

**THE PRACTICE OF SUCCESSION PLANNING IN TANZANIA'S HIGHER
LEARNING INSTITUTIONS: A CASE STUDY OF LOCAL GOVERNMENT
TRAINING INSTITUTE (LGTI)**

**THE PRACTICE OF SUCCESSION PLANNING IN TANZANIA'S HIGHER
LEARNING INSTITUTIONS**

A CASE OF LOCAL GOVERNMENT TRAINING INSTITUTE (LGTI)

By

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**Dissertation Submitted to Mzumbe University, in Partial/Fulfilment of the
Requirements for the Award of the Degree of Master of Science in Human
Resource Management (Msc.HRM) of Mzumbe University**

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CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled **The Practice of Succession Planning in Tanzania's Higher Learning Institutions: A Case of Local Government Training Institute (LGTI)**, in partial/fulfillment of the requirements for award of the degree of Master of Science in Human Resource Management of Mzumbe University.

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DEAN, SCHOOL OF PUBLIC ADMINISTRATION AND MANAGEMENT

DECLARATION

AND

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I, Geoffrey Ndunguru, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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DEDICATION

This dissertation is dedicated to my beloved parents Eligius Ndunguru, my father, Grasiana Ndunguru, my mother and my lovely wife Happiness Ndunguru whose patience, support and prayers inspired me throughout the period of studies to the completion this dissertation.

LIST OF ABBREVIATIONS

DCQA	Coordination and Quality Assurance Department
GoT	Government of Tanzania
HR	Human Resources
LGTI	Local Government Training Institute
MSC	Management Standard Checklist
OPRAS	Open Performance Review and Appraisal System
PO-RALG	President's Office-Regional Administration and Local Governments
PS3	Public Sector Systems Strengthening
RSC	Research, Short courses and Consultancy
SP	Succession Planning
SP&M	Succession Planning and Management
SPSS 23	Statistical Package for Social Science version 23
HoD-HRA	Head of Department-Human Resources and Administration

ABSTRACT

The Purpose of this study was to assess the practice of succession planning in higher learning institutions in Tanzania. Three research objectives guided this study: (1) To describe the workforce characteristics at the Local Government Training Institute (LGTI), Dodoma, Tanzania. (2) To identify and analyse the succession planning steps/ activities at LGTI, (3) To identify the challenges facing the LGTI in developing and implementing succession plans

Data were collected through interviews, questionnaires and document review. The study revealed that, there is lack of awareness about succession planning at LGTI. Moreover, the study found that LGTI does not have a systematic and formal succession planning programmes. What exist are some informal succession planning practices driven by the initiatives and goodwill of individual leaders. Generally, the study found that succession planning at LGTI is affected by two major factors which are lack of commitment of leaders and unfriendly organisational culture of the institute.

The study came up with four major recommendations: (1) LGTI should establish a deliberate policy to formalise succession planning and ensure that the succession planning practices are entrenched in the culture of the institute, (2) The institute is advised to launch outstanding leadership development initiatives that prepare the junior staff to take over the leadership positions based on the actual leadership needs, and (3) An efficient succession planning programmes should be introduced at the institute that involves the basic succession planning practices discussed in this study. (4) Top management in this organisation must support establishment and implementation of succession planning programs for different carders.

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CHAPTER ONE

1.0 Introduction

Long-term achievement of academia is viable if and only if the higher learning institutions employ capable and effective leaders at all levels (Gaither, 2002). Among other things, this is possible through succession planning. Succession planning denotes a planned and organised effort taken to ensure continuity of leadership in key positions (Rothwell, 2001). The future survival of any institution rests on the ability of the present leaders to ensure leadership continuity through regular identification and building of talent from within (Rothwell, 2005). Hence prospect of any organisation will depend on how it implements an effective succession planning programme (Mandi, 2008; Rothwell, 2005).

Succession planning is a topic of great interest to modern organisations bearing in mind that most of them are staffed by the baby boomers (the generation born from 1946 through 1964) who will massively retire soon (Neefe, 2009, Richards, 2009, Mateso, 2010&Gibreth, 2017). This situation suggests that if no strategy is set up, academic institutions will soon face more difficulty to secure new talent for the academia. It is usual to find retired professors and senior academic fellows working on contract in several Tanzanian universities and colleges. This shows that these institutions find it difficult to find effective replacements for departing leaders. This situation makes studies to assess succession planning imperative in higher learning institutions.

1.1 Background to the study

Succession planning has existed in different forms throughout human history. Royal families, for instance the Tudors of the Kingdom of England were identifying and grooming potential successors to take over leadership positions, although they did not use the term succession planning (Garman & Glawe, 2004).

Henri Fayol is credited to be one of the earliest authors to advocate for formal succession planning to ensure leadership continuity in organisation. He laid the foundation for formalised succession planning programmed in organisations. Fayol believed that deliberate leadership succession planning was a management requirement to avoid organisational mistakes by putting people in wrong positions for which they were not prepared (Rothwell, 2005). Fayol believed that if management ignored that need, the organisation's key positions would eventually be filled by incompetent persons.

From the dawn of industrial revolution, organisations have found ways to plan for changes in leadership in order to safeguard their business concerns. The advent of industrial revolution in the 19th century was associated with several factors that have influenced the succession planning processes. Such factors include social changes, economic conditions, demographic and workforce changes, and political conditions. The detailed examination of these factors will be done later in chapter two.

Earlier, the focus of succession planning efforts was primarily on replacement of Chief Executive Officer (CEO), to ensure continuity at the executive level. However, in the 1980s the focus shifted from planning for CEO replacement to a more predominant notion of succession planning (Berke, 2005). In recent decades, more formalised methods of succession planning were introduced. Today with the increase in leadership needs, succession planning efforts extend to other levels to sustain leadership continuity at other levels of the organisation (Cooke, 1995, Rothwell, 2010). Rather than top leadership or managerial positions alone, nowadays, organisations adopt succession planning to also fill key positions with capable personnel.

The rationale of succession planning is thus to curtail the gap occurring in the operations of the organisation, following exit of key personnel due to retirement, movement of key persons to other organisation, or as Rothwell (2010) puts it, emergencies such as unexpected events that may take the lives of incumbents. Moreover, in an ever more competitive global economy, more businesses are

banking on succession planning as a means to stay viable competitors in the industry through effective leadership continuity. As a strategic process, succession planning is a means to ensure leadership continuity in organisation by developing a process to identify and groom potential leaders. Thus, succession planning is vital in the face of challenges such as delays in filling key positions, shortage of competent internal candidates, and exit of talented staff in search for higher career goals, or failure in replacement of new leadership positions from within the institution (Rothwell, 2005).

Like other organisations, institutions of higher learning around the world are experiencing trends of massive retirements of leaders subjecting them to leadership gaps that need to be addressed (Richards, 2009). This looming leadership challenge can be countered through running an effective succession planning programme, which will ensure that organisations always develop internal talents to prepare the future leaders (Neefe, 2009). In a nutshell, the academia is called to institutionalise succession planning programme to prepare their future leaders, as succession planning initiatives can guarantee the stability of academia.

In Tanzania, succession planning for public institutions is stated in the Management Standards Checklist (MSC) for the Public Service (2010). The MSC directs government institutions to ensure there are skilled and knowledgeable staffs capable of developing and implementing the succession plan; to ensure succession plans are put in place and to regularly update seniority list. Moreover, the MSC requires government institutions to use succession plans to guide decisions on human resource (HR) issues such as promotion and capacity building. In addition, the public institutions are required to link succession plans to other HR issues such as HR plans, Open Performance Review and Appraisal System (OPRAS), restructuring and capacity building. Moreover, the MSC emphasises monitoring of the succession plans and submission of reports to President's Office Public Service Management (PO-PSM) and President's Office Public Service Commission (PO-PSC).

Considering its importance and emphasis from the government, higher learning institutions in Tanzania are expected to pay a particular attention on succession

planning. But this depends mostly on willingness and capabilities of these institutions to have those plans in place.

1.2 Statement of the Problem

As it has been indicated in section 1.1, that succession planning is crucial for enhancing organisational performance. In higher learning institutions, succession planning is of paramount importance as studies show that higher learning institutions are on the point of losing a substantial number of key officials since a considerable part of their staff is close to retirement age (Richards, 2009 & Neefe, 2009). In Tanzania for example, large portion of employees in academia fall in the age group of 35-64 (National Bureau of Statistics (NBS) [Tanzania] (2014). This implies that a large percent of employees in the academia approach their retirement age. It stands to reason that this vast retirement will not only lead to a loss of key officials in higher learning, but will also result in a leadership crisis in Tanzania's academia (Rothwell, 2002). As a way to address the human resource shortages in leadership and other senior positions in public organisations, public high learning institutions in particular, the government of Tanzania (GoT) has articulated its emphasis on succession planning in the Management Standards Checklist (MSC) for the Public Service (2010).

Moreover, the emphasis on succession planning comes from different scholars. Numerous scholars for instance, (Campbell, 2002; Heuer, 2003; Hull, 2005; Mackey, 2008) accentuate that the higher learning institutions have to introduce effective succession planning programmes so as to deal with a looming leadership crisis resulting from massive retirements of senior staffs.

While succession planning is strongly emphasised in policy and intellectual communities, knowledge about the capacity and willingness of high learning institutions in Tanzania to develop and implement such plans is generally missing. It is crucial to have an understanding about the capacity and willingness of these institutions in development and implementation of succession plans because such plans require resources and readiness to let go of one's interests, privileges, power

and authority and support the emerging leaders or officials. The existing experience as drawn from various studies conducted elsewhere for instance, Heuer (2003) and Rothwell (2005) show that not all incumbent leaders or officials are ready to give up their positions. The aim of this study therefore is to assess the practice of succession planning in higher learning institutions in Tanzania with LGTI as a case study. The interest is particularly on knowing if willingness and capacity to develop and implement succession planning programmes exists or not in these institutions.

1.3 Objectives of the study

1.3.1 General Objective

The general objective of this study was to assess the extent to which succession planning is practical in higher learning institutions in Tanzania

1.3.2 Specific Objectives

1. To describe the workforce characteristics at the Local Government Training Institute (LGTI), Dodoma, Tanzania.
2. To identify and analyse the succession planning steps/ activities at LGTI
3. To identify the challenges facing the LGTI in developing and implementing succession plans

1.4 Research Questions

1. What are the characteristics of the current workforce at LGTI?
2. What succession planning steps/activities are implemented at LGTI?
3. What are the challenges facing the LGTI in developing and implementing succession plans?

1.5 Significance of the study

As it has been explained in the introductory chapter in this report higher learning institutions in Tanzania are in dire need for effective succession plans to avoid leadership crisis which will arise due to massive retirement of senior academic officials. To be able to develop effective succession plans, the higher learning

institutions need to have adequate knowledge on the existing barriers and enabling factors in development of such plans. Unfortunately succession planning concept is under researched in Tanzania's higher learning institutions. By exploring the practice of succession planning at LGTI this study therefore, provides an opportunity for expansion of the body of knowledge to academic community on constraining and enabling factors in development and implementation of succession planning in higher learning institutions in Tanzania and beyond.

Apart from academic community, the study is of great importance to practitioners of human resource policies and management in general in Tanzania and beyond. The result of this study can provide useful insights for development of effective succession planning policies and practices in academic spheres in Tanzania and beyond. Apart from academia, the study can also be useful to other organisations-business and non-business oriented. The succession planning knowledge and experiences gained in this study can be used as a benchmark for strengthening the capacity of managers in these organisations to plan proactively for the human resource needs in their organisations.

1.6 Limitations of the study

The following were challenges experienced in conducting this study:

First, some informants were skeptical and unwilling to provide requested information due to fear to disclose data they deem confidential. To mitigate this problem the researcher created amicable rapport with the respondents to make them feel free to give the requested information. Moreover, the researcher assured the study participants that their anonymity would be guaranteed during and after the study so as to secure their consent. Where anonymity was not possible due to data collection method employed such as interview, the informants were guaranteed of confidentiality by using pseudonyms.

Second, there were delays in returning questionnaires by some respondents. To tackle this problem the researcher clarified the purpose and importance of the study to respondents to clear any doubt and arouse their interest to participate fully in the

study and enable them furnish comprehensive information on the questions. Moreover, the researcher avoided using long and complicated questionnaires to keep the questions as interesting, motivating and simple to comprehend as possible.

Lastly, the researcher was self sponsored. Thus, he faced limited budget to carry out this research activity. Focusing on only one case study proved useful given the limited budget available to the researcher.

1.7 Delimitation of the study

The objective of this study was to understand issues of succession planning at the Local Government Training Institute. The focus of the study was both academic and supporting staff.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of existing literature on succession planning idea. The chapter is divided into two sections. The first section of the review presents theoretical discussions on this idea. This section describes and defines succession planning and key concepts explaining succession planning process, evolution of succession planning, reasons for increased interest in succession planning in organisation, features of effective succession planning, succession planning models, succession planning and the aging workforce and retirement, and succession planning and the organisational culture. The second section presents a synopsis of previous studies on succession planning.

2.1 Defining the Concept of Succession planning (SP)

The precise meaning of succession planning is debatable. Various authors present diverse descriptions of succession planning and the related concepts. Some people refer succession planning to top-of-the-organisation-chart planning and development only. This means the focus is only on preparing people to assume top-level leadership positions. Rothwell (2010) on the other hand regards succession planning to refer more broadly to planning for the right number and right type of people to meet the organisation's needs over time. Succession planning is further defined by Rothwell (2010), as any effort designed to ensure the continued effective performance of an organization, division, department, or workgroup by making provision for the development and replacement of key people over time.

Succession planning can be defined as "a means of identifying critical management positions, starting at the levels of project manager and supervisor and extending up to the highest position in the organization. Succession planning also describes management positions to provide maximum flexibility in lateral management moves and to ensure that as individuals achieve greater seniority, their management skills

will broaden and become more generalized in relation to total organisational objectives rather than to purely departmental objectives” (Rothwell, 2010). NHS Leadership Academy (2015) defines SP as a process for identifying and developing potential future leaders or senior managers, as well as individuals to fill other business-critical positions, either in the short- or the long-term. It is a dynamic, ongoing and systematic process to provide bench strength, a cadre of talented and ambitious people who are ready to assume more senior responsibilities in organisation. Succession planning is part of a holistic process of people management which is aligned to both the business strategy through the strategic workforce plan and the talent strategy by ensuring integration of any development outcomes to those within the organisation as a whole. A broader application of planning with these activities can be referred to as succession management (NHS Leadership Academy, 2015). Rothwell (2010) echoes this description. In his view succession planning should not stand in isolation. Instead, succession planning ought to be integrated with succession management. This is fundamental as it presumes that a more dynamic business environment in the capacity building of talent must take place in real time.

McCauley and Wakefield (2006), refer succession planning as to a process that leads management to identify and deal with talent management strategies. In their view, succession planning prepares the organisation and people for the future, for this reason; the organisation has to ensure it values, nurtures and develops its people properly. Sharma et al. (2003) described succession as the process that takes place over a long period of time and includes several activities. The succession process entails the identification of a potential successor, the designation of a potential successor, the selection and training of the successor, the development of a vision or strategic plan for the firm following the succession, the definition of the role of the incumbent and the communication of the decision to key stakeholders. Therefore, succession planning can be understood as a proactive attempt to ensure continuity of leadership by cultivating talent from within the organisation through planned development activities.

As it can be noted from the definitions above, while most of the definitions share common characteristics of succession planning such as "long term process" and "proactiveness", the authors differ greatly in other views. In a nutshell, succession planning holds no single precise denotation. While some authors accentuate that the focus of succession planning is the top leadership positions in the organisation, others for instance (Rothwell, 2010) emphasize succession planning to refer more broadly to planning for the right number and right type of people to meet the organisation's needs over time. The researcher is of view that variation in defining the concept itself may affect the approaches taken by the management in practicing succession planning across organisations. In this study, the researcher defines succession planning as a deliberate and systematic process in which higher learning institutions identify, develop and assess internal employees for future leadership positions.

2.2 Important concepts in relation to succession processes:

2.2.1 Succession Planning and Management (SP&M)

This concept is an extension of succession planning which seems an all embracing in the succession planning field. It is a blend of succession planning and management defined as the process that helps stabilize the tenure of personnel or perhaps SP&M can best be understood as any effort designed to ensure the continued effective performance of an organisation, division, department, or work group by providing for the development, replacement, and strategic application of key people over time (Rothwell, 2010).

According to Rothwell (2010:6), succession planning and management entails a programme that represents "a deliberate and systematic effort by an organisation to ensure leadership continuity in key positions, retain and develop intellectual and knowledge capital for the future, and encourage individual advancement". The author argues that succession planning and management should not be confined exclusively to management positions or management employees. In senescence

SP&M is an extension of SP practices beyond a mere replacement plan for senior leadership positions.

