



TITLE

Succession planning as a tool to manage leadership turnover in Historically Disadvantaged
Higher Education Institutions in South Africa

By

Raynolds Thabo Ngcobo

Student Number 911358701

College of Law and Management Studies

Graduate School of Business & Leadership

A dissertation submitted in partial fulfilment of the requirements for the degree of Master of
Commerce in Leadership Studies

Supervisor

Dr Bhasela Yalezo

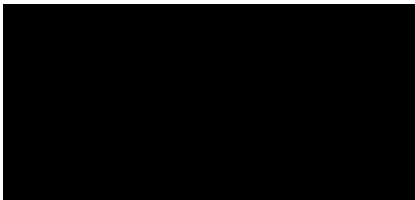
Year of submission

2023

Declaration

I, Raynolds Thabo Ngcobo declare that

- The research reported in this dissertation, except where otherwise indicated, is my original work.
- This dissertation has not been submitted for any degree or examination at any other university.
- This dissertation does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
- This dissertation does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
 - a) Their words have been re-written, but the general information attributed to them has been referenced.
 - b) Where their exact words have been used, their writing has been placed inside quotation marks, and referenced.
 - c) Where I have reproduced a publication of which I am author, co-author or editor, I have indicated in detail which part of the publication was actually written by myself alone and have fully referenced such publications.
 - d) This dissertation does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the dissertation and in the References sections.



.....

Signature:

14 July 2023

Date:

Acknowledgements

I do not have enough words to express my sincere appreciation for the encouragement, advice and guidance that I received, which made successful completion of this research possible. In particular, I would like to thank –

- The participants in the other Historically Disadvantaged Higher Education Institutions who provided requisite data for this research.
- Dr B Yalezo, for his attention to detail and patience in providing supervision of this research study.
- All my colleagues in the Master of Commerce (Leadership Studies) class for the optimism and confidence that we would get to the finish line and the encouragement to continue when giving up appeared to be an easy option.
- My line manager, Professor XA Mtose, who allowed me time from a busy work schedule to invest in this research.
- My family, especially my youngest daughter who, whilst busy with her own Masters' Programme, dared me to lead by example.
- Ms BG Mkhwanazi, my Secretary, for her assistance in checking that basic submission requirements have been addressed accordingly.

Abstract

Leadership turnover remains a worldwide perennial challenge to institutions of higher learning. Against this background, this study investigated how Historically Disadvantaged Higher Education Institutions in South Africa use succession planning as a tool to manage leadership turnover, focussing on the management of leadership turnover, establishing current practice in implementing their succession planning policies, analysing how they mediate the tension between succession planning policies and recruitment policies, ascertaining the implications of their succession planning policies and practices for leadership development, and investigating if leadership succession planning is incorporated into their talent management strategies. The descriptive research design was adopted to understand the effect of succession planning on leadership turnover. Qualitative research was conducted to understand and explain the subject matter under investigation. Seven Historically Disadvantaged Higher Education Institutions in South Africa, located in four provinces: Western Cape, Limpopo, Eastern Cape and KwaZulu Natal, were selected for this study. The targeted population was approximately fifty participants, comprising Deputy Vice Chancellors, Registrars, Deans of Faculties and Executive Directors. Using the purposive sampling technique, twelve participants, who constituted the accessible population, were further selected. To collect primary data, semi-structured interviews were used. The data collected was then manually transcribed and analysed using the NVivo, Version 13.0 software, and thematic analysis to generate, organise and report the main and sub-themes emerging from the study. Findings showed that turnover at leadership levels in Historically Disadvantaged Higher Education Institutions could be managed through different strategies including, offering favourable terms and conditions of employment, internal and/or external recruitment, internal promotions, employee training and development, identification of people with potential, leadership involvement, and advance human resource planning. This study provides an in-depth understanding and knowledge of leadership succession planning in the seven Historically Disadvantaged Higher Education Institutions in South African and recommends that they continue to invest and implement in succession planning to manage leadership turnover through customised formalised processes.

