Stimulating Effective Administration of Higher Education in Nigeria through Strategic Planning Approach (SPA)

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Abstract

Higher education like other business organizations needs strategic planning in order to give it focus and direction on how to maximally achieve its desired future. This work therefore, centered on stimulating effective administration of higher education in Nigeria through Strategic Planning Approach (SPA). Administration of higher education refers to the process of planning organizing and coordinating both human and material resources in higher institutions of learning in order to ensure efficiency and effectiveness in the system. Strategic planning in itself refers to the process by which an organization defines its direction and makes critical decisions on how the resources of the organization can be allocated in order to maximally realize its strategic goals. Contemporary strategic planning in higher education has its basic elements which include-mission statement, vision statement, institutional goals, SWOT analysis, value statement, evaluation and revision. Strategic planning being a process, involved four major stages (sector analysis, strategic formulation, implementation and evaluation). Employing strategic planning in the administration of higher education in Nigeria has several benefits; as it creates a framework for determining the direction an institution should take to achieve its desired future, allows stakeholders in higher education to participate and work together towards accomplishing goals, shapes the institutional culture in higher education, guarantees success in higher education, provides clear sense of guidance and direction to institutions allows for pro-activity in higher institutions and enhances institutional collaboration etc. Despite the prospects of strategic planning in higher education, it has some challenges too. Among these are: poor communication, lack of proper collaboration among stakeholders, unskilled staff, inadequate fund, inadequate fund, unrealistic strategic goals, and poor implantation of strategic plan. Thus, higher education administrators who may want to adopt strategic planning should ensure that all key stakeholders know their respective responsibilities in the planning process in order to efficiently carry out their tasks and promote effective realization of strategic goals.

Keywords: Effectiveness, Administration, Higher Education and Strategic Planning.

Introduction

Higher education is also regarded as tertiary education or post-secondary education. It is that level education that consists of university system and a non-university system comprising of polytechnics, monotechnics and colleges of education. In the opinion of Olofu, Ushie, Ugbe and Ushie (2023), higher education is that level of education which is basically aimed at developing manpower to service the different sectors of the economy in a particular country. Ogunode and Abubakar (2020) perceived higher education as a post-secondary school education which is aimed at providing the manpower for the industrial sector in a country. Obanya (1999) cited in Ogunode and Abubakar (2020) defined higher education as the educational level which embodies all organized learning and training activities at the tertiary level. It includes university system, monotechnics, polytechnics and colleges of education. According to Obanya higher education also includes all forms of professional institutions drawing from the available pool of persons who have completed a various forms of secondary school education. Examples of such institution are institutions of the military, the police, nurses, agriculture, forestry, veterinary workers, catering services, tourism, secretarial services and other possible combinations of programmes.

Basically, one of the aims of higher education according to Ebele and Olofu (2020) is to advance Nigeria's economic growth and global competitiveness through the provision of accessible, relevant and high quality education. It is also to attract,

develop and produce competent, knowledgeable and talented individuals that can contribute to the development of the society. According to Hunter (2018), the value system of higher education is to promote long-term investment in education as well as knowledge creation. Effiong and Olofu (2018)., Adie, Okri and Anditung (2019) posited that the existence of higher education in Nigeria is aimed at achieving several broad aims. National Policy on Education (2014) identified the objectives of higher education in Nigeria to include:

i. the acquisition, development and inculcation of the proper value orientation for the survival of the individual and societies;

ii. the development of the intellectual capacities of individuals to understand and appreciate environment;

iii. the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community;

iv. the acquisition of an overview of the local and external environments.

Therefore, the extent to which the aims and objectives of higher education as stated above among others can be maximally achieved may be dependent on the administrators of higher education's ability to employ strategic planning approach by ensuring that the system is guided by a flexible, tangible, reliable and measureable action plan which clearly identifies and defines the objectives to be

achieved and develops practical measures through which the identified objectives can be collaboratively, participatively, efficiently and effectively attained (Olofu & Ironbar, 2017).