2.2.2 Succession Planning versus Replacement Planning

Caution should be taken to avoid confusion between succession planning with replacement planning, however compatible the concepts are. According to Rothwell (2010), succession planning programmes result from the need for replacement planning in an organisation. Put simply, replacement planning is a form of risk management that resembles other efforts taken by organisation to manage risk. Replacement planning is mainly aimed at mitigating the incidence of upheaval from the immediate and unplanned loss of key job incumbents. Thus, replacement planning does not intentionally groom and prepare individuals for the readily identified positions. Depending on the will of the manager periodic training may happen during replacement planning (Berke, 2005). A famous example of such incidence is drawn from a sudden death of CEO of McDonald's resulting from heart attack. On the contrary, succession planning goes further than replacement planning which is the simplest form in the continuum of succession processes. Unlike replacement planning, succession planning takes into account grooming of several individuals as to create deep bench strength all over the organisation in such a way that the organisation has many qualified candidates to be considered for advancement whenever a vacancy occurs (Rothwell, 2010).

2.2.3 Succession Planning versus Workforce Planning

Workforce planning denotes overarching planning for the entire workforce of the organisation. According to Rothwell (2010), such practice is uncommon in most organisations. The author notes that in most cases the positions are filled as vacancies become available or as the work demands more people. The consequence however, is that the organisation builds up a large number of legacy employees who may be ill-suited to help an organisation realise its strategic objectives.

2.2.4 Succession Planning versus Talent Management

Defined as the process of recruiting, on-boarding, and developing, as well as the strategies associated with those activities in organisations (Rothwell, 2010), talent management is often used interchangeably and frequently confused with succession planning. It refers to the systematic attraction, identification, development, engagement, retention and deployment of those individuals who are of particular value to an organisation, either in view of their high potential for the future or because they are fulfilling business/operation-critical roles (NHS Leadership Academy, 2015). Talent management is related with succession planning in that talent strategy could make a pool of individuals being developed who can fill both short and long term succession roles to meet organisation requirements and several activities in talent management will facilitate the succession planning process. The main point of distinction between talent management and succession planning is however that succession planning makes combination of both the nurturing of the internal talent and obtaining the talent from external sources, talent management is primarily concerned with cultivating and maintaining the internal competencies (Krauss, 2007).

Reading from different authors, it follows that the difference between the two concepts is debatable. Notwithstanding the distinction noted from the literature, it is quite well to say that talent management forms an essential part of succession planning or vice versa. And, in the view of some authors, Krauss (2007) for instance, these two concepts are used interchangeably; however, they hold some technical difference. Nevertheless, it is argued that the two concepts form a more comprehensive concept when they are merged, that is termed as succession planning and management as proposed by Rothwell (2005).

2.3 Evolution of Succession Planning

The body of literature reveals that succession planning has been practiced in different forms and across different cultures since ancient times. Studies such as (Garman & Glawe, 2004) note that noble families have been identifying and grooming successors to succeed to leadership positions, although the term succession planning

was not yet in use. As already stated in the background section, the beginning of the practices of succession planning as underscored in modern organisations is credited to, among other writers, the work of Henri Fayol (1841–1925).

Ever since early writings of Fayol, various organisations have experimented with different succession planning approaches. Direct replacement plans constituted the early models of succession planning. In this approach a single individual was identified to succeed a key executive in case a crisis happens (Richards, 2009). However, direct replacement has received criticism from experts of succession planning (Rothwell, 2005), due to its deficiencies. One of the shortfalls of this method is its focus on immediate needs of a single individual while ignoring long-term growth or strategy of the organisation. In other words, direct replacement lacks deliberate and systematic efforts to develop individuals.

According to Byham et al. (2002); Fulmer & Conger (2004) and Rothwell (2005), since 1990s the process of succession planning has evolved from a direct replacement focusing on a single individual successor to a model in which multiple individuals are developed at multiple organisational levels. This according to the authors is what is referred to as true succession planning, and recently deemed talent management. This latest model of succession planning is deliberate and future oriented and includes a well devised strategy for developing managing total human capital and total workforce of the organisation. Several factors have influenced on the development of the latest model of succession planning (Richards, 2009). Such factors include social changes, economic conditions, demographic and workforce changes, and political changes.

Social changes

The industrial revolution resulted in many significant evolutions in industries, business, and technology. As a result, society evolved from being primarily agrarian and based on farming to an industrial society in which factory work and manufacturing industries impacted business and organisations (Draves & Coates, 2007). In addition, the introduction of new technology such as new farming equipment accorded people the flexibility to move away from family farms and seek

other business opportunities (Conte & Karr, 2001; Draves & Coates, 2007). Consequently, changes were taking place in the society and farmers and business owners began to realise the importance of strong leadership.

Economic changes

By the 1980-1990s economic changes characterised strong market competition changed the way employers manage the labour force to gain competitive advantage. The evolution of labour force from strong agricultural economy to a complex global economy made businesses to rethink the recruitment and development of leaders and talent as a way to stay responsive to market competition and improve business profitability (Richards, 2009). Given the economic change with changing number of qualified workers, businesses and organisations started to review employee development needs. More time and money began to be allocated to training employees. Nowadays experts in leadership and succession planning have made the case for the connection between strong leadership and long-term business productivity. More emphasis is laid in building a deep bench of leadership strength as a key indicator in business sustainability (Fulmer & Conger, 2004; Rothwell, 2005).

Demographic and workforce changes

Studies show that the changing demographics around the world will predictably change the future present workforce. Studies for instance Rothwell (2010) suggest that nearly 50% of baby-boomer workforce is nearing retirement. Rothwell (2005) is of view that this change in demographics and a progress from simple management skills to progressively more complex leadership competencies are two of the key drivers that are prompting organisations to think about comprehensive succession planning to remain competitive in the global market. In a nutshell, the changing workforce has driven businesses and organisations to consider succession planning as a crucial means and process to help them remain competitive in a changing world.

Political environment

At the time when employees had limited options and companies enjoyed high levels of loyalty and permanence from their employees, the direct replacement technique was common. Political environment like other factors influenced the way of selecting employees to resume key positions. The advent of labour laws and employment policies to ensure employer compliance with government regulations has made many organisations to develop robust legal departments and employee relations officers to support with succession planning efforts. This safeguards the organisation against unnecessary legal scrutiny during the hiring and selection process. This change in the political environment according to Richards (2009) has become a stimulus for many organisations to begin bearing in mind broader pools of talent and move away from direct replacements in succession planning.

Today there are two forces at work that are urging organisations to consider some form of succession planning as a component of an overall talent management strategy. Aging of workers and a deficit in the skills possessed by those available for recruitment are the gaps leading to emphasis on succession planning (Rothwell, 2005, Neeffe, 2009, Richards, 2009).

2.4 Importance of Succession Planning

Literature reveals various reasons for increased interest in succession planning in organisations (Getty, 1993; Leibman et al., 1996; Walker, 1998; Heuer, 2003; Kerr & Jackofsky, 1989; and Rothwell, 2010).

First, succession planning contributes to organisation's strategic business plans implementation. Succession planning programme is aligned to, and supportive of, strategic plans of the organisation, human resource plans, and other organisational planning activities. By aligning succession planning with organisational plans and initiatives, the chance of the organisation to realise its goals increases at the same time utilising the talent of potential future leaders. Therefore, succession planning is a vehicle to facilitate effective implementation of the organisation's strategic plan. It plays a vital role by maintaining the supply of people with the right combination of

competencies and talents through identification and succession of leadership positions.

Second, succession planning helps to identify replacement needs: As such the programme provides a basis for focusing required employee training, education, and development efforts. A systematic succession planning programme becomes a driving force for identifying the candidate to be groomed for replacement to ensure organisational leadership continuity by imparting them necessary competencies for current job responsibilities as well as for future responsibilities.

Third, it enables to increase the talent pool of promotable employees: Another key reason for succession planning programmes is to ensure the organisation has the talent pool of promotable workforce. Through succession planning and management the organisation designs a formal process through which people to fill key positions in the future are prepared. The talent pool refers to a group of individuals as opposed to one identifiable successor, from which potential successors for key positions may be selected.

Fourth, to tap the potential for intellectual capital in the organisation: Intellectual capital means the value of the human talents in an organisation. Harnessing the potential intellectual capital is one of the reasons for having a succession planning programme in an organisation. Succession planning is hence significant in making and investing in intellectual capital in the organisation.

Fifth, it helps individuals realise their career plans within the organisation: Organisations make a considerable investment in employee training. The performance of employees may get better with experience as they progress along a learning curve on which they master organisation-specific and occupation-specific knowledge. At the point when people leave an organisation, their loss can be measured. If they stay with one company to meet their career plans, then the company benefits from their experiences. In this sense, at that point, succession planning can play a vital role to prepare individuals to realise their career plans in the organisation.

Sixth, succession planning improves staff morale: Succession planning is a vehicle for improving staff morale by cultivating the practice of internal motivation. Promotions from within allow an organisation to make effective use of the employee skills and abilities. When the organisation provides an opportunity for internal employee promotion that becomes an incentive to boost morale the employees within the organisation.

Seventh, it improves ability of employees to respond to changing environmental demands: Organisations operate organised succession planning purposely to prepare and develop employees' capability to cope with ever changing environmental demands. This helps to safeguard the organisation from uncertainties of the dynamic environment. The practice of grooming candidates for key organisational positions enables the organisation to be in a position to turn the uncertain environmental variables into a strategic vision and future.

Lastly, succession planning reduces head count to essential workers only: Organisations embark on succession planning programme is to decrease head count to essential workers only. In this era where business is featured with aggressive competition, it becomes unprecedentedly necessary for organisations to improve processes to lessen cost, decrease cycle time, and enhance quality and output. Processes must be reassessed vis-à-vis the results required, and avoiding the business as usual tradition. Given such business environments, organisations need individuals who can map out what it takes to get the job done better. This is possible when the organisation has an effective succession planning programme in place.

Therefore, it turns out imperative for organisations to run an effective succession planning in order to stay competitive in the era of globalisation and to become innovative and flexible so as to counter uncertain environment in the industry.

2.5 Succession Planning steps and elements

The field of succession planning falls short of a coherent theoretical and methodological approach (Giambatista, Rowe, & Riaz, 2005). Giambatista et al.

(2005) claim that different studies that assessed relationships among various succession factors have produced mixed results. However, several scholars have advanced some theoretical conceptions on how organisations can organise, establish, and assess succession planning. For instance, Rothwell (2010) suggests that an effective succession planning effort is one that is capable of cultivating talent from within and ensures leadership continuity. Rothwell asserts that it is vital for organisations to institute formalised succession planning as part of organisational strategic and management tools. He recommends that systemic succession planning can be realized by following his seven-pointed star model that consists of the following steps:

The first step involves *making commitment*. This entails that the institution's decision makers should be committed to systematic succession planning when establishing a programme. This step involves the decision makers doing the following: Assessing current problems and practices; assessing and demonstrating the need for the programme; Benchmark succession planning practices in other organisations; Clarification of the roles of different groups in the programme; Formulating a programme mission statement; developing a policy and procedures to guide the programme; Identification of target groups to be served by the programme; Establish measurable goals and programme priorities; Developing an action plan to guide the programme and communicating the action plan. This implies that the management of the organisation should establish succession planning as programme.

The second step is *assessment of present work and people requirements*. Having gone through the first step, the decision makers have to make assessment of the present work requirements in key positions. This enables developing individuals for potential future positions in light of and consistent with job requirements. The practitioners have to identify competency requirements associated with the identified key leadership positions likely to exist in the organisation. Through that way individuals can be prepared for progression firmly grounded in work requirements.

The third step entails *appraisal of individual performance*. This entails making a critical evaluation of individual performance to identify their present job

performance. The evaluation is essential in succession planning programme as the current performance ability of the individual has a significant bearing on his/her future responsibilities. In other words the planners have to assume that individuals must be performing well in their present jobs in order to qualify for advancement. In this step the organisation begins to generate a pool of talent to make human capital readily available in the organisation.

The fourth step is *conducting assessment of future work and people requirements*. This involves determining the requirements in terms of work or competency in key leadership positions in the future. Effort is made to assess future work requirements and competencies to align with the strategic direction of the organisation. By assessing both work and people requirements the organisation can prepare future leaders to cope with changing requirements and strategic objectives of the organisation. That is to say, future leaders are prepared to cope with changing requirements.

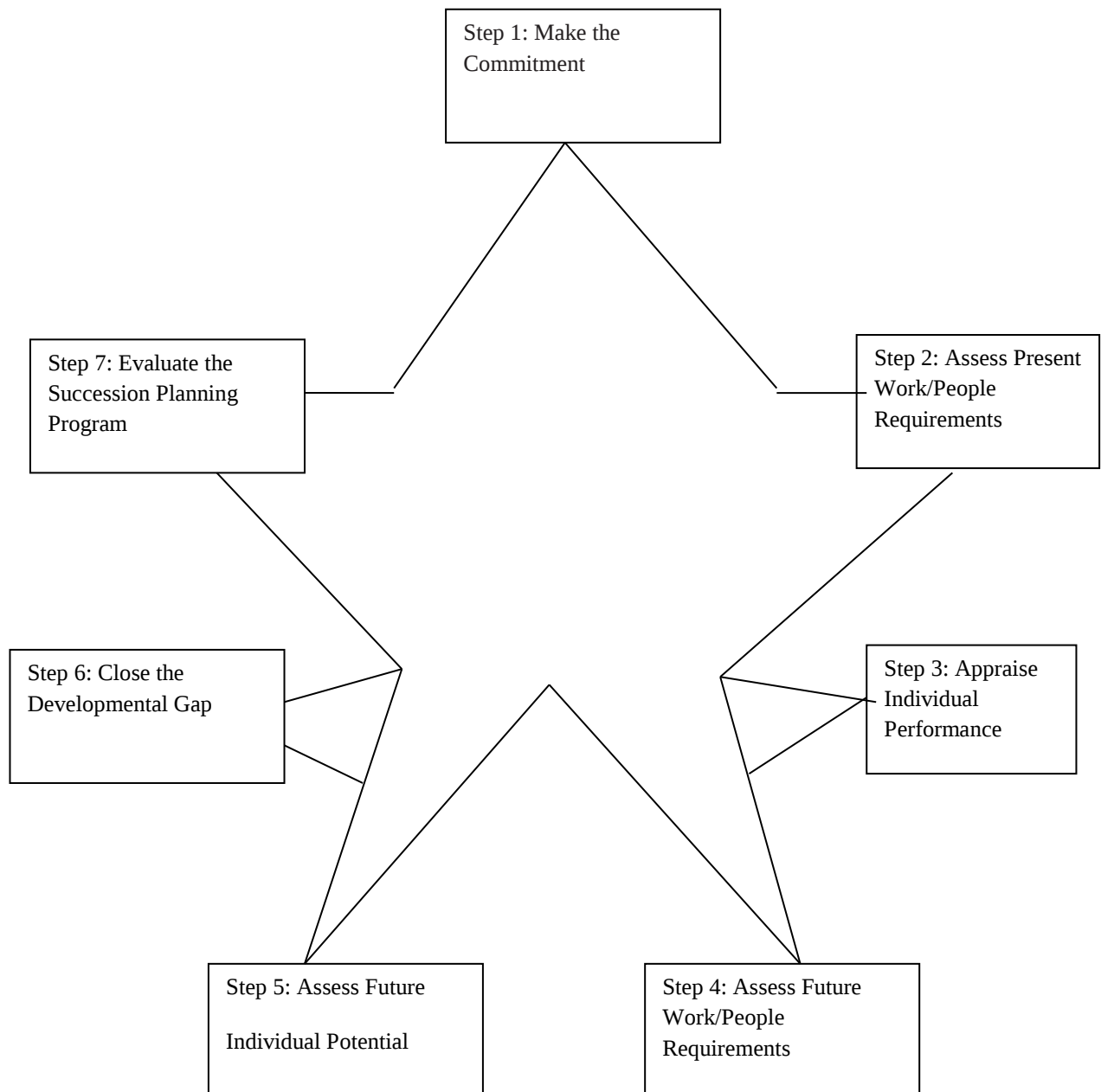
The fifth step entails *assessing future individual potential*. This examines the extent to which the individuals are ready for future advancement. Assessment is also made to determine the talents individuals possess and the degree of match between the talents and future work requirements. Thus, the organisation has to launch a series of processes for assessing future individual potential.

The sixth step is *closing the developmental gap*. The organisation should set up a long-term programme for leadership development to nurture future leaders within the organisation. This will help the organisation to meet succession planning needs by developing people within the organisation or through other means to cater to succession requirements. It is advisable that decision makers explore options to conventional promotion-from-within methods of addressing succession needs.

The seventh step involves *evaluation of the succession planning programme*. Evaluation is the final step of the model. For improvement, the succession planning programme must be subjected to continual evaluation to assess how well it is working. This entails assessment of the programme to determine the extent of its

success. The results of evaluation provide inputs useful to make continuous programme improvements and to sustain a commitment to systematic succession planning.

Figure 1. Seven Pointed Star Model for Systematic Succession Planning



Source: Rothwell (2010:83)

Another synthesis of literature (Conger, 2004; Kessler, 2002; Leibman et al., 1996) has identified ten elements that encompass key items of succession planning process or practice. These elements include organizational commitment with articulation of expectations; transparency of the process; assessment of organisational needs; establishment of knowledge, skills and abilities; assessment of individual talent; development of individual growth plans; individual feedback; accountability; evaluation of process; and integration of process all over the organisation.

