

Journal of Strategic Management



ISSN Online: 2616-8472



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Peer Reviewed Journals & books

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ISSN: 2616-8472

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How to cite this article: Ingabire, F., Gitahi, N. & Mwangi, F. (2021). Stakeholders' Involvement and Success of Strategy Implementation, *Journal of Strategic Management*, 5(1), 70-92.

Abstract

Stakeholders by virtue of their interest in a project outcomes, they attribute their involvement and recognize a relation to its success in implementation. This is due to improvement of organizational performance. The higher learning institutions could be one of the institutions to adopt strategic planning to align activities with available resources. The purpose of this paper therefore was to determine the relationship between stakeholders' involvement and success of strategy implementation at University of Rwanda, Gikondo campus. This paper employed correlation research design. The target population of this study was 1167 people corresponding to the sample size of 92 respondents obtained by using Yamane (1967) formula and questionnaire was the main tool used to collect the data. The findings revealed that there is a statistical significant high positive relationship between implementation of strategic plan and the stakeholders' involvement in Rwanda institutions of high learning thus $r = 0.901$ and $P = 0.000 < 0.01$. This paper also showed that there was 81.2% in success of strategy implementation affected by stakeholders' involvement and the remaining 18.8% could be affected by other variables. The study concluded that stakeholders influence the implementation of strategic plans in Rwandan higher learning institutions. The study also recommended that stakeholders at University of Rwanda, Gikondo Campus should engage themselves in strategic implementation at their campus to enhance success of the university's strategy.

Key words: *Stakeholders' involvement, strategy implementation, strategic management and strategic planning*

1.1 Introduction

Many Higher Learning Institutions use Strategic Planning, just like other types of organizations to improve performance or align activities with resources available. They are bent on having their educational products and services achieve a certain acceptable level of standards and criteria that leads to its being accredited or certified. They have a responsibility to society to develop the future human capital through the education value that is proposed to stakeholders (University of Rwanda Strategic Plan, 2018). This may create need for strategic planning, but the most important issue is its proper implementation which may impact on management through its success or failure.

Globally, Strategic planning involves intentionally setting goals like choosing a desired future and developing an approach to achieving those goals (Department Of Health & Association, 2001). The process is disciplined in that it calls for a certain order and pattern to keep it focused and productive (Department Of Health & Association, 2001). The process raises a sequence of questions that helps planners examine experience, test assumptions, gather and incorporate information about the present, and anticipate the environment in which the organization will be working in the future and this marks the beginning of strategic planning process (Department Of Health & Association, 2001).

In United States, Contemporary strategic plans as argued by Hinton (2012), have multiple components and each component serves a specific purpose. These components are planning tools used either separately or in groups, but their development is usually, of necessity, a linear progression. One of the purposes of the planning process is to ensure these individual components are aligned with each other and mutually supportive.

According to Hinton (2012), the mission statement, though not technically part of the strategic plan, is the foundation for it because everything contained in the strategic plan must be aligned with the mission. A vision statement, institutional goals, objectives and an optional values statement comprise the supporting documents establishing the context for a strategic plan. These supporting documents provide specific points of guidance in the planning process. Turning goals and objectives into a working plan is the function of the Implementation Plan Hinton (2012). This part of the strategic planning process is not usually for public consumption, and there are a variety of reasons this working document is not widely distributed, but the primary one is, more than any other part of the strategic plan, the implementation plan is revised, amended, and changed frequently to respond to environmental factors.

In Africa, Sial et al (2013) conducted the study in Sub Saharan African countries and revealed that the strategic plan's goals and objectives remain a source of guidance and focus, the implementation plan delves into the messy work of getting the job done while constant control, follow up and updates are made. Formulating a strategy is much easier than implementing it correctly and creating a brilliant strategy is nothing compared to executing it successfully (Sial et al, 2013). In most cases, it has always been much easier to create a strategy document than to implement it even with competent employees (Hinton, 2012).

Namango and Bichanga (2014) argue that execution is critical to success. Execution represents a disciplined process or a logical set of connected activities that enables an organization to make its

strategy work. Without a careful, planned approach to execution, strategic goals cannot be attained. Developing such a logical approach however, remains a challenge to management in Higher Learning Institutions (Sialet al., 2013).

In Kenya, Nyangau (2014) conducted the study and revealed that the factors like unskilled employees, resource inadequacy, politics and resistance to change, that usually get in the way of execution success. This makes it clear that the biggest challenge for today's organizations is not formulation but rather strategy implementation. Many institutions fail in performance because they fail in implementing strategies into action which makes it hard to manage the institution generally (Pieterse, Marjolein, & Caniëls, 2012).

Abdulwahidet al., (2013) argue that, managers, systems analysts and their ilk, all those who use business models of one sort or another, are concerned with managing complexity. Modeling is a prerequisite to the design and management of what is believed to be a good process. Human action is primarily driven by goals. In other words, humans have targets, wishes, desires and purposes, and try to achieve them by doing some things and by avoiding other things. This kind of behavior is also necessary in HLIs in order to achieve their target goals (Waghmare, Bhalerao, & Wagh, 2016).

In Rwanda, the successful strategic management in Higher Learning Institutions requires an understanding of the context of its mission, which represents its reason for existence or purpose (University of Rwanda, 2018). Successful higher education systems require successful higher education institutions and such institutions cannot succeed without good management, although good management may differ due to reasons like culture, history, development levels (University of Rwanda strategic plan, 2018 - 2025).

1.2 Problem Statement

The major aim of this study was to examine the role of stakeholders in University of Rwanda in achieving its goals and objectives stated in the strategic plan and how much they are involved in the process that could impact on the success or failure during implementation. Some issues like limited knowledge of the plan, lack of ownership of roles to be played by different stakeholders, some are aware and accept it but don't think it is operational; others resist it for different reasons and claim not to have been involved.