In the view of Olofu and Adeyeye (2021), it would be extremely difficult for higher education in Nigeria to achieve some level of success if administrators of higher education fail to strategically plan for both the human and material resources. In the same vein, Hunter (2018) maintained that the shared governance nature in higher education clearly requires action plan that should vividly guide and direct the leaders and other stakeholders on what to do, when and how. As such, Olofu, Opara and Ushie (2022) maintained that strategic planning, building consensus and ensuring collaboration, participation and involvement of the various departments, units, faculties and other stakeholders are very necessary for stimulating effective administration of higher education in Nigeria and globally. Hunter observed that there is much greater chance for academic community to identify with and be willing to implement a strategic plan if they are involved in the process right from the start.

Concept of Strategic Planning in Higher Education

In conceptualizing strategic planning in higher education, it is imperative to first explicate the term higher education. Higher education is otherwise referred to as tertiary education. It is a post-secondary school education which is aimed at equipping

the learners with the right knowledge and skills needed to better their lives and contribute to the development of the society (Olofu, Ushie, Ugbe & Ushie, 2023).

The Federal Republic of Nigeria in its National Policy on Education (2014) defined tertiary education (higher education) as "the education given after secondary education in universities, colleges of education, polytechnics, mono-technics including those institutions offering correspondence courses". In the same vein, Ogunode and Abubakar (2020) see higher education as a post-secondary school education which is aimed at providing the manpower for the industrial sector in a country. Olowonefa and Olofu (2023) defined higher education as the educational level which embodies all organized learning and training activities at the tertiary level. Higher education according to Ogunode, Kingsley and Olofu (2024) also includes all forms of professional institutions drawing from the available pool of persons who have completed a various forms of secondary school education. Examples of such institution are institutions of the military, the police, nurses, agriculture, forestry, veterinary workers, catering services, tourism, secretarial services and other possible combinations of programmes.

On the other hand, strategic planning refers to the process by which an organization defines its direction and makes critical decisions on how the resources of the organization can be allocated in order to maximally realize its strategic goals. Ferreira, Fernandes and Ferreira (2022)perceived strategic planning as the process that involves setting strategic goals, determining actions to achieve the

goals, setting a timeline and mobilizing resources to execute the actions. Ferreira, Fernandes and Ferreira added that strategic planning is long term and organizational action steps are established from five to ten years in the future. Strategic planning is analytical in nature; as it occurs around the strategy formation activity and requires a lot of thinking process and interaction among stakeholders.

Zechlin (2019) defined strategic planning as a systematic process whereby an organization comprehensively, holistically and thoughtfully plans for the future needs of the organization by determining what to do, why, when and how in order to achieve organizational effectiveness and efficiency. Strategic planning assumes that a system must be responsive to a dynamic and changing environment. According to George, Walker and Monster (2019), strategic planning is a systematic process which has inputs, activities, outputs and outcomes. It provides inputs for strategic thinking, which guides the actual strategy formation. Typical strategic planning efforts include the evaluation of the organization's mission and strategic issues to strengthen current practices and determine the need for new programming. In the same vein, Bigelow and Pratt (2022) see strategic planning as "a process in which an organization's leaders define their vision for the future and identify their organization's goals and objectives. The process includes establishing the sequence in which those goals should be realized so that the organization can reach its stated vision".

In the context of education and or higher institution in particular, Olofu and Olofu (2021) perceived strategic planning as a systematic process of deciding in advance what to do, why, when and how in higher educational institutions. Hunter (2018) posited that leaders and faculty members must perceive that strategic planning helps in designing the future of their institute and the plan would benefit the institution in sustaining its identity, image, and reputation and lead in a better and more visible direction.

Strategic planning is a systematic process for designing the future of higher education institutions. The strategic plan is generally expected to involve a coherent, consistent, and careful approach to ensure the long-term aspirations of the organization (Nataraja & Bright, 2018). Bryson (2004) cited in Nataraja and Bright (2018) defined strategic planning as a "disciplined effort to produce fundamental decisions and actions that shape and guide what an organization or other entity is, what it does and why it does it". It is to align continuously the organization with its ever-changing environment and such planning usually focuses on enhancing the quality of teaching, increasing research opportunities and fostering community partnerships in higher education institutions.

Strategic planning according to Andrea (2005) cited in Adams (2019) can be defined as the process which identifies the future direction of an institution and maps out the strategies by which the direction will be reached. Characteristically, if

an effective strategic planning process is in place in an institution, the following should be evidenced: a clearly defined and articulated institutional direction, institutional ability to choose priorities based on self-evaluation and understanding, knowledge and ownership of the institutional direction by all major institutional constituencies, clearly identified placement of the institution within the local and environments, institutional openness to growth and change, institutional ability to respond thoughtfully but quickly to new challenges, unified plans and actions with clear lines of accountability, strong financial and resourcing plans to back identified strategic directions, institutional leader's constant focus on the plan with all constituent groups and an efficient but effective assessment and reporting strategy.