Keywords: Leadership, leadership crisis, leadership development, talent management and succession planning

Table of Contents

Declaration	i
Acknowledgements	ii
Abstract	iii
List of Figures	viii
List of Acronyms	ix
List of Appendices	x
Chapter One: Introduction and Overview of the Study	1
1.1 Introduction	1
1.2 Background of the study	2
1.3 Problem statement	3
1.4 Research aim and objectives	4
1.5 Research questions	4
1.6 Significance of and rationale for the study	5
1.7 Delimitations and positioning	5
1.8 Research design and methodology	6
1.9 Ethical considerations	6
1.10 Structure of the dissertation	7
1.11 Chapter summary	8
Chapter Two: Literature Review	9
2.1 Introduction	9
2.2 The process of succession planning	9
2.3 Leadership succession planning theories	10
2.3.1 The Common Sense Theory	11
2.3.2 The Vicious Cycle Theory	12
2.3.3 The Ritual Scapegoating Theory	12
2.4 Succession planning approaches	13
2.5 Leadership succession planning models	13
2.6 The historical context of succession planning	15
2.7 Historical context of succession planning in the higher education sector	15
2.8 Leadership turnover in higher education institutions	18
2.9 Benefits of succession planning	19
2.10 Factors enhancing or inhibiting leadership succession	19

2.11	Talent and talent management	20
2.11.1	Talent	21
2.11.2	Potential	21
2.11.3	Talent management	22
2.11.4	Implications for implementation of succession planning	22
2.12	The concept of leadership	23
2.12.1	Leadership as an ability or skill	23
2.12.2	Leadership as a relationship	24
2.12.3	The process of leadership	24
2.13	Leadership development and succession planning	25
2.14	Strategies aiding the process of succession planning	25
2.14.1	Advance human resource planning	25
2.14.2	Training and development	26
2.14.3	Identification of people with potential	26
2.14.4	Opportunities for growth and career development	26
2.14.5	Employee and management involvement	27
2.14.6	Internal promotions	27
2.14.7	Favourable terms and conditions of employment	27
2.14.8	Sourcing of employees	28
2.15	Chapter summary	28
Chapter Three: Research Methodology		30
3.1	Introduction	30
3.2	Research design	30
3.4	Research population	31
3.5	Sample size and recruitment of participants	32
3.5.1	Inclusion and exclusion criteria	33
3.6	Sampling methods	33
3.7	Data source and collection instrument	34
3.8	Data quality control	35
3.9	Data analysis	36
3.10	Ethical considerations	37
3.11	Limitations of the study	38
3.12	Chapter summary	38

Chapter 4: Data Presentation and Discussion of Findings	39
4.1 Introduction	39
4.2 Description of the participants	39
4.2.1 Participants’ institutions	40
4.2.2 Participants’ job titles	41
4.2.3 Seniority Levels of participants	41
4.2.4 Participants’ tenure	42
4.2.5 Sources of appointing participants	43
4.3 Objective 1: Managing leadership turnover in the historically disadvantaged higher education institutions in South Africa	44
4.3.1 Theme 1: Favourable terms and conditions of employment	45
4.3.2 Theme 2: Advance human resource planning	46
4.3.3 Theme 3: Internal promotion/recruitment	47
4.3.4 Theme 4: leadership involvement	48
4.3.5 Theme 5: Advertisement of vacancies	49
4.3.6 Theme 6: External recruitment	50
4.3.7 Theme 7: Training and development	50
4.3.8 Theme 8: Identifying people with potential	52
4.4 Objective 2: Practices of implementing succession planning	52
4.4.1 Theme 1: Discussion	53
4.4.2 Theme 2: Approval from top management	54
4.4.3 Theme 3: Staff development	54
4.4.4 Theme 4: Appointment of internal staff	55
4.5 Objective 3: Mediating the tensions between succession planning objectives and demands of recruitment processes	56
4.5.1 Theme 1: Advertisement of vacancies	57
4.5.2 Theme 2: Staff development	57
4.5.3 Theme 3: Performance management	58
4.5.4 Theme 4: Employment equity policy	59
4.5.5 Theme 5: Internal promotion	59
4.6 Objective 4: Implications of succession planning for leadership development	60
4.6.1 Theme 1: Leadership development	60
4.7 Objective 5: Incorporation of succession planning into talent management strategies	61
4.7.1 Theme 1: Talent identification and attraction	61