Organizational Commitment with Articulation of Expectations: To run an effective and successful succession planning process, institutional leaders should identify clearly the objectives and purposes of the process clearly communicate the goals and objectives of the process (Kessler, 2002) and enthusiastically take part in and contribute to the process (Fulmer & Conger, 2004; Getty, 1993). The chief executive should articulate the main beliefs and values or philosophy that as guide to the process (Kessler, 2002). If top leadership lacks interest or buy-in of succession planning process most definitely it will ruin its success (Heuer, 2003). Top leaders must be actively partake in the process and persuade junior leaders to contribute in the process (Heuer, 2003). Active participation provides top leaders the knowledge to help the development of pertinent individual advancement plans that benefit the staff and also facilitate realising the business goals of the organisation.

Transparency of Process: For the organisation to have a successful succession planning process, both the process and steps must be well known throughout the organisation (Conger & Fulmer, 2003; Getty, 1993). This entails effective communication of the plan up, down, and across the organisation. An open and sincere approach inspires employees to contribute more because they recognise where they stand in the process (Conger & Fulmer, 2003).

Identifying Organisational Needs and Key Positions: This is one of the critical elements in succession planning process. Six strategies may be applied for identifying key positions in an organisation. These consist of the analysis of the consequences due to a vacancy, organisational charting, discussions with superior

leaders, preceding experience as vacancies occurred, network charting (tracing communication pathways), or a combination of two or more of the approaches. The key positions may be either top-level positions or any other position that is challenging to fill. In addition to making an internal assessment, the planners may employ an environmental scanning process to obtain information on imminent changes taking place within the industry or sector ((Kessler, 2002).

Establish Knowledge, Skills, and Abilities: (Kessler, 2002) recommends that organisations ought to have competency definition for specific job categories or occupations. Habitually as organisation identifies the knowledge, skills, and abilities required for a potential successor, the focus is likely to be on skills needed at the moment as opposed to skills requirement in the future (Kesner & Sebor, 1994). Leibman et al. (1996) is of view that organisations should identify the leadership competencies of the future and offer suitable opportunities to acquire these skills. According to Kerr and Jackofsky (1989) the skills required of all future leaders include flexibility, communication, and teamwork. The authors suggest the application of various techniques to establish the necessary knowledge, skills, and abilities of future organisational leaders. Establishing a record of individual attributes and job requirements helps eliminate the chance for bias and favoritism in the selection process. This type of assessment is typically compiled by human resource professionals in collaboration with organisational leaders. Alternative strategies consist of the use of a job or task analysis, development of a competency model, or creation of a DACUM (Develop a Curriculum).

Assessment of Talent: in assessing the talent it is vital to take into consideration the match between individual ambitions, intellectual capacity, level of managerial proficiency, job-related qualities, or personality items and organisational opportunities. According to Kerr and Jackofsky (1989) during selection assumption is made that both sets of factors- individual and job, are basically stable, i.e. the fit remains suitable for some time period. Some organisations are based on a more universal appraisal of individuals conducted by top management. Such appraisal may

involve surveillance of accomplishments, overall performance, and long-term potential (Heuer, 2003; Kesner, 2002).

Individual Developmental Planning: Planning for individual development is fundamental element in succession planning that can support the realisation of organisational strategy by aligning individual capabilities to a specific strategy challenge, at the same time facilitating organisational flexibility and providing an objective approach to job assignment (Kesner & Sebor, 1994). The authors suggest that in an environment where competition is stiff, it is beneficial to identify an internal candidate in the organisation with the right combination of skills and traits to deal with a strategic issue since the issue can mainly be resolved in a timely and cost-effective way. Difference must be noted between task learning and personal learning. Task learning is often purposeful to impart a short-term performance competency for the organisation. On the other hand personal learning entails a long-term effort meant to shape personal attitudes and understanding within the organisation (Heuer, 2003). Task learning includes such activities as to expose the individual to such skills as project management skills or development of a business plan. Personal learning could be developed by giving the individual opportunities to socialise in a leadership group. This enables the individual to grasp a common set of values, shared language, and experience (Kerr & Jackofsky, 1989). Rothwell advocates that having assessed talent within the organisation, every employee should be accorded a chance to appraise the assessment and identify individual strengths and opportunities for improvement.

Individual Feedback: The organisation has the duty to feedback individuals on the reviews. The reviews should be quite constructive, focusing on the strengths of an individual. Although it is vital to identify strengths of individual, an effective succession planning process as well requires recognising opportunities for improvement and devising strategies to remedy the individual gaps (Heuer, 2003; Kesler, 2002). The organisation must provide regular measurement and feedback as individuals are given tasks intended to expand their skills and build up their leadership skills.

Accountability: Individuals must be held accountable to ensure the succession planning programme is material in the organisation. Lack of proper mechanism to hold individuals accountable may render the exercise becoming merely paperwork and drain organisational resources (Getty, 1993). The organisation must establish a mechanism to hold the senior leaders accountable to ensure desired outcomes of the process are attained.

Process Evaluation: It is vital to ensure regular evaluation of the succession planning process (Fulmer & Conger, 2004). The evaluation entails update on the progress in relation to individual development plans which provides the organisation an opportunity to promptly identify new talent as organisational needs unfold. Although organisations evaluate the succession planning process on a monthly, quarterly, or semiannual basis (Leibman et al., 1996), the literature suggest a minimum of quarterly reviews (Fulmer & Conger, 2004; Kesler, 2002).

Integration of Process: Literature reveals that succession planning cannot be effective as a stand-alone process (Fulmer & Conger, 2004; Getty, 1993; Kesler, 2002). According to the authors a successful succession planning process within an organisation should be well integrated, systematic, and continuous, aligned with strategic planning, and matches available talent to projected talent needed for the future.

This model is in some way related to Rothwell's (2010) seven star pointed succession systemic succession planning model. However it slightly differs from others in that it introduces other elements such as integration of the succession process into organisational overall strategy and culture, transparency of the process and accountability of the practitioners which are not overtly discussed in Rothwell's model.

Charan, Drotter and Noel (2001) recommended another approach for succession planning from the leadership Pipeline Model which was presented by Mahler and Graines (1983). In their approach, succession planning entails keeping alive the organisation by filling the pipeline with best performers to make sure that all

leadership levels have plethora of such performers to draw from, both present and in the future. Moreover, they introduced a five-step plan model for succession planning. The first step involves the organisation to tailor the leadership pipeline model to fit their organisation. The second step entails translation of performance standards and potential into their own language. The third step involves documentation and communication of the standards set in the previous step during the organisation. In the fourth step, organisation conducts evaluation of potential candidates through a combined potential-performance matrix. The final step involves frequent and robust review of the plans and progress of the entire pipeline.

Rubin, Powers, and Illia (2007), present another succession planning model based on six basic steps: (i) establishing skills and competencies needed at each leadership level, (ii) identifying a pool of candidates for various leadership positions, (iii) assessing candidates for respective leadership positions, (iv) implementing individual development plans using various approaches such as coaching, mentoring, formal training, on the job training, and special assignments (v) selection of leaders as positions become vacant, and (vi) implementing changeover between the precursor and the successor.

Based on the analysis of several approaches described above, two things are important to note. First by inferring from the approaches above it follows that succession planning cannot effectively operate in isolation. It must be an integral part of the overall organisational strategy, strategic plan, or culture (Harmon, 2007; Rothwell, 2005; Stephens, 2006). In other words, succession planning must always attach to an organisation's definition of the critical leadership capability and also be aligned to the necessary organisational behaviors. The integration of succession planning into an organisation, will continuously guide the assessment of competencies of the candidates and guide the process of developing each individual candidate. Because managing succession processes is an enormous work, organisations are advised to have a competent person, committee, or section that will be responsible for coordinating all succession activities (Rothwell, 2005).

Second, that there exist different approaches to succession planning. While some approaches exhibit common aspects, others depict distinct succession planning aspects. Based on the analysis of the approaches described above, this study proposes its conceptual framework as displayed in figure 2, mainly synthesized from Rothwell's (2010) model and Conger (2004) and Kessler (2002) model, consisting of main six variables: Top Leadership Commitment, Identifying Organisational Needs and Key Positions, Assessment of Talent, Individual Developmental Planning, Process Evaluation and Integration of Process. See section 2.4.

2.6 Features of effective Succession Planning Programme

Rothwell (2010) recommends essential characteristics of an effective succession planning programme in an organisation to include the following features.

Participation and Support of Top Management: Just like any other programme the effectiveness of succession planning is subject to among other factors the support and participation of top management. Top managers and corporate board must actively take part in the succession programme to motivate the devotion effort of other team members to the succession programme.

Needs-Driven with External Benchmarking: Management should devote some effort to benchmark best practices in other organisations on how succession issues are carried out. Two questions are key in making this comparison: First is how does the organisation compare to others that may have more sophisticated approaches? Second is what approach is actually needed and preferred by decision makers in comparison to what HR practitioners may feel is needed or wanted?

Succession Planning should have Focused Attention: Succession planning is not a random exercise. Managers should not allow succession planning to chance. Management should design a systematic way to ensure the focus of effort is devoted in developing individuals with proven potential to occupy future leadership responsibility.

Succession Planning and Management Extends to all Levels: Succession planning should extend to all levels of the organisation. Organisation leadership should focus succession attention to the levels where there are greater business needs or the greatest risks of loss due to departure. Thus, the target of succession planning should be in areas where there is high prediction of retirement or turnover irrespective of position levels.

Succession Planning should be a Systematic Approach: There should be a continuous process to focus attention on succession planning. The process should be in writing to allow everyone to be sure with what is supposed to take place and when. It is vital to ensure integration between internal recruitment, external recruitment, and internal employee high-potential development and high-potential retention practices.

Clarification of High-Level Replacement Needs: Managers must make the effort to establish plans for key officers' retirement. This enables the organisation to identify time span for development of key positions. Despite the fact that there is relationship between high pay levels and the possibility to accept retirement when eligible, developing people for higher responsibility takes time. Short of which, may require managers to design special incentive packages to ensure retention of top-level managers when they are expecting retirement.

An Obligation to Identify and Prepare Successors: It should be responsibility and accountability of all executives to identify and groom successors. There must be accountability system so as to impact the actions of the executives.

Specific Developmental Programmes established and Conducted: Persons considered to have high potential should partake in planned developmental programmes to groom them for the future. Such programmes may be viewed in three stages, which are based on the level of participants' experience with the organisation. In stage 1, there is a relatively large pool of prospective high potentials. They range from little experience through eight years with the organisation. They are taught general management skills. According to Rothwell (2010), only 6 percent of those in stage 1 make it to stage 2, where they participate in tailor-made developmental experiences,

intensive on-the-job development, and specialised courses and where they occupy important positions. A smaller percentage those in stage 2 progress to stage 3, where they occupy important positions while they are carefully prepared for senior positions.

Integral Part of Organisational Culture: Succession planning is effective when it is not practiced in isolation; it must be integrated to the organisational culture. Rothwell (2010) points out that one important element of succession planning and management is that it must be linked to organisational culture. That is, a succession planning programme should be part and parcel of the organisational culture. In view of that, some put forward that planning for retirement and ensuing replacement of the Chief Executive Officer (CEO) in a private and family business should start several years at least ten years prior to the expected date of retirement (Harmon, 2007). Treating succession planning as an integral part of organisational culture makes this long term succession planning possible. Integrating succession planning to organisational culture has a significant bearing on the assessment of candidates; it becomes a continuous guide for assessing competencies and success factors of candidates who are potential successors (Rothwell, 2010).

2.7 Barriers to Succession Planning

Literature indicates that succession planning suffers from several obstacles which emerge from many areas. For instance, (Paradise, 2010), is of view that lack of time to create and maintain an active succession plan is one of internal barriers to succession planning in most organisations. In this case, states Paradise (2010), focus tends to turn on immediate needs rather than future needs. Such immediate needs could be related to money in the absence of sufficient funding to create a succession plan.

Mizrahi (2014) notes fear of change as a barrier to succession planning. This exists where leadership avoids facing the fact that in the end change will take place in the organisation. The author observes that this fear could constrain the transparency required for effective succession planning in an organisation. This is consonant with

Luzebetak (2010) who identified a negative perception toward the culture of succession planning as a main barrier.

According to Belkin (2012) Lack of accountability in poses a potential barrier to succession planning. Leaders need to be held accountable for identifying potential new leaders in the workforce. It means that if this is ignored, the organisation will lack candidates to follow up and lead the organisation.

Lack of culture of transparency: Belkin (2012) also insisted on the necessity for a culture of transparency in the organisation so that all individuals are aware of the succession process. Transparency is vital as it entails showing the staff the aspiration for the succession plan. It also serves to identify the interests and knowledge of all workers and how to best develop them so that although you do not place the person into management, the individual can be developed into a senior line person with expert knowledge in their field. Belkin supposed that makes focused development of all staff which cultivates the entire atmosphere in the organisation. Moreover, it indicates that the management is not merely looking for replacements for top leaders, but have interested in developing all staffs to enhance their effectiveness.

Other barriers to succession planning include unwieldy recruitment processes, insufficient resources for talent management, external regulation and increased global talent competition, and unsupportive organisational culture. Lack of clear organisational vision; lack of support from top executives; ignorance regarding the significance of succession planning; lack of knowledge, skills, and personnel; and fear about the succession planning implications, such as adverse effects in finances. Other barriers are associated to staff motivation or attitude such as uncontrolled employee mobility; lack of interest in the leadership positions due to high workloads, inadequate rewards, and, lack of confidence, competences and talents (Mateso, 2010).

2.8 Empirical Literature Review

This section presents review of significant prior researches relevant to the proposed study. The review discusses some practical issues related to succession planning.

Danson and Omwenga (2016) studied effects of leadership in human resources succession planning in Kenyatta University in Kenya. The purpose of the study was to find out if there is effective leadership strategy used in enhancing the application of human resource succession planning in the university. They concluded that the role of effective leadership cannot be overlooked if human resource succession planning has to be effective in any work organisation. They further note the positive contribution of effective leadership to the Human resource succession planning in Kenyatta University and place an emphasis on the importance of succession planning. That the adoption of succession planning by other public universities may lead to improved performance and motivate employees among the staff in the universities. However, the researchers recommend that the management of the university have to publicize the importance of succession planning to the stakeholders as the study revealed that succession planning was relatively new to most of the university directorates.

Mehrabani and Mohamad (2011) focused on identifying the important factors influencing the implementation of succession planning. They mainly focused on six factors which include: training, management support, creating a positive vision, clarifying the career path, strong organisational culture and financial condition. (1) Training: The study shows that all respondents were of view that organisational training plans enable the staff to learn new skills and knowledge which gives them new performance abilities. Trained employees have more competencies which prepare them for succession into vacant positions. (2) Management support: findings from the study depict that the respondents underscored the role of supportive management in the implementation of succession planning is vital. (3) Creating a positive vision: the findings portray little understanding of succession planning and its importance to the organisation by the employees. Thus the management has to create awareness and create a positive image of the results of succession planning

among the employees. (4) Clarifying the career path: from the study it is noted that clarifying the career path enables staff to understand career objectives that is a key to implementing succession planning programme. (5) Strong organisational culture: the results of the study emphasize the influence of a strong organizational culture which provides values, beliefs, standards and paradigms for all employees that affect the effectiveness of succession planning. (6) Financial condition: the study indicates that there is greater correlation between financial condition of the organisation and effectiveness of its succession plan. For example, implementation of human resource training needs sufficient funds.

Muhoho (2014) conducted a study to assess challenges facing human resources succession planning in public and private work organisations based in Dar es Salaam region. His major findings include general lack of knowledge on how succession planning works by most respondents in the surveyed organisations. The researcher concludes with several factors that affected the effectiveness of succession planning in those organisations that practiced, which include the desire of top management to ensure continued training programmes, recruitment of candidates with capabilities, effective strategic leadership and management development. This study nevertheless falls short of other technicalities of succession planning. Its mere focus was on the challenges which face succession planning in the public and private non academic organisations. Therefore this study is deficient of both knowledge gap and methodological gap that the current study seeks to address.

Folkers (2008)'s study on succession planning in the Nebraska state government identified barriers that made succession planning not to work. Folkers identified lack of funding and insufficient staff to perform the work for succession planning which inhibited effectiveness of succession planning process. Also, favoritism by line managers in selection of individuals into the succession planning resulted in a negative attitude among coworkers. As Belkin (2012) has stated above, there is a call for transparency if succession planning is to record success. Moreover, Folkers asserted that a lack of managerial support and lack of vision can lead to a lack of confidence in the techniques employed in succession planning. The author further

notes that these identified barriers can be remedied through encouraging transparency and a buy-in from organisation leadership.

Grossman (2014) studied succession planning and knowledge transfer in higher education in America. The purpose of the study was investigating philosophies and strategies that drive academic succession planning and knowledge transfer. His study concludes that formal succession planning keeps on being ignored, knowledge transfer activities take place sporadically, and largely influenced by management style. The results of the study further indicates that succession planning in academic institutions may lack realisation owing to concealed staff departure intentions, unsupportive institutional culture, and insufficient internal leadership pool. Moreover, the study observes that the philosophies of searching external candidates for best fit, the belief on adequacy of informal succession planning approaches, and assurance on potential of institutional trust and reputation to attract competent leaders result into absence of succession planning.