Elements of Strategic Planning in Higher Education

There are no generally acceptable elements or components of strategic planning in higher education; as different scholars and professionals in strategic planning have come up with different components. The components of strategic planning generally vary from organization to organization; depending on the purpose for creating a strategic plan. Hinton (2012) cited in Ogbulafor (2018) stated that contemporary strategic plans have multiple components which tend to vary from organization to organization and each component serves a specific purpose but are aligned with each other and mutually supportive. Thus, Ogbulafor (2018)

pinpointed the components of strategic planning in higher education to include- mission statement, vision statement, institutional goals and value statement, However, Bigelow and Pratt (2022) highlighted four components of strategic planning to be: mission, goals aligning with short-terms goals as well as evaluation and revision. Considering the divergent views of scholars on the components of strategic planning in higher education, all the components listed above by the three scholars have been discussed herein.

i. Mission statement: This is the foundation of every strategic planning; as it basically everything contained in an institution's strategic plan must be aligned with the mission. In the opinion of Hinton (2012) cited in Ogbulafor (2018), the foundation of any strategic plan of an institutional is the mission statement which categorically outlines why the institution exists and what its operations are intended to achieve. For publicly controlled institutions, this statement of purpose may be dictated by the government but for all institutions, the mission statement serves as the explanation for the existence of the organization. According to Bigelow and Pratt (2022), the strategic planning of any institution starts with the mission statement which gives the institution a sense of purpose and direction. The mission statement of an organization simply describes who it is, what it does and where it wants to go. Missions are typically broad but actionable.

ii. Vision statement: The vision of an institution is basically its futuristic desire and image. It is regarded as the expression of institution desire and aspiration. The vision statement is an institution is the clear explanation of what it intends to become within a certain timeframe (Amadi, 2020). Vision statement according to Hinton (2012) cited in Ogbulafor (2018) defines "the institution's strategic position in the future and the specific elements of that position with relationship to the mission statement". The vision statements benefit the planning process by providing everyone in the institution with the same vision of the future. If the purpose of the planning process is to align mission, vision, goals and resources, it is critical to ensure those who will be called upon to implement the strategic plan are all "pulling in the same direction. Vision statement is an important part of a strategic planning because it provides a brief summary or highlight of what an institution or organization will look like in the nearest future.

iii. Institutional goals: Strategic planning involves selection of the goals that actually guides the direction of any institution. Bigelow and Pratt (2022) maintained that higher institutions in the processes of adopting strategic planning must ensure that they resort to goals that are specific, measurable, achievable, realistic and time-bound and or objectively measurable goals. Measurable goals are important because they enable institutional leaders to determine how well the institution is performing against the predetermined goals and the overall mission.

In the view of Gordon and Fischer (2021), every component of strategic planning is aimed at ensuring that the institutional goals are strategically realized with maximum efficiency and effectiveness.

iv. SWOT analysis: SWOT analysis is the act of assessing an institution's variables in order to determine its strengths, weaknesses, opportunities and threats. SWOT analysis is an important component of strategic planning because it allows an administrator or planning team to determine the potential challenges that are likely to affect the institutional goals and what they need to do to in order overcome them. In the opinion of Ademola (2021), SWOT analysis is the act of evaluating where an institution is with respect to its environment and its ideals for itself. That is, evaluating the internal operation as well as the external pressures on the institution. While the strengths and weaknesses focus basically on evaluating the internal environment, opportunities and threats are focus on the external environment of the institution carrying out the strategic planning.

v. **Values statement:** This is one of the components of strategic planning that vividly explains the way and manner in which an organization will operate in order to maximally realize its goals. Basically, it describes what an institution represents and the manner it intends to carry out its activities (Hinton, 2012) cited in Ogbulafor, 2018).According to Zechlin (2019), the value system of an institution is

sometimes infused into the mission statement. Zechlin therefore, submitted that the value system summarily describes what an institution stands for.

vi. Evaluation and revision: Evaluation is the process whereby an administrator assesses the institution's strategic plan after implementation in order to determine the strengths and weaknesses of the plan. That is, the extent to which the strategic plan has been implemented thereby; resulting in effective realization of institutional strategic goals. When a strategic plan is successfully evaluated and certain factors are identified to have inhibited its effectiveness, it may give room for the plan to be revised by redefining the earlier set goals (Okafor, 2019). Bigelow and Pratt (2022) observed that through evaluation, administrators can periodically determine the progress of their institutional strategic plans; thereby making adjustments if need be in response to changing conditions. Thus, there is need for administrators of higher education to constantly and continuously evaluate and possibly revise their strategic plans if need be.