It is assumed that Higher Learning Institutions may have the best strategic policies but most probably they fail most when it comes to implementing them (Sial et al., 2013). They observed that it may not be surprising if Higher Learning Institutions sometimes fail right from the first stage of formulating them, identifying the mission, vision, setting goals, how and who sets them, with what capacity, to the point of implementation. Labeled as "shelf documents" they often sow the seeds of discontent within the institution, since many who participated in the process spent long hours on the plan's development and then see relatively little or no implementation. (Ndegwah 2014) agrees that implementation of the strategic plan is more important than formulation; otherwise it is nothing except well documented pieces of paper in an organization.

Research to identify possible factors responsible for success or failure of strategic implementation in different organizations has been conducted and which methods or tools used to control and evaluate them (Schroeder, 2012; Sial et al., 2013). However, little or no published evidence of such has been conducted in Rwanda and particularly in Higher Learning Institutions. This paper

therefore, sought to determine the relationship between stakeholders' involvement and success of strategy implementation.

1.3 Objective of the Paper

Objective of this paper was to determine the relationship between stakeholders' involvement and success of strategy implementation at University of Rwanda, Gikondo campus.

2.0 Literature Review

2.1 Stakeholders Involvement

Waghmare et al., (2016) opines that a stakeholder is anyone who has an interest in the process or outcome of a project. The stakeholders define attributes of the suggested project, most challenges come from the requirements that the project stakeholders and project surroundings place on the project. The definition led to the obligation of which kinds of stakeholders are going to be part of the project. There are a lot of different opinions regarding the definition of a stakeholder. The decision about how to define stakeholders is important as it affects who and what counts (Leithwood et al., 2012).

Eden and Ackerman (1998) define stakeholders as People or small groups with the authority to respond to, negotiate with, can change the future planned of the organization. Fraser et al. (2005) also define stakeholders as individuals or groups that have, or believe they have legitimate rights against the practical aspect of a project. These can include the teams, relatives, individuals who acquire the product or are affected by the finish product of the local community at large. They recognize a relation between project success the ability to forge a productive union between persons affected by the end product. Again, Smith (2001), add to the meaning of stakeholders as representatives, direct and indirect, who may have an interest and can make an input to the planned project. However, Winch (2002) suggests a more inclusive explanation of stakeholders as those players who will include UR Gikondo Campus direct benefit or loss as a result of the project. He thinks that two categories of stakeholders exist in the construction industry are internal and external stakeholders.

Scholars who study stakeholder management Gladys and Gichohi (2015) have pointed out the import of distinguishing stakeholders. Stakeholders are unique to the type of project undertaken however with a great number of studies conducted in construction projects, the classification include: Client (students), Project Management Team (management), Consultant and Designing Team, Supplier, Employees, Local Communities, Funding Bodies, and Government Authorities.

Land, Macura, Bernes, and Johansson (2017) suggest that successful execution and achievement of the project mostly depend on addressing the desires and anticipations of those who are involved and failure to correctly address their requests can result in a lot of project failure issues. This notion was re-echoed by (Edwards 2012) who argue that it is not sufficient just to identify stakeholders, instead, managers and owners need to value each stakeholder's interest in order to communicate their expectations on project resolutions. Lander (2007) also advocates that it is the fundamental duty of project leaders to respond to the desires and requirements raised by their stakeholders and to be able to carry out, manage and control the project policy procedure.

These subjects stress the demand for having a logical approach in recognizing main project stakeholders, looking at their requests and evaluating the effect and possible threats that they can

have on the project. Mori (2010) proposed a matrix for identifying the involvement levels of stakeholders in a project.

Table 1: Stakeholders involvement levels in project

RESISTOR				ENABLER
Sever resistors	Moderate resistors	Mild resistors/Mild enablers	Moderate enabler	Very proactive enabler
Unable or unwilling to change	Unlikely to change without compelling evidence	Easily moved from one position to another	Is involved through signposting to interventions	Convinced of the benefits of involvement and assumes an ambassadorial role
Cannot see any benefits of becoming involved		Lack of awareness of the benefits of involvement	Awareness of the benefits of involvement and takes action	Has identified clear role in terms of own involvement
Position may be influenced by vested interests			Facilitates access to interventions	

Source: (Mori, 2010)

Positive stakeholder engagement is not guaranteed – vested interests, maintenance of the status quo and a failure to recognize the potential of the setting are among the many reasons why this might be so. The matrix therefore helps management of a project to make decisions on the best ways of involving stakeholders for successful implementation of projects. Therefore, the aim of stakeholder involvement is to minimize resistance and increase success.

Considering different models that exist to guide stakeholder involvement, the most common is the 4-step engagement process by the Australian Nursing and Midwifery Accreditation council (ANMAC). A strategic involvement of stakeholders requires that a well-defined engagement framework is developed in a way that it stipulates each stage of involvement, how stakeholders are involved in the stages among others. That the strategy should include: 1) the vision for stakeholder engagement and 2) the details of purpose, players, methods and responsibility. Guiding principles include inclusivity, transparency, appropriateness, clarity and comprehensiveness. A model such as that in Figure 2.3 has been adopted from the Australian Nursing and Midwifery Accreditation Council (ANMAC) to explain the concept of involvement.