Zepeda, Bengtson, and Parylo (2012) examined succession planning for school systems that encounter the requirement for more leaders due to the increase of new schools and the need to replace retiring baby boomers. Zepeda et al. affirmed that leadership succession planning has been a subject for concern in both public and private sectors since the 1980s. Be that as it may, Zepeda et al. claimed, having a succession plan alone is not sufficient and that continuous controls within the system as well as setting a high priority on issues related to succession are basic to fruitful succession planning programmes. Notwithstanding systemically replacing planned retirements, succession planning likewise restrains the possibility of disaster originating from a sudden loss of a key leader.

Nieh and McLean (2011) surveyed the links between succession planning, leadership development, and ethics. The authors established that succession planning serves many objectives such as a tool used to identify, select, and develop workforce, boost staff motivation, and as a means to develop and retain competent workforce. According to the study, organisational leaders must as well select ethical leaders

given the effect that ethics has on the culture of organizations. The study maintained that there is a substantial connection between the three factors examined and recommended that succession planning could be the medium by which organisational leaders identify, select, develop, and retain ethical leaders.

Montague (2004) examined the leadership development practices in the community colleges. Montague's study centred on three questions concerning the processes used to develop future organizational leaders, to identify tensions between organisational and individuals development needs, and to identify challenges or barriers to succession planning. The study drew a sample of six college leaders for data collection. The key findings of the study point out that the colleges studied make use of combination of both formal and informal processes to develop future leaders, with the latter being much in use. The results imply that formal processes are deficient since solid organisations where individuals have long tenure somehow shielded the organisation from making significant decisions about the long-term leadership development of or nurturing a next generation of leaders. The study also indicates that the majority of the leaders interviewed expressed that they lacked the skills and time to focus on leadership development activities. The researcher concludes by observing that leadership development is not a one-size fits all process; as such it is difficult to develop universal approaches applicable to all individuals and organisations.

Hull (2005) surveyed 286 presidents of American community college to explore the type of leadership development initiatives employed by the colleges to cultivate future administrators and establish the perceived effectiveness and value of the leadership development initiatives. The study results show that 86 percent of the presidents asserted that they had introduced some form of formal leadership development to tackle the predicted succession gap while 64 percent make use of some type of internal leadership development programme. Hull found that smaller institutions offer fewer opportunities for internal leadership development programmes in comparison with bigger institutions. He suggests that this gap may result from several challenges including funding and resource challenges. From the

result of the study, the researcher recommends that institutions should offer leadership opportunities for staff who exhibit leadership potential through implementing a formal succession planning process.

Heuer (2003) explored succession planning for top leaders at rich private American universities. The study reviewed institutional documents to gather data on succession planning. He investigated three questions to establish importance of succession planning, to identify the barriers to succession planning in higher education, and to survey succession planning models that may fit the environment of higher education. Findings of the study reveal that the investigated institutions known as Ivy-Plus lack sufficient bench strength talent in key jobs. The researcher notes that the future challenge lies in identifying the skills and traits of potential leaders, as opposed to mapping out a plan to address the requirements of the organisational chart.

The results further disclose several process barriers which include weak leadership support for the process. In addition, the perception that there are no strong leaders in higher education was the most persuasive. The study concludes with a note that fundamental organisational and political design may obstruct the execution of succession planning and management in higher education. Nevertheless, the researcher suggests strategies to improve the chances for successful succession planning processes. Some potential strategies embrace the use of performance management, development of internal talent, career coaching and identification of broad organisational leadership competencies.

Gilbert (2017) explored how private higher education institutions approach succession planning in Los Angeles. The study focused on two main issues; the incentives and obstacles to having a successful succession plan, and, successful criteria for having a successful HR succession plan. The study found that Universities must look at 2nd and 3rd tier management to assist fill the future gaps in leadership from the pending retirements faced at their university. The researcher insists that doing so would facilitate continuity of their university mission. On the other hand providing incentives for mid-level management succession planning

practices can drive talent movement across departments. This could make the university stronger and able to respond faster when leadership position vacancies arise.

From the study findings, obstacles to succession planning include actions such as poaching from other universities which makes it difficult to retain developed talent at the university. Another obstacle is long tenure of existing university employees because the developed talent waiting for upward movement can depart as opportunities presented somewhere else. Moreover, fear of change presented another obstacle because if there was not buy-in of the succession plan, it would be difficult to maintain and implement across the university.

Furthermore, the results show that several criteria for successful succession planning were identified from the field. These comprise: (i) providing sufficient time for development of the succession plan, (ii) having a plan in place and relaying that plan to the university can provide positive results in terms of development and retention of the university employees, and (ii) executive leadership along with lower level management maintain positive ownership of the plan to enable the successful implementation of the succession planning practices across the university. The researcher insists that culture of the university has a significant influence on the practice of succession planning. Culture is a driving factor for all the surveyed institutions' succession planning practices.

Richards (2009) investigated Strategies for Succession Planning in Higher Education. Several findings were revealed from the study; including absence of formal succession planning in most institutions despite existence of leadership development activities. The results also expose how academic governance and culture may have influenced institutional approaches to succession planning. The researcher recommends some strategies for implementing deliberate and systemic succession plans in the academic setting. These include safeguarding executive support, integrating the succession plan to institutional culture, mission, vision and goals. Cautiously building communication plans to accommodate talent

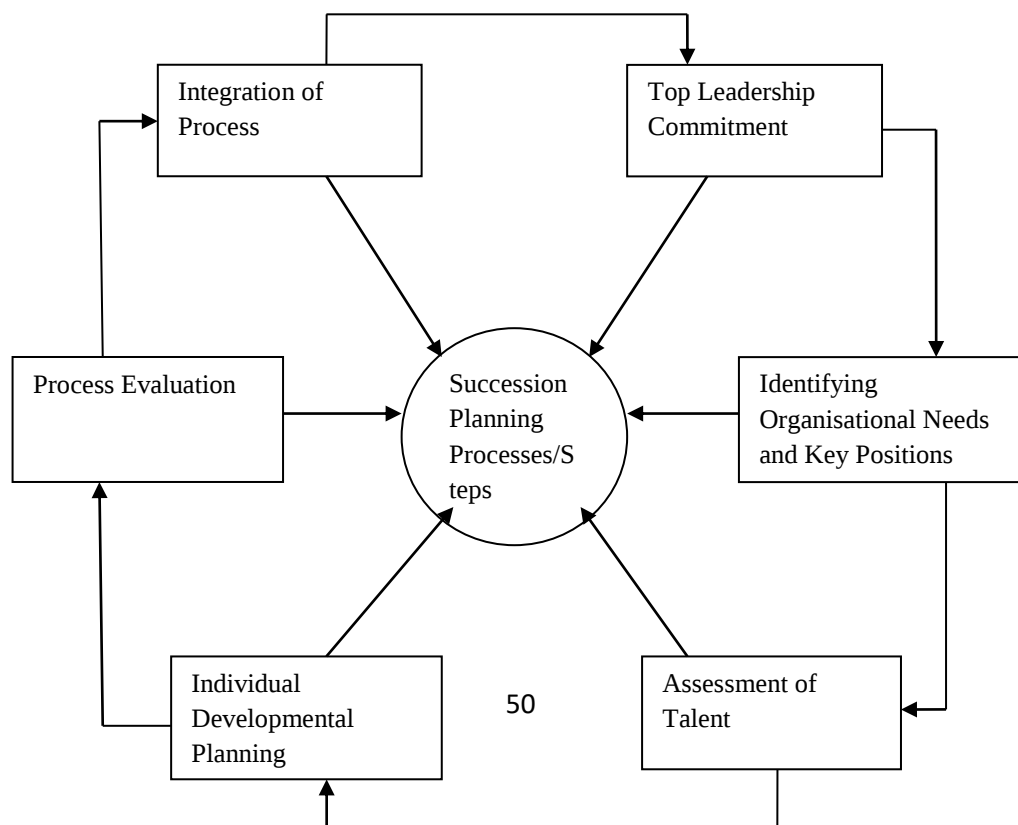
development, and, a regular evaluation of both the people and processes involved in succession planning.

2.9 Research Gap

The preceding review of the literature on succession planning in higher education institutions has shown that each study focused on one specific aspect of succession planning. Danson and Omwenga (2016), for instance, merely focused on the effects of leadership in human resources succession planning in Kenyatta University in Kenya. Moreover, most of the studies have been done in the United States and a few in African higher learning institutions. Despite their useful insights these studies cannot be used to understand the Tanzanian situation because succession planning is not a one-size fits all process with universal approaches applicable to all organisations and cultures. Lack of adequate research devoted to study succession planning in Tanzania's higher education institutions and in other organisations creates knowledge gap that render the need for Tanzanian specific studies.

2.10 Conceptual Framework

Figure 2. Conceptual framework for succession planning



Source: Adapted from Kessler (2002) and Conger (2004)

Description of the criteria/dimensions that were used in assessing the effectiveness of succession planning at the organisation

Top leadership commitment: This element stands for the need for commitment and engagement of institution's top leadership in the succession planning processes. Commitment is regarded as the heart of all succession planning effort in an institution. Top leadership of the institution has to play a critical role in succession issues (Rothwell, 2005; Gandossy & Verma, 2006). In reality, top leaders must give support to managers who encourage internal leadership growing, cultivate behaviors that promote attracting and retaining talent and formulate and foster succession planning policies (Rothwell, 2005). Top leadership commitment was measured by examining the actions (effort) that have been taken by the leaders to prepare the junior staff to occupy top/key positions.

Identifying organisational needs and key positions: This practice involves the assessment of both the current and the future work requirements and competency requirement for the key positions of an entity (Rothwell, 2005; Rubin, Powers, & Illia, 2007). This practice aims at identifying existing gaps between the actual situation and the preferred work and competency requirements for leadership positions (Rothwell, 2005). Essentially, it serves to groom future leaders, skills and competencies for each leadership level and position need to be identified (Rubin et al., 2007). To assess identification of organisational needs and key positions the leaders were asked to explain whether and how they do it and the frequencies at which the exercise is conducted.

Assessment of Talent: This practice entails continuous and explicit procedures for assessing talents of individuals for applications in the future. Its aim is to execute retention schemes and develop each talent (Gay & Sims, 2006; Rothwell, 2005). It is about establishment of talent management for key positions which helps creation of talent pool to prepare staff for both horizontal and vertical career advancement. This

criterion/dimension was explored by asking the leaders to explain whether and how they explore the junior staffs' talents.

Individual Developmental Planning: Identification and development of future leaders is key to succession planning activities (Rothwell, 2005; Berke, 2005). As individuals exhibit variations in competency needs, the trainers should customise capacity building to individual development plans (Rothwell, 2005; Krauss, 2007). The authors stress on the combined use of leadership development strategies. The incumbent leaders should partake in mentoring or coaching individuals who appear to be potential candidates as a part of development strategy (Rothwell, 2005; Sobol et al., 2007). Individual development planning was assessed by asking the leaders to explain whether coaching and mentoring programs are present or not, how are they conducted and at which frequencies. In addition this was measured by exploring whether and how the junior staffs participate in implementation of institution's development plans and provide their views on effectiveness of the plans.

Process Evaluation: It is fundamental to conduct good evaluations of performance and leadership readiness of the high potentials. This is because not all individuals in a pool of potentials will qualify for leadership candidacy (Rothwell, 2005; Sobol et al., 2007). Evaluation is also vital to ensure regular evaluation of the succession planning process (Fulmer & Conger, 2004; Rothwell, 2005). Process evaluation was assessed by critically looking at the mechanisms used in evaluation and also who evaluate the candidates.

Integration of Process: This entails the integration of succession planning processes into overall culture or strategy of the institution. Such kind of integration is critical in view of the fact that it provides the framework for succession processes to remain continuous. Rothwell (2005) maintains that for an organisation to sustain a long term improvement and organisational liveliness, the practices of attracting, grooming internally, retaining talent, and growing leaders from within should be rooted in its policies and strategies. This criterion/dimension was explored by asking the leaders

to explain how they integrate succession planning into human resource management policies of the organisation and overall strategy.

CHAPTER THREE

RESEARCH METHODOLOGY AND PROCEDURE

3.0. Introduction

This chapter describes the methodology that was used to study the research problem. It explains the approach that was employed to understand succession planning in higher learning institutions. Thus the chapter selects and explains research design, area of the study, population of the study, sampling techniques and study sample and also methods of data collection and data analysis.

3.1. Study Area

The study was carried out at Local Government Training Institute located in Dodoma municipal. The research involved all departments that constitute the institute for gathering information. This area of the study was selected due to the following reasons:-

The institute is charged with responsibility to prepare skilled and talented personnel for enhancing performance of Local Government Authorities (LGAs). Thus, the researcher was enthusiastic to understand the pattern of the institutes' succession planning, which will determine how well the institute ensures leadership continuity to sustain its academic excellence. Also the fact that the institute is located in the emerging political and economic city (Dodoma) makes it appropriate for the study, because it is likely that in the near future, due to the increased number of government and private employers, the institute may find some of its staff exiting for more competitive careers. It is therefore imperative that some efforts are needed to prepare the institute to face such gaps in leadership positions.

The institute and some key staff are familiar to the researcher. This is potential to facilitate data collection process because the key informants are less likely to be skeptical on the intents of the researcher. Familiarity with key staff also may facilitate prospects for gaining entry or access to the institute for data collection (Yin,

1994). Moreover, proximity of LGTI to the researcher's place of residence made it the best choice unlike far places given the limited budget available the researcher is able to mobilise for the study.

3.2. Research design

This study used a case study design to investigate the research problem which is Understanding Succession Planning in Higher Learning Institutions. A case study design involves in-depth study of a particular research problem (Bramble, 1989). The selection of this study design is based on the following reasons:-

Limited budget available to this study made case study (single case study) a more plausible approach to the study. Black and Champion (1976) note that a case study design potentially saves cost of the research and time restrictions within which the researcher must operate. Thus using a case study design, certainly was potential to keep the researcher's costs to the minimum as data could be collected first-hand and in-depth while the researcher was affiliated in the institution of the study. Furthermore, case study design was chosen as it allows flexibility in terms of data collection and methods in case the researcher faces difficulties of finding a balance between research plans and conducting the research in practice.

The quest of the researcher to gain in-depth analysis and complete information about the succession planning issues in the selected institution is best served by case study design (Yin, 2003, Flick, 2009). This enabled the researcher obtain a clear understanding about succession planning efforts and initiatives taken at the case study institute, as the case study design allows to make meticulous probe to the research problem. Thus case study was selected due to its potentiality to provide the advantage for the researcher to study the practice of succession planning in detail and in context.

Moreover, the quest for low encounter of refusals as outsider to the study destination makes a case study the preferred design for this study. Black and Champion (1976:92) observe that "the fact that a case study design affiliates the researcher with

the organisation or group studied supports and helps to legitimise his or her research efforts." Case study design thus provided an excellent opportunity for the researcher to gain tremendous insight into the initiatives taken by the case study institute in planning for succession of persons in key positions. Lastly case study enabled the researcher to gather data from a variety of sources that were converged to enhance understanding of succession planning initiatives in the case study institution (Baxter & Jack, 2008, Yin, 2009).

3.3. Study Population

The target population for this study was both academic and administrative staff. The population size was 170 staff from which sample was drawn.

3.4 Sampling techniques

In selecting the study sample, the researcher employed two methods of sampling namely purposive sampling and simple random sampling.

(a) Purposive sampling

This is a type of non probability sampling whereby the units to be subjected to the study were selected based on the researcher's judgment about which ones would be the most useful or representative (Babbie, 2010). This sampling approach was used in selecting into sample heads of departments and members of top management because of their experience and profession in the field of human resource management that may provide relevant data on the initiatives and efforts taken by the institute in effecting succession planning. Thus purposive sampling was used in this study purposely to ensure that key informants involved in succession planning are included in the study.

(b) Simple random sampling

Since purposive (non probability) sampling method cannot guarantee that the sample studied is representative of the whole population (Babbie, 2010), the researcher also used probability (simple random) sampling in order to be more precise and to

provide useful descriptions of the total population. Simple random sampling technique was used to obtain study sample from staff of selected departments who were served with questionnaires. The aim of using this technique to these respondents was to understand their social and demographic profiles as these have implications in succession planning. Also the aim was to enable them rate the effectiveness of development plans existing at the organisations.

3.5 Sample size

This study used Yamane (1967)'s simplified formula to determine sample size.

Whereby 90% confidence level and precision level =0.1 were assumed.

Sample size formula:

$$n = \frac{N}{1+N(e)^2}$$

Where:

n = Sample size

N= Population size (170)

1= Constant

e= Level of precision

By equating the values in the above formula, the sample size was estimated as follows:

$$n = \frac{170}{1+170(0.1)^2}$$

$$n = 63$$

Hence, a random sample of sixty three (63) respondents was drawn, while a purposive sample of eight (8) participants were selected. Therefore, the study sample

comprised of seventy one (71) participants from one hundred and seventy (170) population size.