4.7.2	Theme 2: Talent development	62
4.7.3	Theme 3: Talent retention	63
4.8	Chapter summary	64
Chapter Five: Findings, conclusions and recommendations of the study		65
5.1	Introduction	65
5.2	Summary of the research findings	65
5.2.1	Objective 1: Managing leadership turnover in historically disadvantaged higher education institutions in South Africa	65
5.2.2	Objective 2: Current practice in implementing their succession planning policies	66
5.2.3	Objective 3: Mediating the tensions between succession planning objectives and demand of recruitment processes	66
5.2.4	Objective 4: Implications of succession planning for leadership development	67
5.2.5	Objective 5: Incorporation of succession planning into talent management strategies	67
5.3	Conclusions of the study	67
5.4	Recommendations of the study	68
5.4.1	Recommendation 1: Review and implement competitive terms and conditions of employment	68
5.4.2	Recommendation 2: Implementing succession planning as a strategic intervention	69
5.4.3	Recommendations 3: Management and leadership involvement	69
5.4.4	Recommendation 4: Employee involvement	69
5.5	Limitations and directions for future research	69
5.6	Chapter summary	69
References		71

List of Figures

Figure 4.1	Participants per institution	40
Figure 4.2	Participants by job titles	41
Figure 4.3	Participants by level of seniority	42
Figure 4.4:	Participants' tenure.....	43
Figure 4.5	Sources of appointing participants.....	44
Figure 4.6	Managing leadership.....	45
Figure 4.7	Practices of implementing succession planning.....	53
Figure 4.8	Strategies to mediate the tensions between succession planning objectives and demand of recruitment	56
Figure 4.9	Implications of succession planning for leadership development	60
Figure 4.10	Incorporation of succession planning into talent management strategies.....	61

List of Acronyms

Abbreviations	Meaning
HDI	Historically Disadvantaged Institutions
KSA	Knowledge, Skills and Abilities
NUD*IST	Non numerical Unstructured Data Indexing Searching and Theorizing
RSA	Republic of South Africa
SAUVCA	South African Universities Vice-Chancellors Association
USAF	Universities of South Africa

List of Appendices

1. Ethical Clearance – University of KwaZulu Natal: HSSREC/00002268/2020
2. Editor’s letter
3. Information Sheet and Consent Letter
4. Interview Guide
5. Supervisor’s Permission to submit dissertation
6. Turnitin Report
7. Mangosuthu University of Technology
8. Walter Sisulu University
9. University of Fort Hare
10. University of Limpopo
11. University of Venda
12. University of Western Cape
13. University of Zululand

Chapter One: Introduction and Overview of the Study

1.1 Introduction

For the development of the country, institutions of higher learning in South Africa are called upon to play a role and make a notable contribution in diverse areas of the citizens' lives. Achieving this goal will stand a chance if development of their capacity, including leadership capacity, takes high priority (Kotecha, 2009). The South African Universities Vice-Chancellors Association (SAUVCA) conducted a survey which revealed that a high staff turnover occurred, especially among vice-chancellors, averaging 3.7 years in the period 1994-2004 after the demise of apartheid, having reduced from 8.8 years in the preceding decade (Seale, 2015). Leadership turnover in any education institution cannot be eliminated, but it must be managed carefully if the vision and mission of each institution are to be achieved. The challenge is that, despite the concerns about this high leadership turnover phenomenon, literature review shows that there is hardly any real focus on how these institutions manage it in a way that considers the need for stability, continuity and renewal within the institutions.

There is agreement that leadership succession planning is key to organisational success (Vennila, 2017; Zhao & Tao, 2018). Succession planning, as a practice, has long been studied and practised in the private business sector, but not to any significant extent in organisations within the public sector, including higher education institutions. Failure to implement succession planning can retard organisational progress if it fails or battles to fill critical positions that require employees with requisite skills and experience, particularly because the demand of talented employees is growing worldwide (Farashah, Nasehifar & Karahrudi, 2011).

Barden (2009), claims that the nature and demands of traditional leadership positions in education institutions have changed in recent years. The old promotion routes are no longer adequate for the task of preparing successors to lead the modern-day institutions in the current turbulent higher education environment. This demonstrates that today there is a pressing need for institutions of higher learning to confront the issues of leadership succession in terms of more research, implementation, and evaluation.

Therefore, this study aimed to investigate succession planning as a tool to manage leadership turnover in Historically Disadvantaged Higher Education Institutions (HDIs) in South Africa, these

being a cluster of poorly resourced higher education institutions, established during the apartheid era to cater for non-white populations.