Stages involved Strategic Planning in Higher Education

In discussing strategic planning processes or stages in higher education, different scholars (Gordon and Fischer 2021; Anokye and Okri 2015; Nataraja and Bright, 2018; Ademola, 2021) have suggested different steps. Gordon and Fischer (2021 categorized strategic planning processes in higher education into three broad stages (strategy formulation, strategy implementation and strategy evaluation). Ademola

(2021) however, identified four stages of strategic planning in higher education to include: sector analysis, planning, implementation and evaluation. Therefore, a hybrid of the stages listed by Gordon and Fischer (2021) and Ademola (2021) have been combined to arrive at a comprehensive strategic planning processes/stages in higher education as pinpointed and discussed below.

Step i-Sector analysis: This is the first step that needs to be taken while engaging in strategic planning in higher education. According to Ademola (2021), it is a process which involves a critical assessment of both the internal and external environment of an institution. The essence of this first phase is to identify the past challenges and situation of the institution, the current situation of things in the institution and likely prospects. Ademola therefore recommended SWOT analysis as one of the best tools than can be adopted by administrators of higher education in their sector or institutional analysis.

Nataraja and Bright (2018) maintained that a thorough sector analysis gives strategic planners the advantage of reviewing an institution's past experience and situations, understanding an institution's present situation and knowing what to do in order to avoid past challenges.

Step ii-Strategy formulation/planning: At this stage, strategic planners are expected to look at the institution's mission statement, vision statement and value

statement in order determine their appropriateness and congruency. It also involves identifying strategic goals of the institution and coming up with clearly articulated strategies to strategically implement the strategic goals (Okafor, 2019). Amadi (2020) opined that strategy formulation/planning stage is a very important state which involves strategy thinking, strategic and realistic goal setting, identification of functional and practical-oriented strategies, allocation of resources include timeline and clear articulation of individual responsibilities in the implementation stage. Amadi stated that the vision statement is an institution is the clear explanation of what it intends to become within a certain timeframe. The value statement on the other hand, describes what an institution represents and the manner it intends to carry out its activities. The mission statement in the view of Gordon and Fischer (2021) is necessary in order to properly establish the organization's priorities, objectives, goals as well as strategies. It should be broad and should provide direction.

Step iii-Implementation: This is otherwise regarded as the action or execution stage. As stated by Adams (2019), "implementation stage is the very essence of strategic planning". In Adams's view, no matter how good an institution's strategic plan is designed, without its proper implementation, it is just an effort to futility. In the same vein, Gordon and Fischer (2021) see the implementation stage as the heart of strategic planning. This is so to say because an organization does not just

engage in the process of strategic planning just to while away time; it rather carries out strategic planning for the purpose of implementation. Implementation is therefore, the process of translating and transforming the plan into practical action by ensuring that resources are deployed, those assigned to do what, when and how are actively engaged in carrying out their responsibilities. It also involves continuous monitoring of performance, dialogue, reflection, acceptance of change when the need arises, continuous environmental scanning, scenario planning and ensuring that strategic outcomes aligned with individual and team performance outcomes.

Step iv-Evaluation: Being the last stage in strategic planning process, evaluation is very necessary for an institution to actually get feedback on its level efficiency and effectiveness. Bigelow and Pratt (2022) observed that evaluation as strategic planning process is aimed at establishing a direct connect between an institution's strategic plan and outcome. Thus, evaluation helps an institution to clearly ascertain the extent to which its strategic plan was strategically implemented. Okafor (2019) posited that evaluation stage in strategic planning process is as important as the strategic planning itself; as it helps a strategic administrator to determine what went right, what went wrong and what would be done subsequently to improve on what went right as well as correct what went wrong. Hence, through evaluation; a strategic planner would be able to ascertain the

relationship between resources and output/outcome (efficiency) as well as the relationship between goals and output/outcome (effectiveness).