3.6. Methods of data collection

This section describes the data gathering process. It selects and clarifies the data collection methods used: interview and questionnaire and documentary review. As explained below this study employed interview, questionnaire and documentation.

3.6.1. Interview

An interview is an important source of data for the case study (Yin, 1994). In this study, interviews were conducted in order to collect profound information about succession planning initiatives from the heads of department and members of top management. An interview guide was designed in order to maintain consistency in asking the questions. This facilitated the process of editing, coding and classifying responses from different respondents.

The justification of using interview lied in the potential of this data collection method to serve the quest of obtaining in-depth information about the practice of succession planning from few key informants. Black and Champion (1976) and Bailey 1994) assert that interview provides rich information that is particularly useful in providing insights for description of social reality which no other method of data collection can provide. Therefore interview method afforded the researcher an opportunity to probe for more specific answers. In addition to that the interviewer could repeat the question when the response indicated that he informant misunderstood the question. Such opportunity a questionnaire cannot serve. Moreover, interview has better response rate which adds to the reliability of the method to provide quality information. Interview insured reliability of the data in that in interview the respondent alone can answer the questions and thus unable to cheat by receiving prompting or answers from others or by having others complete the questions for him or her.

The main limitation of interview however, according to Silverman (2006) and Black and Champion (1976) is that it limits opportunity of the informant to consult records for relevant facts or in case the respondent does not remember the exact answer to the question. This challenge was tackled by using questionnaire method to tap additional information from the informants.

Another challenge an interview poses is slowness and takes longer time to cover large sample. Therefore, the researcher used questionnaire simultaneously to cover for larger sample of respondents.

Eight interview participants were purposely contacted. Certain criteria such as level of leadership and number of years of service at the institute. To analyse the responses from interviews the researcher applied two approaches which are within-case and cross case analysis with the eight interviewees as case units. With within-case analysis, the researcher analysed responses of each participant under major SP themes. Thereafter the researcher applied cross-case analysis to create sub-themes across eight respondents.

The interview proceeded through guiding questions prepared in advance, whereby each question was commensurate with the following themes: 1. Understanding of succession planning as a practice. 2. Participant's opinion on the initiatives (effort) taken to prepare junior staff to takeover leadership positions in the institute. 3. Views of participants about challenges affecting implementation of succession planning in the institute.

3.6.2. Questionnaire

A semi-structured questionnaire with items containing both closed ended and open ended questions was administered to a random sample of respondents. The main purpose of the closed questions were to elicit factual information about succession planning initiatives, while open-ended questions were used for the purpose of seeking opinions, attitudes and perceptions of employees' opinions on the succession planning efforts and initiatives at the institute. By using questionnaire it was possible

to collect views from a substantial number of LGTI staff on the subject. The questions were asked in as logical order as possible in order to avoid misleading the minds of the respondents. Moreover, the researcher made sure that the questions flow in the sequence of the objectives of the study and the research questions so that the responses answer the research questions clearly.

Unlike interview, questionnaire speeds up data collection process because the researcher reaches a large number of respondents in a fairly short period of time. Since a large number of respondents were involved, questionnaire data provided more information on the practice of succession planning (Silverman, 2006).

3.6.3. Document Review

Review to documents was made with a view to complementing the primary data collected through interview and questionnaires. The researcher reviewed various documents with relevance to the study, which included: strategic plan of the institute, promotion policy, staff training and development policy, and staff record. In reviewing the documents the researcher was interested in investigating presence of policy statements associated with succession planning practices in the institute. Moreover, staff inventory proved helpful in obtaining information on qualifications of LGTI staff for filling different leadership jobs in the institute.

3.7. Data Analysis

The purpose of analysing data is to summarise large mass of information to more understandable and meaningful way (Krishnaswami & Ranganatham 2009). Data analysis entailed a critical examination of the assembled data for understanding the succession planning activities of the subject institute.

Both qualitative and quantitative methods of data analysis were employed. The focus of qualitative data analysis was on identifying opinions attributed by the participants in relation to the practice of succession planning in the institute. Qualitative analysis of data, therefore, involved assembling and grouping qualitative data in terms of themes emerging from interview responses and documentary review in relation to the

research objectives addressed by this study. The main task in this case was examining the major themes emerging from the sets of data and also describing in details patterns of relationships among the sets of data with a view to describing inter alia the extent to which the institution practice succession planning.

Quantitative data analysis involved numerical presentation and manipulation of the responses collected for the purpose of assessing succession planning practices in the case study institution. Essentially, the analysis of quantitative data entailed the use of descriptive statistics and also summarising the data in relevant frequency tables with the aid of Statistical Package for Social Science (SPSS 23).

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

This chapter presents findings of this study. The findings presented base on three major objectives namely; to describe workforce characteristics at the case study institute, to identify and analyse the succession planning steps/ activities at LGTI, and to identify the challenges facing the LGTI in developing and implementing succession plans.

4.1 Characteristics of the LGTI Workforce

The first objective was to describe the characteristics of the workforce currently exiting at LGTI. To meet this objective, five aspects were studied. These included: Sex of the staff, age, education level, Work experience and expected retirement time.

4.1.1 Age

Examination of the staff by age showed that the largest percentage of the LGTI staff, (60%) are of the age between 31-40 years implying that most of the staff are youths who have many years to serve the institute. Another big number of the staff (34%) falls within the age group between 41-50 years. Only 2% of staffs are aged between 51-60 years.

4.1.2 Sex

In terms of sex, the findings showed that 59(33% of the LGTI academic staff are female while 119(67%) of staff are male. As it can be seen from the findings, the institute is having more male staff than female staff.

4.1.3 Education Level

The education level of the staff was examined with a view that it can help depict the extent to which succession planning is practical in the selected study institution. The

findings revealed the following:- Of all 178 staff, 6 staff (3.3%) were PhD holders, 73 staff (41%) were with master's degree, 40 staff (22.5%) hold a bachelor's degree, 8 staff (4.5%), while 23 staff (13%) were diploma holders and 28 (15.7%) were certificate holders.

Table 4.1 Sex and Education Level composition of LGTI staff

Education		Academic staff		Position held		Administrative staff	
	Female	Male	Total		Female	Male	Total
PhD	0	6	6	2	0	0	0
Master Degree	11	52	63	14	2	8	10
Bachelor Degree	9	7	16	5	9	15	24
Ad. Diploma	0	0	0	0	2	6	8
Diploma	0	0	0	0	12	11	23
Certificate	0	0	0	0	14	14	28
Total	20	65	85	0	39	54	93

Source: LGTI staff profile, 2018

Examining the table above the data bears two major implications as far as succession planning is concerned at LGTI. First, the education profile has revealed that the education level among the junior staff is not enough to qualify them for succession into senior positions/leadership roles as majority of them have middle and lower levels of education (41%-master's degree and 22.5%- bachelor's degree holders). This may render it difficult to engage the junior staff into leadership jobs. Second, despite the fact that sex is important in succession planning, women employees at LGTI are short of enough qualifications to hold senior leadership positions. Moreover, from the table above, only two senior positions are held by PhD holders, while majority of the rest of the positions are held by master's holders majority of whom do not have enough qualifications for those positions.

4.1.4 Work Experience

With regard to years of service time in current position, majority of the staff, 110 (61.8%) indicate that they have been holding their current position for the period between 1 and 5 years, 32.6% of the staff who have a work experience of 6-10 years, while only 5.6% of the staff have served the institute for the period above 10 years.

4.1.5 Expected Retirement Time

Regarding the expected retirement time, the human resource records of the institute indicate that majority of the staff - 147 (82.6%) are expected to retire in more than 15 years to come, 23 staff (13%) are expected to retire in 11-15 years and 5 staff (2.8%) are expected to retire in next 6-10 years, while 3 staff (1.6%) are about to retire from work within 5 years.

Table 4.2 Work Experience and Expected Retirement Time

Variable	Category	Number of staff	Percent
Age	Under 30 years	7	4%
	31 to 40 years	107	60%
	41 to 50 years	60	34%
	51 to 60 years	4	2%
	Total	178	100%
Work Experience	1 to 5 years	110	61.8%
	6 to 10 years	58	32.6%
	11 to 20 years	10	5.6%
	Total	178	100%
Retirement Time	In the next 0 to 5 years	3	1.6%
	In the next 6 to 10 years	5	2.8%
	In the next 11to 15 years	23	13%
	In more than 15 years	147	82.6%

	Total	178	100%
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Source: LGTI staff profile, 2018

Examining the data in the table 4.2 reveals two key findings on the characteristics of LGTI staff; first, the institute is staffed mostly by junior staff as compared to senior staff. Second, the institute is staffed mostly by lowly experienced people with little qualifications to be assigned leadership positions.

4.2 Succession Planning Practices at LGTI

4.2.1 Awareness about Succession Planning Process

The second objective of the study was to identify and analyse the succession planning practices at LGTI. In order to address this objective an attempt was made to first measure presence of understanding and awareness about succession planning among the leaders. Exploration of leaders' understanding and awareness was found crucial because without them it is difficult for the leaders to initiate or support the succession planning activities. The study found moderate level of understanding and awareness on succession planning processes among the senior staffs/leaders in LGTI. Generally, mixed responses were obtained with regard to understanding of succession planning by the informants. While some informants showed great understanding on what succession planning is and why it is important, others did not show any clear understanding of what succession planning means to an organisation as can be noted in the following remarks by one of them: "Generally I am not familiar with succession planning as a field of practice...but I can say it means to prepare environment for future leaders".

2.2.2 Adoption and Implementation of Succession Planning Activities

4.2.2.1 Identification of Future Leaders

After awareness and understanding about succession planning were explored, there was a need to know the steps that are taken by the institute's leadership to adopt and implement the succession planning activities. With regard to this question, the

interviewed senior staffs/leaders in LGTI explained that the institute has adopted some activities related to succession planning. These activities are: - identification of future leaders, identification of the needed leadership competences, leadership development planning and, Mentoring and coaching.

As a way to show that the institute implements some succession planning activities, one of the interviewees had this to say:

There are some practices that culminate in talent identification which include according junior staff an opportunity to participate in various activities through which their talents can be assessed. This also entails attaching junior staff to experienced ones for them to learn leadership skills”. In this case, the junior staff gets a chance to participate in all activities performed by the incumbent leader or leaders. This process eventually unveils the hidden talents of junior staff especially at departmental levels.

Slightly different views regarding succession planning activities at LGTI came from another interviewee (a head of library unit) who provided:

I have not participated directly in talent exploration... Perhaps this is practiced by the institute top leaders as the departments are not well established...we are in transition. Although I think through performance management (OPRAS) and supervisor’s evaluation of performance of subordinates the talents of junior staff can be identified..

This response is somehow similar to the one from the third interviewee who said: “Generally, there is no unified plan to explore junior staff talents. It is done by individual leaders on their wishes”.

Another interviewee from DCQA department also found succession planning as more of a theory than practice at LGTI. According to him/her the institute has not done any substantial efforts to make succession planning a reality:

“Implementation of succession planning in this institute remains questionable...I do not recall hearing any discussion regarding succession planning in this institute”.

4.2.2.2 Identification of Competencies Required for Future Leaders

The second succession planning activity is identification of competences required for future leaders. The study found that no specific programs have been adopted for this activity as one of the interviewees provided:

“We normally use the schemes of service, organisational chart and the actual HR needs for the financial year to be budgeted. The organisational establishment is what tells about the required number of key positions, their qualifications, existing employees and the deficit”; “the institute does not have a separate plan to identify organisational needs and key positions out of this procedure”.

Similar views were obtained from another interviewee who was from academic directorate:

“The organisational needs are identified based on resources available. No strict methods/mechanisms such as needs assessment framework to identify future requirements are used, however procedures which are followed to some extent reflect succession planning process. In identification of the organisational needs, the HR leaders after consultations with the stakeholders identify organisational needs from different departments/units”.

Generally the data from the interview indicated that the institute has not adopted specific programmes for identification of competencies required for future leaders.

4.2.2.3 Regular Assessment of Individual Leadership Potential

The research in this aspect intended to measure the extent to which the institute leadership provides regular measurement and feedback to individuals to assess their

skills and build up their leadership skills. Findings from interviews indicated that regular assessment of individual leadership potential rarely takes place in the institute. For instance one of the participants said:

“It takes place informally by assigning the junior staff various duties and measure their performance and through the use of OPRAS (Open Performance Review and Appraisal System)”. “No formal established means to evaluate the succession candidate; however, the supervisors can rate performance of the junior staff through OPRAS”;

Another participant commented: “evaluation of candidates is done through OPRAS however; it is not directly linked to succession planning practices”.

Another interview participant went further by saying:

Evaluation of individuals’ leadership potentials is done in an ad hoc manner. In most cases that is done in response to a particular need. For instance, in 2015 the selected staffs were evaluated for HoD candidacy through the process which involved both internal and external evaluators (search committee) who weighed the competences of candidates”. “Short of that no regular assessments are done for the purpose of identifying leadership potentials in individuals”.

Another participant added:

“Evaluation of candidates is done through track record of their performance. The supervisor evaluates performance of the individual to determine any leadership traits within the junior staff. Behavioural aspects are observed by their immediate supervisor”. Concerning the criteria for evaluation of the candidates this participant said: “they are evaluated on the basis of academic qualifications and other merits like experience, age, problems solving etc”.

From these interview data it is vivid that assessment of individual leadership potential does not take place adequately at the subject institute.

4.2.2.4 Individual Development Planning

Interviews with the participants revealed presence of different opinions regarding the question of individual development planning. For example, one of the interviewees had this to say:

“I think there are plans to ensure key positions are filled by internal staff...by sending potential leaders to training to equip them with leadership competences. The management effort to prepare junior staff to takeover leadership positions is noticeable ...although succession planning is not a formal system in this institute, although there is no a formal policy to guide the process”,

Similarly another interviewee said:

“Several capacity building programmes for instance short courses and long courses are implemented to the institute staff, but are they related and linked to succession planning! The efforts cannot be effective because they are not connected to succession planning. In essence several management efforts are required to train and prepare the staff with full competencies required for future candidates”.

Yet another participant had this to say:

“No formal activities are implemented to prepare junior staff for leadership positions. The leadership positions are filled through fire fighting approach...ad hoc approach to fill leadership positions. No prior plans to suit people to different positions”.

Generally the interview data have depicted that some individual development efforts exist at LGTI however to a small extent and not formalised.

4.2.2.5 Evaluation of Succession Planning Processes

Literature suggests that organisations evaluate the succession planning process on a minimum of quarterly reviews basis (Leibman et al., 1996, Fulmer & Conger, 2004;

Kesler, 2002). The results from key informants' interviews indicated absence of systematic plans for evaluation of succession planning process. This information was derived from different interviewees like for instance the one who said:

“No formal established means to evaluate succession planning process”. Or another one who provided “evaluation of succession plans takes place when the plans are available. In our case we do not have such plans so; we cannot do any kind of evaluation”.

Generally, findings from key informants' interviews showed that the institute is currently having no formal programmes for establishment and evaluation of succession planning processes.

4.2.2.6 Effective Communication of Succession Planning Policies and Strategies

Literature has indicated that successful succession planning requires effective communication of the plans across the organisation. Therefore, the researcher here was interested to measure the extent to which institute leaders promote effective communication system for the purpose of obtaining information that can help them develop pertinent individual advancement plans when preparing the successors.

Interview with some senior institute leaders indicated that in LGTI there are no formal communication systems for conveying information about individuals' leadership potentials as one of the participants pointed out:

We have informal succession planning, with no clear policy and open communication. Even the mentees are not informed that they are being prepared for future leadership positions. I can say that activities that imply succession planning are there, but no actual plan or replacement chart to identify the candidates in advance. As a result of this it is normal to see selection of some acting leaders without much prior experience.

Similarly, such views were provided by another participant who said: “In short there is no effective communication of the process and we do not talk the same language; The SP process must work transparently”. Generally, findings from key informants

indicated that the management of the institute has not established an effective communication system to enable a common understanding of the succession planning activities in the institute.

4.2.2.7 Institute Leadership Develops and Promotes Leaders Internally as Part of Institute Policies

The study noted some different opinions with respect to this issue. Some of the interviewees were of the views that efforts for internal recruitments to fill senior positions are in place although such efforts are not systematically organised as one of them indicated:

“I think there are plans to ensure key positions are filled by internal staff...For example in our institute, when the HoD is out of office for a particular period of time such as for annual leave, the responsibilities and office duties are delegated to subordinates who exhibit leadership talents”.

Echoing this speaker another interviewee said:

“By sending potential leaders for training to equip them with leadership competences, the management efforts to prepare junior staff to takeover leadership positions are also noticeable ...although succession planning is informally practiced with no formal policy to guide the processes”.

However, some interviewees were of the view that the current practice where the Ministry of President’s Office Regional Administration and Local Governments (PO-RALG) directly appoints officials for top leadership positions inhibits the practice of developing and promoting leaders internally. For example when giving out his view one of the interviewees had this to say:-“Centralised appointment of top leadership officials by the ministry is a setback to internal leadership development here”. Generally, the findings from the study showed that efforts for internal recruitments to fill senior positions exist albeit not systematic and sometimes affected by PO-RALG’ decisions.