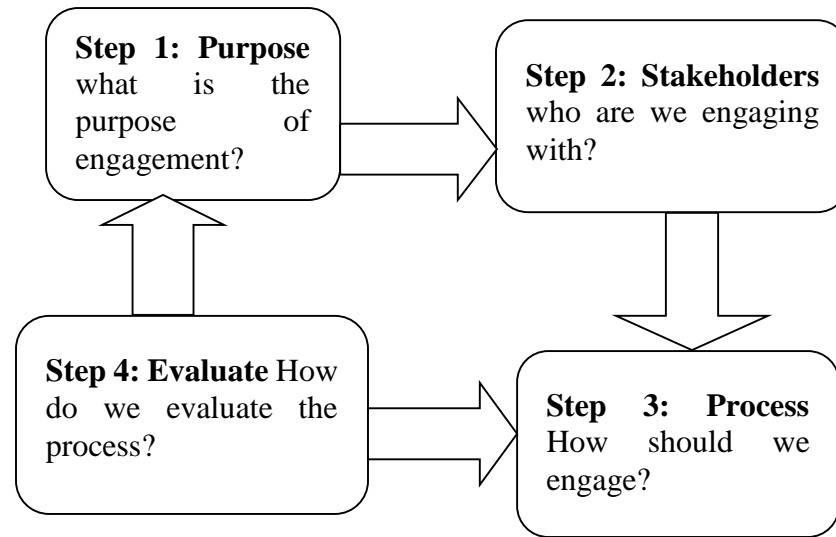


Figure 1: Stakeholder Involvement Framework

Source: (ANMAC, 2017)

The four steps of stakeholder engagement begin with clearly determining the purpose of the engagement, followed by a clear identification of the stakeholders, formulation of the process of involvement and evaluation of the involvement. The process is never an event but a cycle(ANMAC, 2017).

Another model is the systematic five-stage framework that includes: (1) identification of stakeholders; (2) identification of policy- and practice-relevant topics; (3) framing and prioritization of review questions; (4) establishment of the specific scope of a review; (5) a public review of a draft review protocol(Land et al., 2017). This framework is key at the planning phase of the project and forms the basis for successive phase of strategic planning activities.

Considering involvement at the implementation stage, the implementation of a strategic plan consists carrying out one or more strategies established in the plan. Depending on the purposes of the plan and time horizons, a strategic plan is implemented through the realization of tactical and operational plans, which include programs, projects and actions sequences(Rojas-Arce, Gelman, & Suárez-Rocha, 2012). For this reason, involvement of all stakeholders is key in mitigating the chances of failure. According to Duncan (1996), Stakeholder involvement in project implementation is required to transform the planned objectives and policies of a project into well-organized activities, allocation of resources, efficient utilization of these resources, and the efficient and effective conduct of specific tasks through a well-coordinated people and the resources to achieve the project goals. It is therefore important to identify the type of stakeholders of a given project as well as how they are involved in the project.

Stakeholders are in different types and given the diverse nature of projects, stakeholders that a project can involve are also diverse. They may include government organs directly supervising the sector, contractors, suppliers, clients, and the general public, international bodies among others. Waghmare, Bhalerao, and Wagh (2016) classify stakeholders under four major groups to include government, contractors and subcontractors, external customers and suppliers who relate in an

effective manner with the top management, project team members, peers, resource managers and internal customers. Figure 2 summarizes their classification scheme.

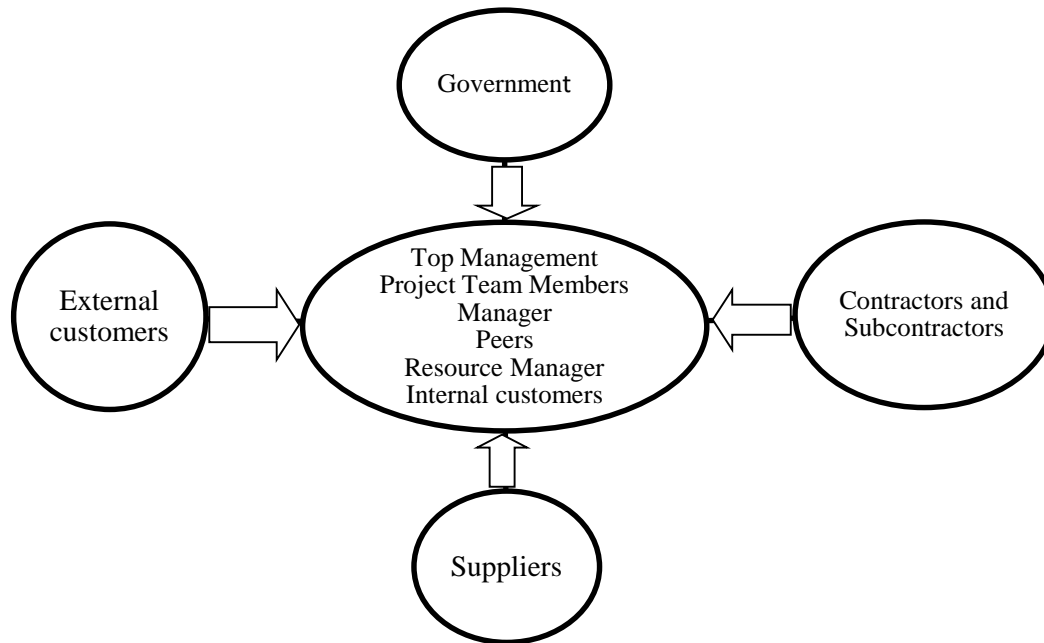


Figure 2: Project Stakeholders: Illustrations from Barron and Barron Management for Scientist and Engineers

Project stakeholders are divided into different categories according to various criteria and can be grouped and managed once such stakeholders are identified is clear (Calvert, 1995; Winch & Bonke, 2002). Hence, the stakeholders in a project can be divided into:

Internal Stakeholders to the organization - they are the team members of the project or those who provide the finance for the project. Internal stakeholders are people who have legal contract with the client and those assembled around the client on the demand side (employees, customers, end-users and financiers) and on the supply side (architect, engineers, contractors, trade contractors and material suppliers).

External Stakeholders - they are the people affected by the project in some significant way. The external stakeholders included private and public actors. The private actors are from the local residents, landowners, environmentalists and archaeologists while the public actors are from supervisory agencies, local and national governments. According to Lester (2007), stakeholders fall into four categories depending on the effects they have on the project. These include direct, indirect, positive and negative stakeholders.

Direct Stakeholders - Direct stakeholders are individuals closely linked or include in the project. These involve the client, members of the project team, project sponsor, technical and financial service providers, internal or external consultants, project manager, material and equipment suppliers, site personnel, contractors and subcontractors as well as end users (Lester, 2007). They are also seen as internal stakeholders.