Importance of Strategic Planning in Higher Education

They are several benefits which higher education/institutions are likely to derive from strategic planning. Generally, Lerner cited in Nataraja and Bright (2018) highlighted the relevance of strategic planning to higher institutions to include- creation of a framework for determining the direction a university should take to achieve its desired future; provision a framework for achieving competitive advantage; allowing the constituencies in higher education to participate and work together towards accomplishing goals; raising the vision of all key participants; encouraging stakeholders to reflect creatively on the strategic direction of higher institutions as well as allowing the dialogue between the participants to improve understanding of the organization's vision and fostering a sense of ownership of the strategic plan and belonging to the organization etc. other benefits of strategic planning to higher education have been stated below.

i. Shaping institutional culture: Strategic planning has the capacity to shape the institutional culture in higher education institutions; as it strengthens the institutional identity, image and reputation of organizations including institutions of higher learning (Okafor, 2019). Thus, effective strategic planning is essential for seeking broad strategies in order to establish strategic goals and objectives that can

set strategic indicators to advance the institutional identity, image and reputation of higher education institutions. The application of strategic planning in higher education will not only promote efficient and effective realization of strategic goals but makes higher education to stand out tall among other competitive educational institutions.

ii. It guarantees success in higher education: Strategic planning is important for the success of higher education institutions because it allows an institution to analyze the present conditions and forecast for the future (Ogunode & Abubakar, 2020). Hence, when higher education institutions make use of comprehensive strategic planning framework, it will promote institutional growth and prosperity in a competitive environment. Strategic planning in higher education has to capacity to help the system develop and sustain its position and/or standing in the competitive environment.

iii. It provides clear sense of guidance and direction to higher education: Strategic planning is an essential tool for guiding the future achievement of higher education institution's strategic objectives, as it enables them to have view of the intended strategic objectives to be formulated and tend to devise means of strategically implementing them. Bigelow and Pratt (2022) observed that strategic planning offers higher institutions clear sense of direction on how their institutional

goals can be strategically achieved. George, Walker and Monster (2019) similarly stated that strategic planning provides clarity, sense of direction and focus by way of a written document. Having a clearly articulated mission and vision enables an organization to develop a strategic plan which literally serves a roadmap for institutional success.

iv. It allows for pro-activity in higher institutions: The application of strategic planning in higher education gives the administrators the opportunity to determine in advance more strategically on what to do, when to, who to do, why to do and where to do. Abubakar (2018) posited that strategic planning allows an organization to be more proactive than reactive in nature; as it encourages institutional heads to systematically think ahead, sharpen its objectives and policies, leads to better coordination of organizational efforts, provides clear performance standards for control. When an organization is being proactive through strategic planning, it does not only result in institutional openness to growth and change but also promotes institutional ability to respond thoughtfully and quickly to new challenges when the need arises.

v. It enhances institutional collaboration: Strategic planning in itself requires inputs from different key stakeholders that have great knowledge and experience. Thus, strategic planning encourages team work and collaboration by key

stakeholders. Zechlin (2019) maintained that strategic planning if properly done helps in ensuring active collaboration between institutional leadership and all constituent groups/stakeholders in both planning and implementation of strategic plan. The adoption of strategic planning in higher institutions encourages active participation of all key stakeholders in the planning process and ensures all concerned have clear understanding of institutional goals and strategies that could lead to the realization of strategic objectives. In the view of Nataraja and Bright (2018)allowing everyone to participate in the strategic planning process of an organization enhances collegiality and provides an avenue for effective strategic implementation. It also promotes openness and creative exchange of ideas; thereby bringing out effective strategic goals and solutions to future threats. When all stakeholders are involved in the strategic planning process, it does not only ensure that everyone is on the same page but makes the implementation stage of the strategic plan much easier.