4.2.2.8 Integration of Succession Planning into the Strategic or other Planning Processes

Rothwell (2005) maintains that for an organisation to sustain a long term improvement and achieve organisational liveliness, succession planning should be rooted in its policies and strategies. In this study this aspect was explored by asking the respondents to explain how succession planning processes albeit informal are integrated into human resource management policies and overall strategy of the organisation.

The findings from interviews indicated absence of efforts to integrate succession planning activities with the strategic plans of the organisations. As a result, apart from being ad hoc and informal succession planning processes at LGTI have no link with the other HR practices. Substantiating about this anomaly one interviewee pointed out: “The practice of succession planning lack coordination with other HR practices and policies, generally, the plans do not communicate...we do not talk the same language throughout the institute”; Similarly another interviewee added: “Another problem is that some of the HR policies and practices are even outdated so they cannot be aligned with succession plans even if such plans would be formal and effective. There is a need to establish linkage between SP and HR policies and overall strategy of the institute as of current there is no integration between them”.

The general views from the key informants indicated that in LGTI there are no deliberate initiatives to develop formal succession planning programs for preparing the junior staffs to assume leadership roles in the future. Although some senior staffs and leaders have considerable understanding and awareness about succession plans they have not thought of having programs for adoption and development of such plans. The fire fighting is still a predominant approach for filling different leadership or other senior positions.

Apart from the senior staffs and leaders the subordinate employees were also requested to show their understanding and awareness about succession planning and provide their opinions on the extent to which the various succession planning

activities are executed at LGTI. A Likert scale measures of 1 to 5 were used in which 1 indicated strongly disagree, 2 represented disagree, 3 stood for somehow agree, 4 agree, and 5 depicted strongly agree.

Table 4.3 Subordinate Employees' Opinions on Succession Planning Practices at LGTI n=58

Succession Planning Activities/Steps	Respondents Opinions									
	Strongly Disagree		Disagree		Somehow Agree		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
The institute leadership makes effort to identify future leaders	15	25.9%	21	36.2%	22	37.9%	0	0%	0	0%
The institute leadership makes effort to identify the needed skills, knowledge and competences	13	22.4%	27	46.6%	17	29.3%	1	1.7%	0	0%
The leadership promotes the practice of individual development planning	14	24.2%	31	53.4%	10	17.2%	3	5.2%	0	0%
Leadership provides regular assessment and feedback to potential successors	14	24.1%	34	58.6%	10	17.2%	0	0%	0	0%

Top institute leadership effectively communicates succession planning policies and strategies	17	29.4%	31	53.4%	10	17.2%	0	0%	0	0%
Institute leadership develops and promotes leaders internally as part of institute policies	15	25.8%	32	55.2%	11	19%	0	0%	0	0%
Management evaluates succession planning processes	13	22.4%	34	58.7%	10	17.2%	1	1.7%	0	0%
Succession planning is integrated into the strategic and other planning processes	19	32.8%	39	67.2%	0	0%	0	0%	0	0%

Source: Field data, 2018

Identification of Future Leaders

Before exploration of the respondents views on identification of the future leaders knowledge and awareness about succession planning among these respondents were determined. The findings showed that majority of the LGTI staff are not aware about succession planning programme. This can be substantiated by the views given by the questionnaire respondents. For instance one respondent says: “There is low awareness or understanding of succession planning among the staffs of this institute”.

With regard to the question of identifying the future leaders the views of respondents were quite divergent. While 22 respondents out of 58 (37.9%) somehow agreed that the institute identifies future leaders, 21 respondents (36.2%) disagreed that this practice was present at their institute. On the other hand 15 respondents (25.9%) strongly disagreed with the statement that the institute leadership strives to identify junior staffs with leadership potentials so as to develop them. Generally the opinions from the subordinate employees showed that identification of future leaders is not done clearly and effectively by the existing management at LGTI.

Identification of Competencies Required for Future Leaders

The researcher wanted to identify the effort made to assess work requirements and competencies of the future leaders in line with the strategic direction of the organisation. The findings from questionnaire depicted that majority of the respondents 46.6% (27 participants) disagreed that this practice exists in their institution. On the other hand 29.3% (17 participants) somehow agreed with the statement that the management identifies competencies required for future leaders. 22.4% of the respondents (13) strongly disagreed with the statement indicating presence of this initiative in the institute. So findings from questionnaire generally indicated that the case study institute has not developed a well functioning competence identification system.

Regular Assessment of Individual Leadership Potential

Findings from questionnaire disclosed that majority of respondents-31 (58.6%) disagreed with the statement that the institute regularly assess individuals leadership potentials. On the other hand 14 respondents (24.1%) strongly disagreed with the statement, while 10 (17.2%) somehow agreed that there is regular assessment of individual leadership potential in the institute. Generally findings indicated that regular assessment of individual leadership potential is not taking place at LGTI as suggested by the literature. The low score in the “agree” indicates the lack of a formal process of assessing individual leadership potentials.

Individual Development Planning

Opinions of questionnaire respondents were quite mixed with regard to the question about individual development planning. While 31 participants (53.4%) expressed to disagree with this activity taking place in their institution, 3 respondents (5.2%) expressed an agreement with the statement. On the other hand 10 respondents (17.2%) indicated that they somehow agree with the statement and 14 respondents (24.1%) indicated strong agreement with this activity. However, concluding from the data it is clear that the activity of individual development planning is not consistent in the case study institution.

Evaluation of Succession Planning Processes

As it has been pointed out above organisations must regularly evaluate the succession planning process. An analysis of questionnaire data showed that 34 respondents (58.6%) indicated that they disagree with the statement that the organisation evaluates succession planning, 13 respondents (24.1%) indicated that they strongly disagree. On the other hand 10 participants (17.2%) said that somehow they agree with the statement. Examining these data makes it conclusive that evaluation of succession planning processes does not adequately take place at LGTI.

Effective Communication of Succession Planning Policies and Strategies

Analysis of the questionnaire responses showed the following results: - Majority of respondents-31(53.4%) disagreed to the statement that institute top institute leadership effectively communicates succession planning policies to the staffs. While, 10 respondents (17.2%) somehow agreed, while 17 of them (29.3%) strongly disagreed with the statement. These findings to a greater extent showed that communication of succession planning issues is not effective.

Institute Leadership Develops and Promotes Leaders Internally as Part of Institute Policies

In responding to this question, 32 respondents (55.2%) opined that they disagree with the statement, 15 respondents (25.9%) were of opinion that they strongly disagree while 11 respondents (19.0%) somehow agreed with the statement that developing and promoting leaders internally form part of institute policies. Generally the data have indicated that the results of interviews to a large extent correspond with the information obtained from interview with some institute leaders.

4.3 Challenges Facing the LGTI in Developing and Implementing Succession Plans

The third objective was to identify challenges facing LGTI in development and implementation of succession plans. The challenges facing the LGTI in development and implementation of succession plans were explored through interviews with the senior staffs/leaders as well as the questionnaire administered to the junior staffs. Views from the interviewed senior staff/s/leaders identified five main challenges facing LGTI in developing and implementing succession plans. These include: (1) Unsupportive Organisational Culture, (2) Leadership Challenge and Top leadership Commitment (3) Low Awareness about Succession Planning, (4) Fear of Succession Planning and Resistance to change, and (5) Lack of Autonomy of the Institute.

4.3.1 Unsupportive Organisational Culture

Views from majority of the interviewed leaders indicate that the organisational culture of the institute is not supportive of succession planning processes. To substantiate this for instance one respondent commented:

“The organisational culture of this institute does not support grooming the junior staffs for leadership responsibilities”. The interviewee went further commenting that: “lack of succession policy that makes preparing the junior staff to replace the outgoing leaders makes the process not a priority here”.

Similarly another interviewee held this view when he said:

“We have no clear policies and strategies for preparing the junior staff to assume leadership roles. Unsupportive organisational culture hinders the practice of succession planning activities in this institute. Besides succession planning here lacks linkage with the HR policies and overall strategy or planning and staff development activities”.

Moreover, another informant was of view that the institute’s strategic plan does not accommodate succession planning as one of a strategy to ensure well being of the institute through leadership continuity. He says:

“The institute lacks documented criteria for appointing future leaders/preparing prospective future leaders”. I can shortly say that the main challenge is unfavorable institutional culture whereby to be a leader is like a favour, thus the leaders cannot implement SP processes effectively”.

An examination of the questionnaire data shows correspondence of opinions to those given by interviewees. Most questionnaire participants referred to unsupportive organisational culture of the institution as a major challenge that hinders the development and implantation of succession plans.

Furthermore, a review to documents made it evident that the organisational culture of the institute is not supportive of succession planning. For instance, documents reviewed to not articulate succession planning as integral part of the policy statements. In essence most of the policies are silent about succession planning and do not incorporate succession planning practices such as initiatives that prepare the junior staff for succession into the leadership positions. The policy statements are not attached to the requirements of succession seeing that succession planning is not documented in these policies. Therefore, the document review confirmed the finding from primary data by indicating lack of policy framework to back up formal succession planning in the subject institute. Generally the results have indicated that organisational culture of LGTI is not positive and supportive to succession planning

programmes. The views of both interviews and questionnaire respondents were closed related.

4.3.2 Leadership Challenge and Top leadership Commitment

Many interviewees presented feelings that signify some management challenges that are due to acting leadership positions or transitional leadership. Most of the respondents referred to this challenge as “acting leaders” or “incompetent leaders”. To quote their responses, for instance, one interviewee had this to say:

“The nature of some leaders affects much the process of developing and implanting succession plans because some if not all leaders are acting. Thus they are not competent to establish long-term objectives to groom the junior staff for leadership positions”

Several other interviewees held similar opinions which imply leadership challenge as one of factors facing implementation of SP plans at LGTI. For instance another informant said: “Interim leadership in HR office inhibits effective initiatives to establish a formal SP programme”. With similar opinion another interviewee commented: “you cannot expect the institute to develop and implement SP plans with acting leaders with inadequate qualifications, without a strong will or commitment and vision”. Another interviewee referred to this as “low capacity of implementers”. These interview responses make it evident that leadership challenge is among the factors inhibiting the development and implementation of succession plans at LGTI.

Most questionnaire responses echoed the findings of the interviews. For example majority of the participants indicated that the fact that most leadership positions are filled with acting leaders cannot facilitate the development of effective succession plans in the institute. Generally, examining the results of both the interviews and questionnaires depict similar opinions.

Related to leadership challenge is leadership commitment. Findings from the interview transcripts indicated that the leadership of the institute is not fully

committed, lacks will and support in preparing the junior staff for leadership positions. For example one respondent posits: “The management does not take seriously the issue of preparing the junior staff for leadership positions despite the fact that it is a vital process for leadership continuity and well being of the institute”.

Likewise another interviewee asserted: “Lack of personal will from leaders is a big challenge in developing and implementing succession plans to prepare the successors”. One other participant had this to comment: “There is lack of commitment and moral authority to support individual staff within the institute to grow and take more responsibilities”. Generally, opinions of the interviewees about leaders’ commitment in developing and implementing succession plans were consistent.

On the other hand examination of the questionnaire responses revealed almost the same views on top leadership commitment in the development and implementation of succession plans. For example one participant reported: “In fact there are several factors that hinder effective development and implementation of SP plans such as low readiness of top management”.

Generally, both leaders and subordinate staffs hold similar opinions with regard to the commitment of top leaders to developing and implementing succession plans at LGTI.

4.3.3 Low Awareness about Succession Planning

Several interview respondents indicated that the practice of succession planning is not familiar among many of the staff. The responses indicated that most institute leaders themselves are less informed about succession planning practices. They know little about succession planning. For example, one interviewee noted:

“Low awareness is a big problem as far as succession planning is concerned here. There is poor understanding of succession planning for most leaders and junior staffs”.

Similarly another informer hinted:

“Lack of organisation wide awareness of SP practices within the institute affects the quality of SP as some of the incumbents fear the successors would occupy their positions. This delays effort for developing a formal SP in this institute”.

Generally, the interview data indicated that majority of the informers were consonant in their opinions about the impact of low awareness to succession planning.

Like the interview participants, most questionnaire responses recurred the similar opinions. To substantiate this one participant for instance indicated: “I think succession planning itself is not clear to most of staffs here. Understanding succession planning itself is a problem. Most of the staff here are not aware about what succession planning entails”.

4.3.4 Fear of Succession Planning and Resistance to Change

Resistance to change and fear of succession planning is one of the main factors that emerged from most interview responses that pose a challenge to development and implementation of succession plans at LGTI. For instance one interviewee asserted this as she said: “It is obvious some leaders fear their positions will be taken if systematic succession plans are implemented in this institution”. Another interviewee raised a similar concern as he said: “Historical effect on the institute (power and politics), lack of readiness of some staff to take over responsibilities, and low readiness among the leaders and fear of change compromise with the effort to develop and implement SP plans in this institute”

Similarly, the opinions of most questionnaire responses were not far from the view of majority interviewees. For example one respondent pointed out that:”some leaders fear that preparing the junior staff to assume the leadership positions will jeopardise their positions. That is to say, some leaders fear that developing others for leadership positions will diminish their own value for leadership position”. Another questionnaire respondent noted:”reluctance to change among some leaders poses a big challenge; they are not ready to establish a formal succession planning programme that will guarantee a formalised grooming of the junior staff to for

succession into leadership positions. I think they defend their own positions not to be taken by others”. Generally, fear of succession planning and resistance to change was reiterated by majority of participants.

4.3.5 Lack of Autonomy of the Institute

Several interviewees pointed out lack of full autonomy for the institute to appoint leaders for some positions as one of the challenges affecting grooming of internal junior staff to assume the leadership positions. For instance one interviewee said: “Some leadership positions are directly filled by appointees from the ministry of PO-RALG”.

These observations were echoed by several questionnaire respondents. For example one respondent posited: “there has been a tendency of interference of internal affairs from external organs or authorities such as ministry of PO-RALG in the appointment of leaders for instance for top positions”.

Generally, both interview and questionnaire participants cited lack of full autonomy to fill key positions by the institute management as leaders for key positions are appointed by the ministry as one of the challenges for the institute to develop and implement SP plans.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction

The purpose of this chapter is to provide a discussion of the findings presented in chapter four as were guided by the following research objectives:-

1. To describe characteristics of workforce at the LGTI
2. To identify and analyse the succession planning steps/ activities at LGTI
3. To identify the challenges facing the LGTI in developing and implementing succession plans

5.1 Characteristics of the Current Workforce at LGTI

The first objective was to describe characteristics of the Current Workforce at the subject institute. The main purpose of this objective was to describe the characteristics in terms of age, sex, education, years of service, and expected retirement time.

5.1.1 Age

As it was presented in chapter four majority of the LGTI staffs are young with more than 15 years of service with the institute. The data tell that the institute is endowed with massive talents which can be explored, developed and used effectively to replace the outgoing leaders. Succession planning if adopted in the institution may foster the internal evaluation of human resource needs, enhance retention of talent, and facilitate the development of good performers to take over future leadership positions in the institution. These findings denote that it is a high time for the management of the subject institute to design and implement internal leadership grooming programme to tap the youth talents largely available within for future leadership positions.

Therefore, the institute can benefit from tapping the potential talents endowed in this age group through initiating internal leadership grooming programme; which the literature has proven cheaper than recruiting externally. Moreover, by preparing this group for leadership positions, the institute can benefit because the internally grown leaders require shorter period to understand internal and external organisational environment.

5.1.2 Sex

In terms of sex, the findings showed that there are more male and female academic staffs at LGTI. Sex is an important issue of consideration as far as succession planning is concerned. There are calls worldwide to ensure that women are included in filling leadership positions. As it can be seen from the findings, the institute is having more male staff than female staff. Moreover, evidence from the staff profile shows that of all 6 PhD degree holders, none is a female staff. Scholars such as Hoffman and Smith (2004) and Harris (2007) insist that there is no significant difference in leadership capacity between female and male successors. Furthermore, other studies for instance Spurgeon & Cross (2006) portray that, women leaders are doing better in some leadership behaviors. This calls for efforts to include more women in leadership positions. As it stands now, leaders at LGTI may find it difficult to have a wide choice of the female staffs with the needed leadership potentials. This may affect identification and development of female staffs for leadership positions.

5.1.3 Education Level

The education level of the staff was examined with a view that it could help to depict the extent to which succession planning is practical in the selected study institution. As it has been shown in chapter four only 3.3% of the academic staff of the said institute hold PhD degrees, while the most general qualification required of academic leadership position assignments in higher learning institutions is the doctorate

degree. Furthermore, evidence from the study has indicated that most of the leadership positions at LGTI are filled by acting or interim leaders due to shortage of people with the right education qualifications to be assigned leadership responsibilities.

5.1.4 Work Experience

With regard to years of service time in current position, the study generally found that majority of the staff been holding their current position for the period between 1 and 5 years. This situation can be attributed to various factors.