1.2 Background of the study

When the higher education sector in South Africa was poised for restructuring, the National Working Group charged with the restructuring process mentioned some of the critical factors that had not been made part of its mandate, including the need to develop and strengthen management and leadership capacity of the restructured universities (National Working Group Minutes, March 2002). Over the two decades that followed, these institutions experienced unprecedented levels of change. According to Badsha (2016), weak leadership led to some of them being placed under administration or continuously being in a state of deep crisis. Independent assessors were appointed to investigate poor institutional governance and management (Higher Education, Science and Innovation, 2019). Whilst the leadership of the time strived to achieve the milestones set by the government, concerns related to the quality of leadership began to surface. One contributing factor was that the right kind of leaders were not in place or appointed to lead and direct the institutions towards achieving their stated visions and missions (NCOP Education and Technology, Sports, Arts and Culture, 2013).

The higher education landscape is continuously evolving. There is no doubt that in the years to come, leadership in the higher education institutions will still be expected to seek and implement solutions in dealing with challenges that are of concern in an environment characterised by poor retention and high staff turnover rates. Internationally, including in South Africa, many articles have been written and published on what contributes to staff turnover, its effects and retention strategies within institutions of higher learning (Bwowe, 2020; Samuel & Chipunza, 2013; Ng'ethe, Iravo & Namusonge, 2012; Pienaar & Bester, 2008; Tetty, 2006). The suggested solutions tend to focus on addressing conditions and terms of employment with the aim of improving retention of employees rather than dealing with the means to manage leadership turnover which is critical for institutional stability.

Faced with decreasing public trust, an increasing rate of unemployment amongst the graduates and the now ever present or simmering turbulence in this sector, the call to make a concerted effort to develop future leaders who will take the helm at higher education institutions cannot be underestimated (Ramdass, 2015).

Keller (2018), identified key factors which make it imperative for institutions in higher education to take the development of future leaders seriously, including projected high leadership turnover, a shortage of successors with the potential to grow into these demanding leadership positions, and lack of research and recommended best practice regarding leadership succession to be shared amongst the institutions.

The Green Paper on Further Education and Training in South Africa (RSA, 2012), advocated for leadership development, pointing out that the introduction of the further education and training system required responsive institutions of high quality. However, it did not appear again in the subsequent White Paper (RSA, 2014). In the strategic framework for the Universities of South Africa (USAF), 2015-2019, a point is made that the pool of managers and leaders in the higher education sector needs to be enhanced. Nevertheless, no guidelines were proposed regarding how this would be achieved, particularly when there is a distinction between intellectual leadership and organisational leadership. According to Dearlove (1998), intellectual leadership has always been there within the institutions of higher learning but what is required is organisational leadership, which has to do with advancing institutional success even during chaotic times.

1.3 Problem statement

Instability in leadership results in shifting priorities and focus areas, manifesting in differing strategies, disrupted operational plans, and organisational restructuring, to name a few examples. One university was reported to have had five Vice Chancellors, three Deputy Vice Chancellors and several acting Deans in a period of thirteen years. According to Ishak and Kami (2016), institutions of higher learning have for ages been responsible for producing leaders and thinkers for all nations, yet they are not seen to be doing the same for themselves. Hitherto, the research on the implementation of succession planning in higher education institutions shows that it is still in its infancy stages compared to the business and corporate environment (Neefe, 2009).

Whilst educators instil in students that succession planning is necessary in business practices and for continuity, the practice within higher education institutions is still not well established (Long et al., 2013).

There are several adverse effects of leadership turnover. The appointment of external candidates to fill leadership positions has, according to Barden (2009), an added drawback of disenfranchising

worthy internal candidates. In the South African context of transformation, according to the 20th Annual Report of the Commission for Employment Equity, 2019-2020, education institutions still tend to prefer males (52.6%) and White females (31.7%) to fill top leadership positions, often citing the lack of preparedness and readiness by other groups to assume key leadership responsibilities.

Leibowitz et al., (2014), identified a few characteristics peculiar to the HDIs, namely, their geographical locations and inadequacy or lack of social amenities, which are deemed to be contributing to high turnover, posing barriers to staff attraction, and creating a pressing need to identify and develop new leaders.

