposively selected respondents in Jimma University. The interview will be conducted with president, reform director of the university, and focal persons of each college.

1. When did you start implementing the balanced scorecard?
2. Why did your organization decide to implement balanced scorecard as strategy development and performance measurement tool?
3. What measurement tool used to measure organizational performance before implementation of BSC?
4. How far BSC has solved the challenges of the previous measurement tools?
5. What major challenges were faced in the implementation process?
6. What have been the benefits of implementing balanced scorecard reporting?
7. Did performance measurement link with the organization objectives?
8. Has the BSC system been improved since implementation?
9. What has been done /or what measures have been taken to overcome the challenges you might have faced?