Indirect Stakeholders - Indirect stakeholders are persons who are not closely related with the project, such as; internal managers of the company and supplementary workforce not directly involved in the project, national and local government, technical institutions, public utilities, professional bodies, and personal interest groups such as stockholders, licensing and inspecting organizations, labour unions and pressure groups (Lester,2007). They are also known as external stakeholders.

Positive Stakeholders - Positive stakeholders are group of people possible to have a positive effect on a project. These individuals or organizations tend to be direct stakeholders and stand to benefit from the project's success. Examples are the organizations that involved in the work itself and stand to gain financially.

Negative Stakeholders - Negative stakeholders are persons who are likely to have a negative impact on a project. They tend to be people or organizations not directly involved in a project, but who are still affected by it in some way. An example would be local residents with concerns about loss of public areas to new projects.

2.2 The Process of Stakeholder Involvement in Education

Involving stakeholders in the management of education has been found to provide several benefits such as supporting the quality of learning and wellbeing for all learners and in schools (Morse & Allensworth, 2015). It contributes to building trust and ownership. According to the European Commission report (EC-EYSC) (2019) a meaningful stakeholder involvement may be built through the following eight components: 1. Articulation of the purpose of the involvement such as to improve learning and wellbeing in the school, 2. building a shared understanding of quality education; A shared understanding of quality education may begin with clear definition of priorities for learning, how to nurture them as capable, creative and curious learners and active, competent and self-confident citizens. Stakeholders may then help to define the specific characteristics of 'the good school', and the learning and teaching environments that can best support quality education. 3. Involving stakeholders in the design of the strategy implementation process; 4. Ensuring clarity of expectations, roles and responsibilities for stakeholder engagement; 5. Providing capacity building avenues 6. Ensuring that all voices are heard and that representativeness is ensured, including through transparency of stakeholder selection and engagement processes 7. Providing the appropriate time, human and financial resources 8. Evaluating and improving the processes of stakeholder engagement and use of their input over time.

2.2.1 Activities of Involvement

The European Commission through its directorate General for Education, Youth, Sport and Culture (2019) states that "Alongside stakeholder engagement in quality assurance processes as such, engagement of stakeholders in educational processes more broadly is also considered crucial for building a culture of quality enhancement. Stakeholders need to be involved in setting out the vision and values for education to support all children's and young people's learning and wellbeing, and in developing a shared understanding of quality education. They also need to be involved in the design and implementation of other educational reforms and processes. The introductions of new curricula, increasing inclusion of pupils with special educational needs, or

reforms of initial teacher education are some examples”. An eight component model is proposed as shown in Figure 3.

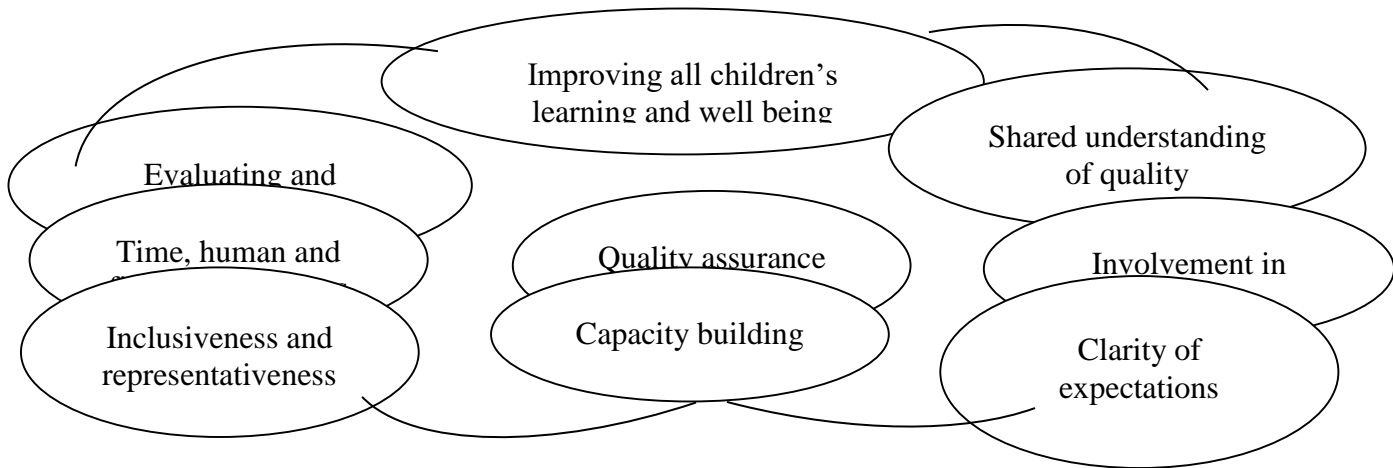


Figure 3: A models for Involving Education Stakeholders

Source: (EC-EYSC, 2019)

The framework shows the key activities that education planners should engage with the stakeholders during the quality implementation processes and also the broader education implementation process.

2.3 The concept of Strategy Implementation

To ensure achievement of organizational objectives, the formulated strategy needs to be implemented at all levels of the organization. To put the formulated strategy into practice a number of actions on different levels of the organization are needed. The main components of the process for strategy implementation are the design of governance and ethics, the organizational structure, the organizational culture, and the organizational controls. Figure 4 shows the strategy Implementation process.