1.4 Research aim and objectives

This study aimed to investigate succession planning as a tool to manage leadership turnover in HDIs in South Africa. The following specific objectives were addressed:

- 1.4.1 To investigate how leadership turnover is managed in the seven historically disadvantaged higher education institutions in South Africa.
- 1.4.2 To establish current practice in implementing their succession planning policies.
- 1.4.3 To analyse how the HDIs mediate the tension between succession planning policies and recruitment policies.
- 1.4.4 To ascertain the implications of their succession planning policies and practices for leadership development.
- 1.4.5 To investigate if leadership succession planning is incorporated into their talent management strategies.

1.5 Research questions

The following are the research questions that guided the study:

- 1.5.1 How is leadership turnover managed in the seven historically disadvantaged higher education institutions?
- 1.5.2 What are current practices to implement their succession planning policies?
- 1.5.3 How does each institution mediate tensions between succession planning objectives and demands of recruitment processes?
- 1.5.4 What are the implications of their succession planning policies and practices for leadership development.

1.5.5 How is leadership succession planning incorporated into their talent management strategies?

1.6 Significance of and rationale for the study

It is imperative for current leaders to build capacity to achieve the stated goals and objectives of higher education institutions. Given emerging concerns about the high leadership turnover in HDIs in South Africa and the dearth of literature and research focusing on leadership succession planning as a tool to manage this phenomenon, this study is positioned to contribute on how to capitalise on opportunities and benefits resulting from implementing succession planning. Being alert to changes and expectations within the environments in which these universities operate, the results of the study will provide the input required to develop South African oriented integrated institutional talent management frameworks and strategies for leadership development. Bwowe (2020), points out that there is scarce empirical research on turnover intention, especially in South African HDIs. Therefore, this study investigated succession planning as a tool to manage leadership turnover in HDIs in South Africa. Furthermore, this study provides policymakers and management in HDIs with an enhanced understanding of the critical factors attributed to high labour turnover.

Theoretically, the findings from the study will contribute to expanding current knowledge of succession planning and leadership turnover. They will also serve as a reference material source for students, academic employees, institutions, and policymakers.

1.7 Delimitations and positioning

The restructuring process of the higher education sector in South Africa in 2002 resulted in twenty-six universities, seven of which are regarded as historically disadvantaged institutions.

These are: Mangosuthu University of Technology, Walter Sisulu University, University of Venda, University of Fort Hare, University of the Western Cape, University of Limpopo, and University of Zululand. This study was limited to these seven universities, examining their succession planning policies, practices, and implementation efforts. These HDIs constitute twenty seven percent (27%) of the higher education institutions in South Africa. The aim was to use current models and guidelines found in the literature rather than generating new concepts.

The researcher, therefore, acknowledges that this limits the element of generalising the outcomes of the research across those institutions considered to be previously advantaged in terms of resources, internal operating, and management practices. However, this can be mitigated by

incorporating key principles of succession planning in their future talent management practices. Only positions in the top four levels of the institutional structure or job grades according to the Peromnes Job Evaluation System were used as the basis for the research.

1.8 Research design and methodology

This study adopted the mantle of interpretivism as its philosophical position, which is a type of research philosophy that focuses on acquiring a deeper understanding of the phenomenon through identification, documentation and interpretation of the meanings and characteristics of phenomena being investigated (Alamgeer, 2022). This philosophy allowed the researcher to participate actively in the study to gain a deep understanding of the respondents' thoughts and actions and draw a comprehensive view of their meanings. The study relied on the qualitative research approach, which uses textual and open-ended questions rather than numerical data or closed-ended questions. The qualitative research approach was adopted to understand, through the analysis of respondents' responses to interview questions, how leadership succession planning has manifested itself in a real-life setting within the HDIs. Furthermore, cross-sectional research was conducted, which refers to conducting research at one or more points with different participants, at one point in time.

The target population was approximately 50, comprising Deputy Vice Chancellors, Registrars, Deans of Faculties and Executive Directors. Using the purposive sampling technique, 12 participants, who constituted the accessible population, were further selected.

Semi-structured interviews were used to collect data, which was then manually transcribed and analysed using the NVivo, Version 13.0 software, and thematic analysis to generate, organise and report the main and sub-themes emerging from the study.