However, the main reason is that many staffs at the institute are entering academic jobs as career changers with different motives which include expectation for a high career progression. For instance interview with one key informant revealed that for the academic careers, the institute is normally filled by job changers who always seek opportunities for quick advancements. According to this informer, some staffs join the institution from other organisations in search for job security- to evade an imminent pressure in the previous jobs. Some are looking for flexibility in working hours as academic institutions are known to have much flexibility and autonomy. Others may even have wanted a better pay, good working environment and mostly, a promotion to a higher position. The interviewee was of the view that these employees are normally difficult to handle that is why the institute always finds itself with new staffs.

The views by subordinate employees gathered through questionnaire supported the claim that the institute is normally staffed by job changers than employees who are committed to work for long time. Majority of respondents indicated that if they get a chance for better remuneration and working conditions than they have now they can just change their jobs. The implication of this finding is that LGTI is having too many inexperienced staffs without mastery of leadership skills. Therefore effort to develop deliberate succession planning programme is needed for the institution to develop leadership qualifications for future leaders.

5.1.5 Expected Retirement Time

The expected retirement time, according to the study findings has no significant impacts on institute's staffing capacity. This is because majority of the employees have more than 15 years of service with the institute. However, succession planning initiatives are a must for survival of the institute as it will enable the institute develop bench strength for various key positions available.

As pointed out by Wallin (2007) succession planning helps in ensuring constant supply of sufficiently prepared leadership for all organisational levels. Besides, as study findings indicated most of the key positions or leadership jobs at LGTI are manned by acting or interim leaders. This situation signifies presence of difficulty in replacement of incumbent officials once the positions become vacant at LGTI. Despite facing such difficulty, the institute's management has not taken any serious measures to develop some programs for preparing staffs inside the organisation to fill in the vacancies before they happen.

5.2 The Succession Planning Practices at LGTI

The second objective of this study sought to identify and analyse the initiatives used by the subject institute to prepare the junior staff to take over the leadership positions in the institute.

5.2.1 Identification of Future Leaders

The first basic succession activity assessed was identification of future leaders. As presented in chapter four above, the views of participants were somehow divergent on this aspect.

While some participants indicated that the leadership of the institute identifies future leaders, the low scores of those who agree with the presence of this practice at LGTI signify lack of a formal process. The finding validates the need to develop and implement a more formal and systematic succession planning process to identify potential future leaders in the institution. The finding may also imply that the

institute may overlook some potential future leaders for future leadership opportunities due to lack of a formal process for identifying future institutional leaders.

Identification of future leaders is part and parcel of succession planning initiatives. Literature for instance Rothwell (2010) state that to execute a succession planning process, organisations must assess both the present and future work, staff, and leadership requirements. In succession planning the organisation must aim at aligning people with the organisational roles. Moreover, as the modern environment dictates, the ability to compete, differentiate one organisation from another and thrive in the future requires smart leadership identification and development strategies.

Development of high potentials is the heart of succession planning initiative in any organisation. However, development cannot take place without adequate identification of future leaders. Identifying future leaders comprises a fundamental part of leadership development and succession planning. Identification and development of future leaders is the foundation for internal growth of leadership successors unfortunately, as this study reveals, the subject institute suffers from absence of both systematic succession plans and lack of talent development initiatives. Identifying and grooming future leaders could facilitate the institute in preparing potential individuals to assume leadership positions.

As most literature has indicated leadership continuity is the key to competitive advantage. However, the institution needs a well developed and robust process or strategy for identifying, developing and nurturing future leaders. In fact this requires among other factors commitment from the top leadership of the institution which according to the findings of this study is yet to be achieved.

5.2.2 Identification of Competencies Required for Future Leaders

Identification of competencies required for future leaders was the second fundamental succession planning step examined in this study. The process of identifying the competencies required for future leaders is critical for succession

planning. The findings of the study showed that generally the practice of identifying the competencies for future leaders is not adequately carried out at LGTI.

As most literature has recommended organisations must design specific set of competencies on which to base the assessment of individual potentials for leadership positions. Unfortunately LGTI is yet to make use of core competence modeling (a set of competencies needed for excellent job performance within the framework of job roles and responsibilities) as an approach for identifying and grooming of new leaders.

Although the findings to a large extent portrayed that competence identification takes place very little LGTI has a prospect to improve the identification of competencies required for future leaders; to help to conduct a fair assessment of potential successors in the institution. However, to be able to assess individual competence for future leadership roles, LGTI must redefine the current competencies and identify some new competences to keep up with the pace of changes taking place in the environment. This is because when identifying future competencies, the tendency is to put them in the context of what is currently known. For instance, when the leadership determines potential leadership competencies, it is assessing the individual against the competencies and behaviours established for current achievement. Essentially, such competencies must be related to institutional goals at various leadership levels. Therefore, the process has to be based on future trends and the institution's ability to maintain sustainability. Generally the process is still evolving at the case study institution.

5.2.3 Regular Assessment of Individual Leadership Potential

The research in this aspect was determined to measure the extent to which the institute leadership provides regular measurement and feedback to individuals to assess their skills and build up their leadership skills. From the study findings it was evident that this practice rarely takes place in the institute.

A well implemented individual leadership potential assessment is fundamental to delineate their developmental gaps according to the mainstream literature. Unfortunately, LGTI has not established a systematic process of individual potential assessment to enable evaluation of abilities of the individuals for future leadership responsibilities. These kinds of evaluation processes are fundamental for the institute to find out staffs' competences such as skills, education, behaviors, attitude, strengths and weaknesses. Furthermore, a suitable assessment of staff entails an assessment tool that gauges individuals against organisational requirements and expectations. This is vital for the recognition and selection of the potential future leaders.

Moreover, the identified and evaluated leadership potentials have to be developed and retained in to fill the future leadership/key positions in the institution. Therefore, it is essential for LGTI to put emphasis on regular evaluation of the internally groomed candidates for leadership positions. A succession planning program should include opportunities and avenues for frequent evaluation of the leadership candidates for the institution to monitor and assess the improvement the potential future leaders.

5.2.4 Individual Development Panning

The sole purpose of this aspect was to measure the degree to which the management of the institute accords potential leaders opportunity to participate in such activities as to impart those fundamental skills requisite to be assigned future leadership roles. The findings however featured with mixed responses indicate that generally individual development planning at LGTI does not sufficiently take place.

Individual development planning imperative for succession planning entail ongoing individual development plans and leadership development programmes. In fact, employee development is an important element of an effective succession planning. The literature has confirmed that having employee development programmes and processes in place are required for effective succession planning. Moreover, employee development has become a primary activity of organisations in order to develop a pool of candidates ready to take over the leadership roles. Without

systematic development plans the institution must fail in its succession planning initiatives.

Conversely, as the findings indicated LGTI lacks effective individual development. Lacking development plans and without affecting such plans, an institution is not capable to effectively prepare successors for future leadership positions. As discussed earlier, assessment processes will reveal developmental gaps of identified future leaders. These gaps must be addressed using different forms of development programmes that should be effectively designed to impart the identified future leaders with essential leadership competences. Therefore, it is vital for LGTI to design a plan for each leadership candidate and execute it through job assignments, training, or job rotation, for the individuals to gain requisite leadership knowledge, skills and experience.

5.2.5 Evaluation of Succession Planning Processes

Findings of the study showed that generally, the institute is currently having no formal programs for establishment and evaluation of succession planning processes. Literature suggests that organisations evaluate the succession planning process on a minimum of quarterly reviews basis. Process evaluation is a sine qua non for an effective succession planning programme.

It is emphasized that it is vital to ensure regular evaluation of the succession planning process. The evaluation entails update on the progress in relation to individual development plans which provides the organisation an opportunity to promptly identify new talent as organisational needs unfold. The literature suggests a minimum of quarterly reviews. The succession planning programme must be subjected to continual evaluation to assess how well it is working. This entails assessment of the programme to determine the extent of its success. The results of evaluation provide inputs useful to make continuous programme improvements and to sustain a commitment to systematic succession planning. However as stated above, LGTI is currently not having a formal means to evaluate the succession

planning processes. As a result the institute cannot spot the areas that need improvements as far as the succession planning processes are concerned. It is fundamental for the institution to develop an effective mechanism to evaluate how well it is excelling in its succession planning processes. This is important for instance in assessing how well the succession planning program consistently produces a pool of qualified candidates for any given leadership position that needs to be filled in the institution.

5.2.6 Effective Communication of Succession Planning Policies and Strategies

As the literature asserts, top leaders must actively partake in succession planning process and persuade junior leaders to contribute in the process. Therefore, the researcher here was interested to measure the extent to which institute leaders exhibit an active participation that provides them with the knowledge to help the development of pertinent individual advancement plans that benefit the staff and also facilitate realising the business goals of the organisation. Overall the findings depicted that succession plans are not effectively communicated across the institute to allow the stakeholders grasp succession planning programmes and ensure ownership of the process.

For effective succession planning process, institutional leaders must clearly communicate the goals and objectives of the process. The leaders of the institution have to communicate the philosophy and principles that will guide the process. Unfortunately, effective communication of SP practices is lacking at the institute. As such the move to establish a formal succession planning lacks buy-in-by stakeholders. Therefore, for a successful succession planning, effective communication from the leadership of the institute is a must to discuss the expectations for the succession plans. For instance, the process of identifying candidates for leadership development should be primarily initiated by the individuals through conversations with their supervisors, although it may also be initiated based on observations of a supervisor. Effective communication is therefore key in succession planning activities to ensure a shared understanding of the

processes across the institution. Succession planning is an information gathering process.

5.2.7 Institute Leadership Develops and Promotes Leaders Internally as part of Institute Policies

Generally, the findings have shown that the practice of grooming future leaders internally is unsystematic and informal or almost nonexistent in the case study institute.

LGTI loses by not effectively developing the internal leaders. For instance it is recommended that developing successors within the organisation is more useful than banking on externally developed successors. Several reasons are provided for this position. For instance, it has been demonstrated internally-groomed leaders help to nurture internal talents which may help the organisation in retention of key talents for future leadership positions. Moreover, internal leadership succession may help to conserve institutional memory, and utilise talents within the institution.

The practice of internal leadership development needs effective involvement and contribution of leaders and the subordinate staffs to establish development objectives and active learning plans which according to the findings of this study is generally lacking. Thus if no strategy is designed and implemented for this purpose LGTI will face difficulty in meeting current and future leadership staffing needs.

5.2.8 Integration of Succession Planning into the Strategic or other Planning Processes

Integration of Succession Planning into the Strategic or other Planning Processes was another basic succession planning practice that this study sought to explore. Overall the findings indicated that the existing LGTI's succession planning activities take place in isolation. There is no linkage between succession planning and HR policies and the institute's strategic plan.

As it was seen in the literature review chapter succession planning cannot take place in isolation. Succession planning should be part and parcel of institutional strategic

plan and HR policies and processes. Such kind of integration is critical in view of the fact that it provides the framework for succession processes to remain continuous. Concluding from the responses it is evident that succession planning is not an integral part of other policies and overall planning of the institute.

The standard principles for effective succession planning emphasize alignment of succession plans to the overall plans of the organisation. It is therefore evident that succession plans cannot prevail when the HR policies and the strategic plan of the institute are silent about succession planning. Failure to integrate succession planning to the institute's strategic plan exacerbates delay in embedding succession planning practices into organisational culture of the institute which is detrimental to the practice of systematic succession planning as a whole.

Moreover the findings of this study indicated that LGTI does not have formal initiatives to prepare the junior staffs to assume the leadership positions. As a result, most leadership positions in the institute are filled by acting leaders or interims, some of whom are acting the positions for a long time. Most of the successions planning activities are inadequate or lacking altogether. Moreover, this study depicts that when an institution lacks a formal, systematic approach to succession planning, it is difficult for the individual leaders to successfully implement succession planning practices as leaders are left to use their personal initiatives and wishes. This finding confirms what literature has indicated that succession planning process is less effective and not fully fruitful if not integrated into and with other key processes within the institution. However, LGTI has an opportunity to align processes within the institution to enhance its succession planning processes. The literature indicates that there is a positive relationship between succession planning and organisation's strategic planning.

5.3 Challenges Facing the LGTI in Developing and Implementing Succession Plans

Through this research objective the researcher wanted to understand how different challenges affect succession planning activities at the case study institute. An open

ended question, interviews and documents review elicited several challenges affecting the subject institute in preparing the junior staff to take over the leadership positions. However, a closer examination to the challenges revealed that several challenges are in essence outcomes or causes of others. Therefore, to make meaningful discussion, the list of challenges was refined to produce five main challenges which will be discussed in this section. These challenges include (1) Unsupportive organisational culture, (2) Leadership challenge and Top leadership commitment (3) Low Awareness about Succession Planning), (4) Fear of succession planning and resistance to change, and (5) Lack of autonomy of the institute

5.3.1 Unsupportive Organisational Culture

As the results presented in chapter four indicated, Organisational culture of LGTI is not suitable to succession planning. As the interview data, questionnaire data and document review indicated the institute falls short of deliberate policy for developing and implementing succession plans such as internal leadership development activities. Generally, succession planning activities do not take place in adequacy. In essence, the institute tends to use fire fighting approach to succession processes in which individual leaders use their own initiatives when there is a need for succession.

As the results of the study imply, several institutional behaviours result in unsupportive organisational culture. For instance behaviors that culminate in unsupportive culture include the lack of priority for succession planning practices, lack of effective communication about succession planning, and lack of support from top leaders. Moreover, unsupportive organisational culture that hinders grooming of junior staff for future leadership positions is also reflected in the lack of integration between succession planning and overall strategy or planning and staff development.

Lack of supportive culture connotes that, if the institute does not make change of the situation, it will face difficulty in having steady supply of good leaders groomed from within. That implies that the institution will be forced to keep on relying on

external staffing for its key leadership positions which might not necessarily work well for the wellbeing of the institute.

Moreover, lack of a suitable culture for succession planning implies that the institute will continue filling some leadership positions with acting leaders. Such continued dependence on unprepared leaders, who often serve as acting for a long time, is a risky project for a modern organisation. The higher learning institutions must prepare their leaders to meet the globalised world requirements. Sufficient supply of leadership is imperative in academic world today. This is only possible when the academia will embark on preparing the junior staff to take over the leadership positions in the institutions. Institutions that are successful in perpetuating leadership continuity have integrated it in their organizational culture. Unfortunately however, this study indicates that the culture of the case institute is yet to formally embrace succession planning.

Lack of formal succession planning backed with clear policy hinders several practices of succession planning as discussed earlier in this presentation. For example, grooming of the junior staff to take over the leadership positions is likely to affect the capacity of the institute to sustain effective leadership continuity for the institutional development and achievement of vision.

5.3.2 Leadership Challenge and Commitment

Again, as it was presented in the previous chapter, Leadership Challenge is another challenge that affects development and implementation of succession plans at LGTI. The findings suggest that the case study institute has been experiencing some leadership challenges; that is the management of the institute is characterised by a prolonged appointment of acting key leaders. That is, LGTI facing a frequent practice of appointments of acting or transitory leaders. This condition makes the administration unstable and to a large extent hinders the practice of grooming internal leaders. Some respondents showed a sense of leadership incompetence resulting from acting the positions. Thus their sentiments go on to view the

leadership as less caring or not valuing the practice of grooming the junior staff to inherit the leadership positions.

In addition, the issue of leadership competence in implementing succession planning is very important. Several informants echoed that organisational leadership challenges reduce the capability of leaders to develop and implement succession planning strategies. Some authors such as Kouzes & Posner (2007) and Rothwell (2010) examine a link between the capability to practice succession planning and leadership ability. From these findings it appears that LGTI is yet to formally commit itself to succession planning. Some participants even commented that the top leadership of the institute is not playing an active role in preparing internal successors.

Capacity to prepare the junior staff for the leadership positions is a fundamental part of organisational leadership. What the researcher is trying to argue here is that leadership competencies should be obtained through planned leadership development programs within the institution. In other words the researcher believes that a proper internal leadership grooming can make outstanding future leaders for academic institutions.

Nevertheless, several studies have indicated that academic institutions have been to some extent pathetic in the identification of leadership talents and developing them systematically from within. As Neeffe (2009) observes, a majority of higher learning institutions do not have systematic ways to identify and develop leadership skills for their staff members. Stremmel, et al., (2007) echoed these findings that heads of departments of academic institutions do not receive systematic administration training. This study has found the same situation for LGTI. No planned leadership development program is found in place for leaders within the institute. The institute seems to have no deliberate and systematic effort to tap the leadership potential found within.

Similar to Leadership Challenge is Top Leadership Commitment and Support. The commitment of top leadership to succession planning is very fundamental. The role

played by top leadership in supporting succession planning and preparing future leaders from the junior staff is vital. Even though the findings presented diverse results about the institute's top leadership commitment towards succession planning and grooming the internal leadership successors in particular, the general opinion is that emphasis is not given to succession planning both in terms of policy and practice. Several participants reiterated the general lack of management commitment, will and support to the practice of succession planning and apparently in grooming the junior staff to take over the leadership positions. This might stem from several factors such as unsuitable organisational culture that does not encourage succession planning in the subject institute, fear of succession planning itself in that the leaders might fear that developing the junior staff for leadership positions might jeopardize their own positions; and lack of awareness on the importance of grooming internal successors to ensure stable leadership continuity that is among factors that guarantee wellbeing of the organisation in the 21st century.