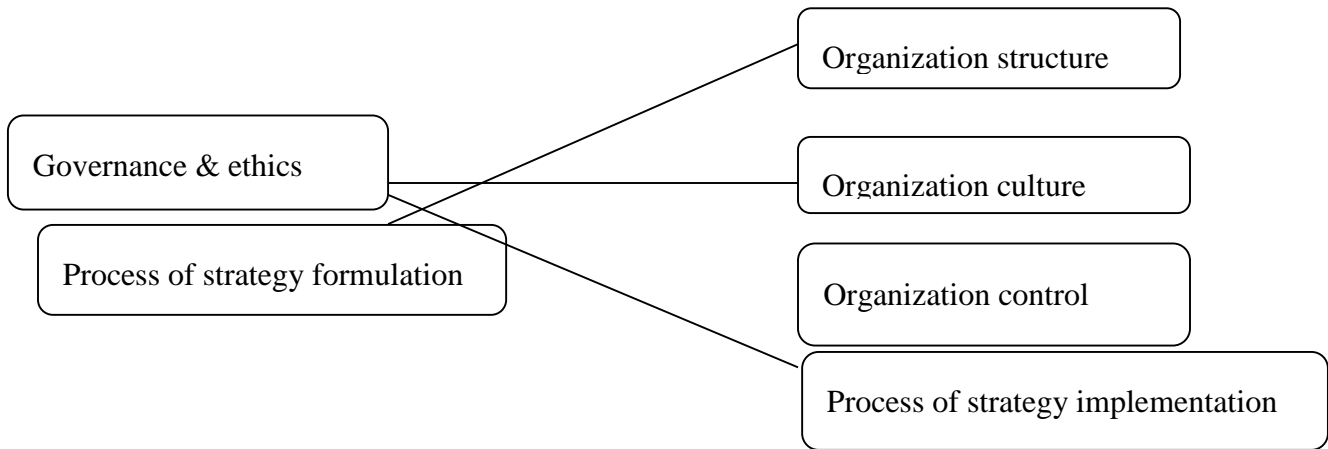


Figure 4: Strategy Implementation Process

Governance and Ethics: it is recognized that an organization serves the interest of several stakeholders who in turn do agree on a single need. The role of management is therefore to use strategies that can respond to these dynamics. In responding, the organization needs to develop a moral fiber that ethically holds them accountable to themselves and the stakeholders. They develop an inner driven conscience to act in ways that cause common profits and progress of both the organization they work for and the larger community they belong to.

Organization Structure: The correct organizational structure is crucial to enable the organization to implement its strategy. To facilitate the achievement of the strategic and organizational objectives, organizational structure coordinates and integrates the tasks executed by all employees in the organization, i.e. employees at all levels, and across all divisions and functions (Hill *et al.*, 2009). Organizational structure determines the departments and functions in an organization, it defines the hierarchy, span of control and reporting relationships, and includes the systems for communication, coordination and integration across these divisions and functions, both vertically and horizontally (Daft, 2001). First of all, tasks and people need to be grouped in functions. After this, functions can be grouped into divisions to allow the organization to achieve organizational goals effectively and efficiently. Across these divisions and functions authority and responsibilities need to be allocated. A clear hierarchy needs to be defined from the Board of Directors through middle management all the way down to the operational employees. The hierarchy should clarify the span of control that each of the employees has, i.e. the people and tasks they are responsible for and have authority over. As the organization has been divided into separate functions and divisions, which all together should strive to achieve the same organizational objectives, communication and coordination across these functions and divisions is needed. Through integrating mechanisms, such as direct contact, liaison roles and cross functional or divisional teams, information about activities, ideas and problems are efficiently spread across the organization(Hill & Jones, 2009).

Organization culture: A fundamental part of managing strategy implementation is the organizational culture. Hill et al., (2009) define organizational culture as the “specific collection

of values, norms, beliefs and attitudes that are shared by people and groups in an organization and that control the way they interact with each other and with stakeholders outside the organization”. Although not as tangible as strategic control systems and organizational structure, culture is one of the strongest elements of control in an organization. A strong organizational culture enhances integration and coordination within the organization. Culture gives members of the organization the ability to develop a collective identity, and guides them in their daily business relationships, execution of tasks, communication and decision making.

If propagated correctly, organizational values will become part of the individual’s values through which the individual will follow them unconsciously. To create a strong organizational culture, it is important that leadership promotes what the organization believes is correct behavior. Within the values of the organization, strong emphasis should be given to ethical behavior. A code of ethics can help management to communicate the ethical behavior they expect from everybody in the organization (Hill et al., 2009; Daft, 2001). A beliefs system as defined by Simons (1995) is “the explicit set of organizational definitions that senior managers communicate formally and reinforce systematically to provide basic values, purpose and direction for the organization”. A beliefs system controls the core values of the organization, which are linked to the business strategy. Such a system is created through symbolic use of information, e.g. inspirational leadership. It attempts to create awareness and understanding of the organization’s core values and should help employees to respond to problems they face during the process of strategy implementation.

Organization control: These systems provide incentives and motivation to management and other employees to pursue the right activities towards achievement of organizational goals. On the other hand, control systems facilitate monitoring and evaluation of performance and progress on strategic goals. This enables managers to take action to, if necessary, adapt and strengthen the organization’s business model. To allow managers to respond to unexpected events, the control system has to be flexible. Moreover, it should provide accurate and timely information on organizational performance to ensure correct decision-making by managers. When designing an effective control system, an organization first determines the targets against which performance will be measured.

2.4 Reasons for Implementing Strategic Plans

Organizations have different motivations for utilizing strategic planning with most reasons rooted in some sort of organizational change (Nutt and Backoff, 1992, Gibson, 1993, and Nutt et al. 1993). Positive motivations for implementing strategic planning include when an organization is new or is growing, when there is a desire to develop better or additional services, when the role of an organization is expanded, when there is a need to coordinate services, or when there are economic development opportunities. Negative rationales include financial reasons, such as a need to stabilize funding or fiscal stress, when an organization needs to downsize, or when the media or political process highlights the need for strategic planning. Other reasons include a legal mandate to do strategic planning, such as the Government Performance and Results Act (GPRA), or when there is leadership change, politically or administratively, especially when the new leader has experience with strategic planning (Berry and Wechsler 1995). Strategic planning does not have to be associated with organizational change, though. Organizations may use strategic planning to keep themselves from being stuck in the rut of status quo and assist leaders and staff members to envision a promising future for their organization (Nutt & Backoff, 1992).