Challenges of Strategic Planning in Higher Education

Several factors seem to affect the process of strategic planning in higher education and by extension, other organizations. Some of the major challenges confronting higher education strategic planning include the following.

i. **Poor communication:** The entire process of strategic planning any organization involves communication among members of the planning, the management and other stakeholders. Sometimes, there is poor communication among stakeholders either by way of not properly defining who does what and inability of members to know their respective responsibilities in the planning process. Thus, when there is poor communication in strategic planning, tasks are not efficiently carried out and strategic goals are not effectively achieved (Benson, 2021).

ii. **Lack of proper collaboration among stakeholders:** Ogbulafor (2018) observed that collaboration is one key factor that ensures that an organization comes up with a comprehensive and effective strategic planning. In Ogbulafor's view, effective collaboration is one of the most critical parts of any strategic planning and when it is lacking, it becomes very difficult for strategic planning to be successfully planned, managed and implemented. In the same vein, Gordon and Fischer (2021) stated that most organizations fail in their strategic planning because they tend not to reasonably involve key stakeholders in both planning and implementation stages.

iii. Unskilled staff: Strategic planning is a very technical task that requires planners who have good experience and technical know-how on strategic planners. Dlamini, Mazenda and Masiya (2019) maintained that some strategic planners do have the sufficient skills, knowledge and experience needed to engage in strategic planning. And as such, they tend to develop strategic plans without the needed components as well as having strategies that may not result in effective realization of strategic goals. Benson (2021) similarly observed that strategic planning sometimes fails because some strategic planners do not have expertise knowledge, skills and experience. Benson therefore, advised that institutions should always hire professionals in strategic planning to design their plans rather than relying on their inexperienced staff.

iv. Inadequate fund: The entire process of strategic planning requires spending of money. Sometimes institutional leaders according to Olofu and Patrick (2021) find it difficult to mobilize strategic planning committees with adequate fund to develop a very rich strategic plan. Thus, strategic planning committees often times resort to making use of the available fund given them; thereby not designing qualitative strategic plan that would serve the needs of the organization.

v. Unrealistic strategic goals: Strategic goals are better and easily achieved when they are more realistic, measureable and tangible. Patrick, Olofu and Usua (2024)

stated that many organizations sometimes set strategic goals that are vague; making it difficult to achieve. According to Bigelow and Pratt (2022), higher institutions that fail to set strategic goals that are specific, measurable, realistic and time-bound end up not realizing the real essence of engaging in strategic planning.

vi. Poor implantation of strategic plan: Any strategic plan that is not properly implemented is just a mere waste of time, energy and institutional resources. According Adams (2019) when the strategy plan of an institution is not implemented as designed the intended strategy goals would be affected. Gordon and Fischer (2021) submitted that many strategic plans are poorly implemented because insufficient funds and deviation from the guidelines outlined for implementation. To avoid poor implementation of strategic plan, those to implement the plan must be involved in the planning process in order to have full understanding of the plan and its entire components.

Conclusion

Strategic planning is very necessary for all higher institutions in Nigeria, as it allows institutions to analyze their present conditions and forecast the future. A good strategic planning process at higher education institutions requires adequate time, data collection, institutional analysis, clear understanding of the mission, vision, goals and values of the institution by the leaders, faculty members, students and other stakeholders. Thus, if properly planned, strategic planning in higher

education can serve as a management tool aimed at guiding administrators in directing their organizations to become more effective and efficient.

Recommendations

Considering the benefits derivable from employing strategic planning in the administration of higher education, it is necessary for some way forwards to be put across in order to improve the process.

i. Higher education administrators who may want to adopt strategic planning should ensure that there is a balance in communication among strategic planning members, the management and other stakeholders by properly defining who does what, when and how. This will go a long way in ensuring that members know their respective responsibilities in the planning process, efficiently carry out their tasks which in turn, results in effective realization of strategic goals.

ii. Higher education administrators should involve all the key stakeholders in the planning process; as effective collaboration remains very fundamental at both the planning and implementation stages.

iii. Considering the technicality involved in carrying out strategic planning, Higher education administrators and other users should request the service of planners who have sound experience and technical know-how on strategic planners.

iv. Higher education administrators and organizations that may want to adopt strategic planning should make provision for adequate fund; as the entire process of strategic planning requires funds to develop and implement.

v. Higher education administrators and organizations should ensure that their strategic goals being set at the planning stage should not be wooly or imprecise. Rather, the goals should be more specific, tangible, measurable and realistic.

vi. To avoid poor implementation of strategic plan, the team who are to implement the plan should as matter of necessity be highly involved right from the planning process in order to have full understanding of the plan and its entire components.

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