Lack of management commitment is indeed one of the stumbling blocks that hinder developing the junior staff to take over the leadership positions. For instance one participant noted: "you know there is lack of commitment and moral authority to support individual staff within the institute to grow and take more responsibilities". Another informant comments that there is lack of personal will from leaders to prepare the junior staff to take over the leadership positions. These finding make it apparent that succession planning is not made an institutional priority, so is the grooming of the junior staff to succeed into leadership positions.

5.3.3 Low Awareness about Succession Planning

As it was seen from the findings, there is low awareness on succession planning among LGTI staff. The data have revealed that to large extent succession planning is misunderstood by both members of management and staff at large. Several interview and questionnaire express some feeling s of lack of awareness of succession planning. For instance some participants had these comments in their responses: "there is poor understanding of succession planning among managers and the staff";

“succession planning is not known by majority within the institution”; “the awareness of succession planning in the institute is low. Few have knowledge of succession planning and how it works”; and “lack of awareness of the importance of succession planning”. Short of precise knowledge or awareness of succession planning might easily render succession planning misconstrued that can amount to resisting the practices associated with succession planning altogether. Therefore, this situation hinders the practice of preparing the junior staff to take over the leadership position in that the management fails to capture the importance of this practice to ensure stable supply of internal leadership successors.

Moreover, poor succession planning practices as a result of low awareness manifested in poor grooming of internal successors can be mitigated if the institute will prioritize in succession planning and implement systematic succession planning. As the data show, the institute experiences prolonged appointments of acting leaders. This is a consequence of not having a formal and systematic succession planning in the institute.

5.3.4 Fear of Succession Planning and Resistance to Change

Also it appears that fear of succession planning coupled with resistance to change is among the challenges that affect the practice of succession planning at LGTI. According to some participants, some leaders fear that preparing the junior staff to take over the leadership positions will be a threat to their positions. For example one participant hinted: “leaders are reluctant to change; they are afraid that if they introduce a formal succession planning in the institute their positions will be taken by the developed internal successors”

These views are consonant to the findings from other researches. For instance, Heuer (2003) established that succession planning is a “foreign concept” to many academicians. The author further notes succession planning is misinterpreted in higher learning institutions. He goes on to explain that, for others, succession planning perhaps appears to create tensions, fear, and unrealistic expectations. The author observes that most likely, they do not appreciate that experts have emphasized

the notion of creating the bench strength through the pool of potential candidates prepared for a given leadership position (Heuer, 2003; Rothwell, 2005).

The responses of most participants suggest that fear of succession planning results in inadequate succession planning practices at LGTI. An instance can be drawn from comment from one respondent, who observes: “succession planning has received a low priority here. I think it is because some leaders fear succession planning will threaten their positions. This is detrimental to the future of the institute since the junior staff lack a room for formal development into leadership positions”.

5.3.5 Lack of Autonomy of the Institute

Some participants pointed lack of full autonomy for the institute to appoint leaders for some positions as one of the challenges affecting grooming of internal junior staff to assume the leadership positions. One respondent posits: “there has been a tendency of interference of internal affairs from external organs or authorities such as ministry in the appointment of leaders for instance for top positions”. I think given the lack of full autonomy on some administrative issues, the leadership of the subject institute finds less value in institutionalising a formal process for preparing the junior staff for future leadership positions due to lack of full mandate to make leadership appointments especially for senior leadership positions.

Although several participants were of opinion that the institute being not fully autonomous affects the practice of succession planning, the researcher is of view that this is not a big challenge. Besides, the ministry only appoints the top leadership of the institute. The researcher suggests that the institute should tackle all the challenges and establish a formal and systematic succession planning programme with formal succession plans. This will help the institute eliminate the problem of filling leadership positions with interim or acting leaders, especially those that can be filled under the mandate of institute management. For instance head of departments and units are appointed by top management of the institute. Therefore, lack of autonomy in some matters should not interfere with the institute’s ability to ensure that the

departments are headed by people with the right qualifications groomed internally through systematic succession planning activities.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND POLICY IMPLICATIONS

6.0 Introduction

This chapter provides four important sections namely; summary of the findings, conclusion of the study, recommendations and policy implication of the findings. The overall aim of the study was to assess the practice of succession planning in Tanzania higher learning institutions, with LGTI as a case study. This overall objective was guided by three specific objectives namely; Describing workforce characteristics at LGTI, Identifying succession planning practices at LGTI, and examining challenges facing LGTI in designing and implanting succession plans. The study, although focused on a single case, has generally established what the literature has mostly concluded on the subject matter. That is, succession planning in the academia is inadequate. The data have generally shown it that succession planning has not received a due priority in LGTI. Succession planning activities of the institute are not systematic, informal, and driven by individual leaders' initiatives.

6.1 Summary of Findings

This study was guided by three major objectives namely; to describe workforce characteristics at LGTI, to identify and analyse succession planning activities at LGTI and to identify challenges facing LGTI in developing and implementing succession plans.

6.1.1 Workforce Characteristics at LGTI

As it was presented earlier in chapter four, the institute is staffed mostly by youths. 60% of the staffs are of the age between 31-40 years implying that most of the staff are youths who have many years of service to the institute. Again sex composition of the staff is unequally distributed. 67% of staffs are male, while only 33% of staffs are female. Thus the management of the institute may face difficulty to find enough

female staff with qualifications to assume leadership roles. Moreover, with regard to education levels of the staffs, 3.3% were PhD holders, 41% were with master's degree, and, 22.5% hold a bachelor's degree. These data imply shortage of qualified personnel to assume leadership assignments. Generally, the characteristics of the current workforce at LGTI provide some opportunities and challenges to the management's capacity to establish and implement succession planning programs.

6.1.2 Succession Planning Practices at LGTI

The second research question sought to assess succession planning activities taken to prepare junior staff to take over the leadership positions. Data indicate that a few succession planning practices take place albeit not systematic. Generally, most succession planning activities are not well practiced at LGTI.

6.1.3 Challenges Facing LGTI in Developing and Implementing Succession Plans

The study has shown that several challenges affect LGTI in developing and implementing succession plans. These include:-low awareness about succession planning, leadership challenge, unsupportive organisational culture of the institute, and fear of succession planning.

Low awareness about succession planning; data from both leaders and subordinate employees have indicated that there is low awareness about succession planning among both leaders and junior staff. Few have knowledge of succession planning and how it works. Lack of awareness about succession planning, lack of commitment and emphasis from the top leadership and communication on succession planning processes result in some individual leaders to adopt their own initiatives or even fear to embark on succession planning practices altogether.

Unsupportive organisational culture of the institute; the study has found that the culture of the institute is not supportive to succession planning. Unsupportive organisational culture is manifested in lack of clear policy for succession planning and succession planning not being a priority in the institute.

Leadership challenge; the study has also found that most leadership positions are filled with acting leaders the situation which affects adequacy of succession planning activities. It also implies insufficiency of the practice of preparing the junior staff to assume the leadership positions (internal leadership grooming).

Moreover fear of succession planning coupled with resistance to change appeared to be among the challenges that affect the practice of preparing the junior staff to take over the leadership positions in the institution. According to some participants, some leaders fear that preparing the junior staff to take over the leadership positions will render their own positions at jeopardy. This is echoed by the findings from other researchers such as Heuer (2003).

6.2 Conclusions

The study examined succession planning issues at LGTI as a case study for higher learning institutions in Tanzania. The main purpose was to assess the extent to which succession planning practices are practical and effective at the subject institute. The research sought to find out the way the subject institute practices succession planning activities.

The initial assumptions that guided the study included findings from other studies that higher learning institutions around the world are facing the problem of aging personnel that subjects the academia to leadership crisis. The major theoretical assumptions for the study were based on the systematic succession planning models developed by from Kessler (2002); Conger (2004) and Rothwell (2010). The following general conclusions can be made.

There was a vivid indication from the study that LGTI have majority of its staff with more than 15 years of service with the institute. This presents opportunities for leadership of the institute to develop internal leaders for future leadership positions. However, the study also indicated that LGTI has one major challenge on lack of qualifications and experiences of the staff for leadership roles. The study found that a

large percent of employees have low education qualifications and leadership experience.

As to the question of the practice of succession planning at LGTI the study has found that first there is low awareness about succession planning at the institute. Second the results of the study indicate that some succession planning activities such as individual development planning occur at a small extent, informally, and driven by the initiatives and goodwill of individual leaders. Based on the findings to question about the practice of succession planning in the institution, the researcher concludes that LGTI does not have formal succession planning activities as recommended by literature.

Moreover, there was a clear indication from the results of the study that several challenges affect LGTI in development and implementation of succession plans. It is therefore apparent that supportive culture and commitment of top leadership are among the basic factors for success of succession planning programmes.

Furthermore, while findings indicated LGTI has somehow adopted some succession planning practices most of the participants could not show evidence of comprehensive succession planning processes such as assessment of individual leadership development needs, and evaluation of succession planning processes. Generally, the findings of this study are consistent with the literature that have shown that higher learning institutions lack systematic and formal succession planning, hence a call for good succession planning in higher learning institutions.

6.3 Recommendations

First, LGTI should establish a deliberate policy to formalise succession planning and ensure that the succession planning practices are entrenched in the culture of the institute.

Second, the institute is advised to launch outstanding leadership development initiatives that prepare the junior staff to take over the leadership positions based on the actual leadership needs. There should be an ongoing process to ensure internal

leadership development through coaching, mentoring, and probably through group-based leadership training. In the modern environment characterised with competition for talent it is practically unfeasible to have an outstanding succession planning without internal leadership grooming.

Third, an efficient succession planning program should be introduced at the institute that involves the basic succession planning practices discussed in this study. In fact, top leadership of the institute should show the way by exhibiting overt support and commitment for succession planning and establish an effective communication system to make sure that all staff understand the programme. Awareness is very important especially for the junior staffs because it will enable them strive to get the qualifications and behave in the manner that will make them potential candidates for senior/leadership positions.

Fourth, the institute should seek strategies for tackling the leadership challenges experienced currently in that most of positions are filled with interim leaders, some of whom are acting the positions for long time. The researcher believes that a systemic succession planning coupled with internal grooming of leaders is the counter to the trending leadership challenge.

Fifth, the LGTI's should ensure improvement of its succession planning practices through introducing a systematic and formal succession planning. From the above observations the institute would better opt for adopting a systematic and formal succession planning than doing nothing. Succession planning can play a vital role to ensure the supply of sufficient leadership to the institution and at the same time meet the needs of individuals who expect achievement through professional and leadership development with vertical advancement. Superior succession planning will ensure leadership continuity by filling the leadership positions with internally groomed successors.

Continued lack of systematic succession planning might see the institute lose its key skills and competences in search for opportunities to other organisations as the institute is allocated in the currently booming political and economic city (Dodoma).

Thus, failure to groom internal successors may render the institute into leadership crisis.

Areas for Further Research

The recommendations provided in this section may form part of a possible set of answers to the situation. However, further research may be required to ensure that the subject institute adopts the right strategy. Several research areas stimulated by this study are summarised below.

1. *How does sex impact on succession planning in higher learning institutions.* At LGTI there is imbalance between male potential leaders and female potential leaders. Therefore, it is worth to examine whether sex play any significant role in hindering or facilitating succession planning programmes.
2. *How does fire fighting replacement of leaders help or harm the institutions?* As seen earlier, ad hoc approaches of replacing leaders are prevalent in the institution. One would assess the benefits and shortcoming of such practices modern academic world.
3. *What should LGTI do to establish a culture of the institution that supports succession planning programmes?* In this study unsupportive organisational culture emerged as one of the major challenges facing LGTI in developing and implementing succession plans. It will be fundamental to identify what factors to consider for the institute and the academia in general developing a positive culture that support and facilitate succession planning programmes.
4. *What are the best practices on succession planning in Tanzania's higher learning institutions?* This study shows a lack of formal succession planning system in the studied institution. Researches in other higher learning institution may provide benchmarks for other institutions with underdeveloped succession planning programmes.

6.4 Policy Implications

The findings of this study imply three major policy issues for Tanzania's higher learning institutions succession planning.

First, the current HR policies do not give succession planning activities a great priority. From this perspective, institutions of higher learning should look at the development of new policies or revision of existing policies and procedures to support succession planning and internal leadership development.

Second, the opinions of leaders and subordinate employees indicate a lack of linkage between succession planning, strategic planning and other HR policies and processes. Therefore, it is fundamental that the institution leadership ensure integration or alignment between succession planning processes and HR policies and overall strategic plan to develop and implement effective succession planning programmes.

Third, the findings show that the institution has majority of inexperienced academic staff who are not familiar with academic leadership roles. This implies that the leadership of the institution has to consider measures to ensure that the inexperienced academic staffs are subjected to leadership development programmes to develop their leadership skills.

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APPENDIX I

Interview guide

1. What do you understand by succession planning?
2. In your current practice, do you have a formal plan showing who will be the next leaders whenever vacancies arise in your institute?
3. What has been the management effort (actions) to prepare the junior staff to occupy key positions?
4. How do you identify organisational needs and key positions?
5. How do you explore junior staff's talents?
6. Do you have coaching and mentoring programs at present?
 - *Probe: How are they conducted and how often?*
 - *Probe: Do the junior staff participate in implementation of development plans? How?*
7. How do you evaluate the process of succession planning? Who evaluates the groomed leadership candidates?
8. What is your opinion about integration of succession planning into human resource policies and overall strategy of the institution?
9. What challenges do you believe affect succession planning at this institute?

Thank you

Appendix II

Questionnaire

Dear Participant,

You are kindly requested to take part in this study. The objective of this study is to assess the practice of succession planning in this institution. The study is part of the requirement for the award of Master of Science in Human Resource Management which the researcher is pursuing. Therefore, this questionnaire is treated as anonymous and all responses will be confidential and used for academic purposes only. Your participation and your honest opinions will be highly appreciated.

Please put a circle on the statement that best describes your opinion

Succession Planning Practices		Opinion				
		1	2	3	4	5
Q1	The institute identifies future leaders	<i>(Strongly Disagree)</i>	<i>(Disagree)</i>	<i>(Somehow Agree)</i>	<i>(Agree)</i>	<i>(Strongly Agree)</i>
Q2	The institute identifies competencies required for future leaders	<i>(Strongly Disagree)</i>	<i>(Disagree)</i>	<i>(Somehow Agree)</i>	<i>(Agree)</i>	<i>(Strongly Agree)</i>
Q3	The institute regularly assesses individual leadership potential for future	<i>(Strongly Disagree)</i>	<i>(Disagree)</i>	<i>(Somehow Agree)</i>	<i>(Agree)</i>	<i>(Strongly Agree)</i>
Q4	The management identifies a pool of individuals with high	<i>(Strongly Disagree)</i>	<i>(Disagree)</i>	<i>(Somehow Agree)</i>	<i>(Agree)</i>	<i>(Strongly Agree)</i>

	leadership potential for leadership positions					
Q5	Identified potential leaders participate in development programs according to their competency needs	1 <i>(Strongly Disagree)</i>	2 <i>(Disagree)</i>	3 <i>(Somehow Agree)</i>	4 <i>(Agree)</i>	5 <i>(Strongly Agree)</i>
Q6	The institute regularly evaluates and provides feedback to future leaders as they are developing	1 <i>(Strongly Disagree)</i>	2 <i>(Disagree)</i>	3 <i>(Somehow Agree)</i>	4 <i>(Agree)</i>	5 <i>(Strongly Agree)</i>
Q7	Management evaluates succession planning processes	1 <i>(Strongly Disagree)</i>	2 <i>(Disagree)</i>	3 <i>(Somehow Agree)</i>	4 <i>(Agree)</i>	5 <i>(Strongly Agree)</i>
Q8	Top management support succession planning process	1 <i>(Strongly Disagree)</i>	2 <i>(Disagree)</i>	3 <i>(Somehow Agree)</i>	4 <i>(Agree)</i>	5 <i>(Strongly Agree)</i>
Q9	Top institute leadership effectively communicates succession planning activities, policies and strategies	1 <i>(Strongly Disagree)</i>	2 <i>(Disagree)</i>	3 <i>(Somehow Agree)</i>	4 <i>(Agree)</i>	5 <i>(Strongly Agree)</i>

Q10	Developing and promoting leaders internally form part of institute policies	1 <i>(Strongly Disagree)</i>	2 <i>(Disagree)</i>	3 <i>(Somehow Agree)</i>	4 <i>(Agree)</i>	5 <i>(Strongly Agree)</i>
Q11	Succession planning is included in the strategic or other planning processes	1 <i>(Strongly Disagree)</i>	2 <i>(Disagree)</i>	3 <i>(Somehow Agree)</i>	4 <i>(Agree)</i>	5 <i>(Strongly Agree)</i>
Q12	Institutional culture promotes the practice of recruiting, grooming, and retaining leadership talent	1 <i>(Strongly Disagree)</i>	2 <i>(Disagree)</i>	3 <i>(Somehow Agree)</i>	4 <i>(Agree)</i>	5 <i>(Strongly Agree)</i>

Q13. What challenges do you believe affect the institute in the development and implementation of succession plans? Please list them below.

Thank you