2.5 Barriers to Strategic Implementation

However, as with all management strategies, there are barriers to implementing strategic planning efficiently and costs that can potentially outweigh any benefits gained (Eadie & Steinbacher, 1985). Strategic planning requires some complex techniques in complex environments and the techniques from the private sector are not always readily applicable in the public sector. Strategic planning also requires more resources, in terms of time, money, and people, than public organizations typically have to invest. Resources are needed for analysis, meetings, administration of the planning effort, and, later in the process, for writing report and disseminating results.

These costs often lead researchers to conclude that strategic planning is not worth the investment of the resources required in public sector organizations. Boyne (2001) summarizes the arguments against planning. First, the advice of planning researchers is too difficult to actually accomplish in real organizations because data for analysis are often difficult to obtain and even more difficult to analyze. Politically, planning is also difficult, because of the short attention spans of elected officials on the strategic issues. What is important one day may very well be of little importance the next day?

Second, the author points to research in the private sector that says strategic planning can have a negative impact on performance because planning becomes more of a burden on organizations than a benefit like (Mintzberg, 1994) points out. Essentially, organizations feel as if they are spending more time planning rather than actually accomplishing anything. Furthermore, strategic planning can create uncertainty and conflict that can potentially destabilize rather than unify an organization (Mintzberg, 1994).

According to Hinton (2012), long-range planning was practiced by most institutions, but this was often a budget-driven, incremental process intended to ensure long-range fiscal planning. HLIs have struggled with the concept of and uses for strategic planning in the academy and prior to some researchers connecting strategic planning to education, it was conducted in the realm of corporate or military operations, where mission driven long-term objectives and short-term actions needed to be efficiently integrated through a type of administrative coordination that most colleges or universities never aspired to emulate. This particular study will mainly focus on the final stage of strategic planning process, implementation and management of HLIs.

The strategic planning process is about fundamental decisions and actions because choices must be made in order to answer a sequence of questions that may give meaning to the reason for existence of the Institution. The plan is ultimately no more, and no less, than a set of decisions about what to do, why to do it, and how to do it. Because it is impossible to do everything that needs to be done in this world, strategic planning implies that some organizational decisions and actions are more important than others - and that much of the strategy lies in making the tough decisions about what is most important to achieving organizational success(NAMAC, 2010). This requires proper strategic management.

Significant progress has been made since 1994 in establishing a sound base for higher education in Rwanda. The Government's strategic role in higher education in Rwanda is focused on: setting clear targets for the performance of the higher education sector, regulating the quality and standard of higher education, facilitating and managing the environment for private sector investment in higher education, targeting the development of priority subjects, such as science and technology,

managing funding formula and appropriate cost recovery mechanisms that create access to higher education, but also reduce the cost to the public purse and contribute in improving the provision in higher learning institutions, encouraging growth in research, innovation and knowledge transfer to support social and economic development(MINEDUC, 2008).

This shows transformation of higher education. It points in the direction of establishing a stable, underlying structure that will enable HLIs to develop their strategies for supporting the realization of their ambitions for higher education. This policy guide sets out the Government's vision, mission and policy objectives for higher education that will provide the anchor and the route map for the strategic planning of the higher education sector as a whole and for individual institutions.

2.6 Stakeholder Involvement and strategy implementation

Cook-Sather, Bovill, and Felten (2014), highlight that benefits for students and faculty engaging in learning and teaching partnerships are similar and include increased engagement with learning and enhancement activities, transformed thinking about teaching and learning, and developed awareness of one's own role and agency in the wider academic learning community. Involving students can take different forms including, increasing opportunity to hear their voice and engage students as co-learners, co-researchers, co inquirers, co-developers, and co-designers.

Several conceptual model of engagement have been proposed but the core content show that student are involved in teaching, learning and assessment and study results from a questionnaire survey of psychology undergraduates at two UK institutions support the hypothesis that students as partners' experience has an effect on graduate attributes and employability (Pauli *et al.*, 2016).

Students have also been involved in research within the school to enhance the curriculum of learning and made recommendations for improvement (Flint, 2015). While other practices have engaged students in the design and implementation of the curriculum, in this engagement, students collaborate to design and commission the curriculum for cohorts (Stoddard *et al.*, 2013).

According to (Sharpe, 2013) involving students in curriculum development and implementation makes Knowledge and course content take on new meaning for students and teachers thereby making them interested and invested into their learning. Giving students input into what they learn acknowledges their experiences (Connell, 1985) and it is done by guiding students through the curriculum. Once students are aware of the boundaries within which decisions regarding curriculum will be made, they are in a position to negotiate their own interests within the content. Students who have knowledge of grade mandated learning requirements are in a better position to select dimensions of the curriculum that would be most interesting and relevant to them.

3.0 Methodology

Correlation research design was employed in this paper to determine the relationship stakeholders' involvement and success of strategy implementation at University of Rwanda, Gikondo campus. The target population of this study was 1167people corresponding to the sample size of 92respondnets including 30 academic staff, 30administratif staff and 32students obtained using Yamane (1967) formula. Questionnaire was used as the main data collection instrument. Stratified sampling technique was to select the respondents of the study. To maintain the validity of the research instrument was maintained by distributing the research instruments to the expert respondents in the area of the study while reliability was maintained by making pilot study that provided reliability of the research instrument and the alpha α of the Cronbach were established to

show the accuracy and precision. Descriptive statistics such as numbers and percentages were used to present the various characteristics for data sets.

4.0 Findings and Discussions

The purpose of this paper was to indicate the relationship between stakeholders’ involvement and success of strategy implementation in University of Rwanda, Gikondo campus.

4.1 Stakeholders’ involvement in strategic implementation

The researcher was interested in getting the knowledge about institution effectiveness in strategy implementation of an institution.

Table1: Extent of stakeholder involvement in strategic implementation

Statements	Larger extent n (%)	Low Extent, n (%)	Very low extent n (%)	Not at all, n (%)
To what extent is your department involved in the strategic planning process?	31(33.7)	24(26.1)	32(34.8)	5(5.4)
To what extent does your institution effectively implement its strategies?	24(26.1)	30(32.6)	28(30.4)	10(10.9)

Table 2 highlighted the extent to which stakeholders are involved in strategic implementation. The findings show that majority of respondents (34.8%) rated their departments involvement in strategic planning process as very low. The next figure highlights the levels at which respondents were involved in the university strategy implementation.

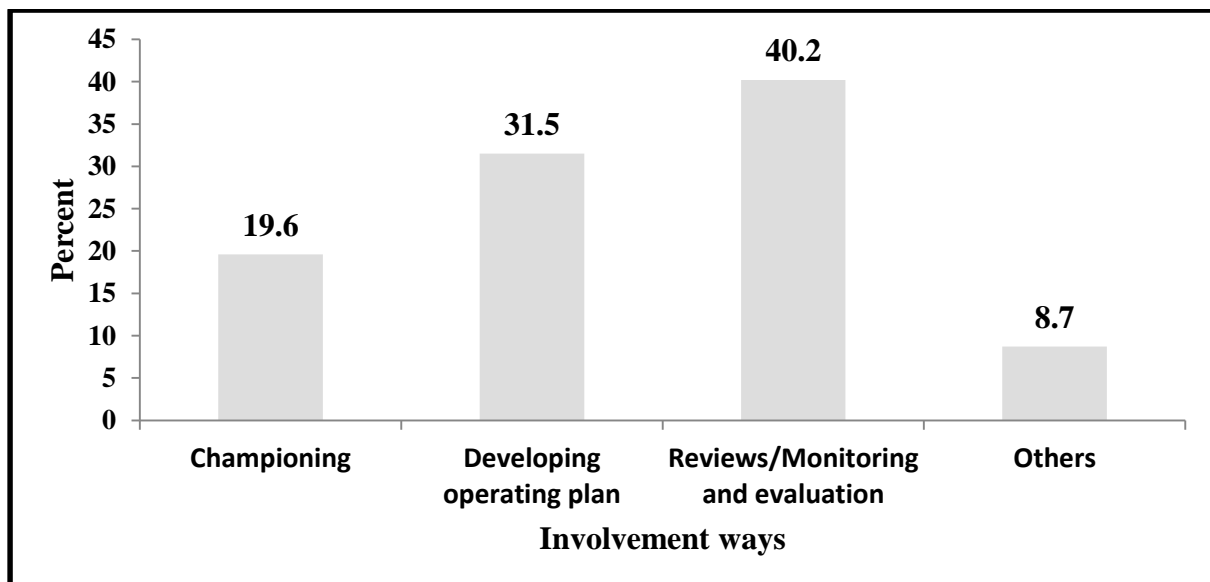


Figure 5: Presentation of Involvement Ways

Figure 5 presents ways commonly used for strategic planning in institution. The findings indicated that 19.6% of respondents were championing, 31.5% of respondents were involved in developing operating plan, 40.2% of respondents were involved in reviews/monitoring and evaluation and 8.7% of respondents were involved in others. The next table presents the view of respondents about the current strategy of the university.

Table 2: Presentation of View of Respondents about the Current Strategy of the University

Statement	Larger extent n (%)	Low Extent, n (%)	Very low extent n (%)	Not at all, n (%)
I don't see the benefits of the university strategy	38(41.3)	28(30.4)	10(10.9)	16(17.4)
I don't see any improvements caused by the strategy	36(39.1)	41(44.6)	10(10.9)	5(5.4)
I support the strategy but if strategy is not improving university performance, I think it should be abandoned	34(37)	40(43.5)	5(5.4)	13(14.1)
The current strategy is good and should be implemented	48(52.2)	37(40.2)	4(4.3)	3(3.3)
If I start seeing the improvement, I will support the strategy	6(6.5)	45(48.9)	36(39.1)	5(5.4)

Table 3 indicated that the respondents were to a large extent (41.3%) supporting the strategy but if strategy is not improving university performance; they think it should be abandoned. The respondents (52.2%) were to a large extent in support of the current strategy as good and should be implemented.

4.2 Influence of stakeholder involvement on awareness of benefits of strategy implementation

The researcher wanted to know if respondents are aware of benefits of strategy implementation, whether there was enough sensitization made about the current university strategy. After getting viewpoints from them, researcher was also interested in getting the knowledge about publication of strategy using different channels.

Table 3: Awareness of Benefits of Strategy Implementation

Statement	Strongly disagree N (%)	Disagree, n (%)	Not sure n (%)	Agree, n (%)	Strongly agree
I am aware of the benefits of strategy implementation to the university	23(25)	34(37)	22(23.9)	6(6.5)	7(7.6)
There was enough sensitization made about the current university strategy	21(22.8)	30(32.6)	26(28.3)	8(8.7)	7(7.6)
The strategy has been publicized through different channels	30(32.6)	31(33.7)	18(19.6)	3(3.3)	10(10.9)

Table 4 indicated that the respondents disagreed (37%) to being aware of the benefits of strategy implementation to the university. 32.6% of respondents disagreed that there was enough sensitization made about the current university strategy. The respondents with the rate of 33.7% disagreed that the strategy has been publicized through different channels.

4.3 Influence of Stakeholder Involvement on Clarity of Roles during Strategy Implementation

The researcher wanted to know clearly the role of implementers and the respondents' roles in implementation of strategy.

Table 4 : Stakeholder Involvement on Clarity of Roles during Strategy Implementation

Statement	Strongly disagree n (%)	Disagree, n (%)	Not sure n (%)	Agree, n (%)	Strongly agree
The strategy clearly stated roles of implementers	34(37)	36(39.1)	18(19.6)	2(2.2)	2(2.2)
I am aware of my role in the implementation of the strategy	32(34.8)	38(41.3)	17(18.5)	3(3.3)	2(2.2)

Table 5 indicated that 39.1% of respondents disagreed that the strategy clearly stated roles of implementers. The respondents (41.3%) disagreed about awareness of their role in the implementation of strategy.

4.4 Influence of stakeholder involvement on familiarity with content during strategy implementation

The researcher wanted to know the extent of familiarity with the content of the university strategy and familiarity with the objectives of the university strategy.

Table 5: Stakeholder involvement on familiarity with content during strategy implementation

Statement	Strongly disagree n (%)	Disagree, n (%)	Not sure n (%)	Agree, n (%)	Strongly agree
I am highly familiar with the content of the university strategy	40(43.5)	32(34.8)	15(16.3)	1(1.1)	4(4.3)
I am familiar with the objectives of the university strategy	38(41.3)	35(38)	14(15.2)	2(2.2)	3(3.3)

Table 6 indicated that the respondents strongly disagreed (43.5%) about familiarity with the content of the university strategy and 41.3% of respondents strongly disagreed to be familiar with the objectives of the university strategy.

4.5 Correlation Analysis

The findings in the next table indicated the relationship of the role of stakeholders and implementation of strategic plans.

Table6: Correlation between implementation of strategic plan and stakeholder involvement

		Implementation of SP	Stakeholders involvement
Implementation of SP	Pearson Correlation	1	0.901**
	Sig. (2-tailed)		0.000
	N	92	92
Role of stakeholders	Pearson Correlation	0.901**	1
	Sig. (2-tailed)	0.000	
	N	92	92

** . Correlation is significant at the 0.01 level (2-tailed).

Table 7 implies that there is a high significance positive correlation between implementation of strategic plan and the stakeholders' involvement in Rwanda institutions of high learning $r = 0.901$ and $P = 0.000 < 0.01$. In respect to the role of stakeholders, the study sought to establish the relationship between role of stakeholders and implementation of strategic plans in Rwanda high learning institutions.

Table 7: Model Summary for Role of stakeholders (stakeholders' involvement)

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
	0.901 ^a	0.812	0.810		0.413

a. Predictors: (Constant), Role of Stakeholders

Table 8 in reverse to coefficient of determination (R^2) is 0.812 which indicated that 81.2% of variation in implementation of strategic plans is influenced by the role of stakeholders. This implies that, only 81.2% is contributed by stakeholders while 18.8% is contributed by other factors towards successful implementation of strategic plan in Rwanda higher learning institutions.

4.6 Discussion

These are results on the determination of the influence of level of resistance during strategy implementation. The respondents demonstrated that the department (employees or staff) was to a very low extent (34.8%) involved in strategic planning process and it was to a low extent (32.6%) the institution effectively implementing its strategies. With the different writings by researchers like (Chepkoech & Waiganjo, 2015) they analyzed the importance of stakeholder engagement in strategic implementation of the organization to organizational growth. They argue that contribution (involvement) of suppliers, customers, shareholders as well as workers in strategy modify eases the strategy implementation by reducing the level of resistance and opposition to strategic implementation process. The results are supported by opinions of others (Johnson, Scholes, & Whittington, 2009) argue that “role of stakeholders in implementation of strategic plans cannot be kept away from or neglected. Other scholars observed that stakeholders are always trying to influence strategies and purpose of organizations” (Njeru, Stephen, & Wambui, 2013). This is solely in the same line with the current study which demonstrated that 40.2% of respondents were involved in reviews/monitoring and evaluation during strategy implementation.

Contrary to the current study, Zaidi, & Zawawi, (2019). Involvement of employees in strategy planning enhances management confidence and sense of rights of new plan or strategy as well as modifies which in turn contribute to their personal and professional incentive towards successful strategy implementation. A study conducted by Crane & Ruebottom, (2011) concluded that early involvement of employees in the strategy process help employees in the understanding of the organizational goals, style, and cultural norms and thus become essential for the continued success of a firm strategy implementation. At G4S Limited the involvement of management prevents employees from being taken by surprise, puts all members at the same platform, and helps the employees to own the process thus ensuring better results. Different authors accepted the involvement of institution or employees in strategy implementation which was different from the current findings.

About the role of stakeholders during strategy implementation, the findings indicated that the respondents (41.3%) disagreed on clarity of their roles and (37%) denied awareness of benefits of stakeholders in strategy implementation in the university.

This is contradictory according to the study conducted in Kenya by Macharia (2011) studied “stakeholders’ involvement in the success of strategy implementation among public secondary schools in Nairobi, Kenya”. The study demonstrated that the schools realized the role of stakeholders in strategic process as they have assisted the schools to broaden sustain for policy and activities, promote strategic development of partnership, collaborative problem explaining, avoidance of conflict during implementation and broadening help for decisions. The same way according to Mangala (2015) cited the role of stakeholders and noted that early involvement of stakeholders in the strategy process improve strategic management practices.

The correlation between roles of stakeholders and implementation strategic plan is highly positive and significant. The results of this study are supported by other scholars such as Johnson et al. (2008) who argued that role of stakeholders in implementation of strategic plans cannot be avoided or neglected. Other scholars observed that stakeholders are always trying to influence strategies and purpose of organizations (Wambui, 2006).The current research study concluded that stakeholders do influence implementation of strategic plans in Rwanda higher learning institutions.

This study is in the same line with the research conducted in University of Venda in South Africa by Adewale & Esther (2012) cited “that it is important for an organization to involve stakeholders in its strategic planning processes to ensure that all structures are represented from the grassroots level. It becomes very easy for the stakeholders to buy in and to implement the plan if they have been involved in the planning. In every organization, several stakeholders are impacted by the strategic plan. These stakeholders may also be able to have an impact on this plan as they may have information, experience, or insight that would be helpful in developing the plan”.

5.0 Conclusion

The study concludes that there is a significance linear relationship between involvement of stakeholders and success implementation of strategic plan in Rwanda High learning institutions. This implies that the effective involvement of stakeholders improves the success of strategic plan and high learning institutions.

6.0 Recommendation

Stakeholders (academic, administrative and students) at University of Rwanda Gikondo Campus should engage themselves in strategic implementation at their campus to enhance success of the university’s strategy.

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