1.9 Ethical considerations

Academic freedom is acknowledged in the field of research. However, the researcher has a responsibility to protect those who agree to be participants in the study from undue harm. Their rights, autonomy and personal interests must be safeguarded.

By acknowledging these responsibilities, researchers should strive to build and maintain the trust of research participants, be they respondents, collaborators, or members of the public. Because of the dynamic and developmental nature of research, a need exists to make ethical decisions throughout the research process, sharing, analysis and storing of data, reporting, and sharing of

findings (Creswell & Creswell, 2018). For this study, permission was sought and obtained from institutional gatekeepers to conduct research on their sites. Also, each participant was provided for his or her signature with an Information Sheet and Consent Form, which outlined the purpose and objectives of the study, their rights and what to do should there be instances of concern.

In this study, the researcher collected and interpreted the data. This called for a level of reflexivity. Subjectivity is a key element of qualitative research and reflexivity is a way to accept and value such subjectivity, accounting for how it has influenced the inquiry. According to Dawson, Laccos-Barrett, Hammond and Rumbold (2022), reflexivity is regarded as essential, entailing self-awareness by the researcher of the role in the research process. In this aspect the study adhered to key ethical principles of non-maleficence and integrity (Reid, Brown, Smith, Cope & Jamieson, 2018).

1.10 Structure of the dissertation

This dissertation is structured into five chapters.:

Chapter 1- Introduction and overview of the study: This is an introductory chapter, which covers the background and the significance of investigating leadership succession planning within the HDIs. The description of the research problem is included, and research aims, objectives and questions are also highlighted.

Chapter 2-Literature review: In this chapter relevant literature is reviewed, and the main concepts and models appropriate to leadership succession planning are discussed.

Chapter 3- Research methodology: In this chapter methods, techniques and approaches adopted to empirically investigate the research phenomenon are described. The focus is on the research design, research approach, research strategy, target population and sampling strategy, sample size, data collection instrument, data quality control, data analysis, ethical considerations, and limitations of the study.

Chapters 4-Data presentation and discussion of findings: This chapter deals with the presentation of the data and discussion of the key findings derived from the study.

Chapter 5- Conclusion and recommendations: This chapter provides the conclusions and recommendations of the study and contains the limitations and suggestions for future research.

1.11 Chapter summary

Higher education institutions require leaders who can confront and deal with current challenges and think beyond current practices. As alluded to in the introduction of this chapter, the environment of higher education is transforming dramatically and needs leaders who, as Dearlove (1998) pointed out, can demonstrate both intellectual and organisational leadership, the latter being about advancing institutional success even during chaotic times.

In this chapter the point is made that institutions of higher learning have for ages succeeded in producing leaders and thinkers for all nations yet have been less focused on doing the same for themselves. Pertaining to this study, the problem statement, research objectives, research questions, ethical considerations, research methodology, demarcation and limitations of the research were presented.

The following chapter covers the literature review.

Chapter Two: Literature Review

2.1 Introduction

This chapter focuses on the review of scholarly research conducted by previous authors. Initially the focus is on leadership succession planning theories and models, the historical context of succession planning and the state of leadership succession in institutions of higher learning, followed by talent management as a building block and key part of succession planning. The last part covers the dimensions of leadership and the strategies that can be considered for implementing leadership succession to address high leadership turnover in historically disadvantaged institutions.

2.2 The process of succession planning

Over the years, numerous definitions of succession planning have been proffered by different authors. In traditional succession planning processes, the concern was about ensuring that as positions became vacant, candidates were available to fill them (Smilansky, 2006). Collins (2009) emphasized the aspect of seamless leadership transition across the organisation. In building succession capacity, there should be no restriction to the number of available successors to fill leadership positions in the organisational structure (Gallardo-Gallardo, Dries & González-Cruz, 2013). According to Ahmadi et al. (2012), Berchelman (2005) and Neefe (2009), succession planning is a process aimed at reducing gaps, thus creating opportunities for the development of employees to fill leadership roles in the future within the organisation. Rothwell (2010) saw succession planning as a systematic process to develop, retain human capital for the future. Osibanjo, Abiodun and Obamiro (2011), described succession planning as an intentional effort to identify and develop future leaders, sharpening their competencies through experiential learning.

Care must be taken not to think of succession planning as grooming or cloning, which Pierce (2015) describes as current leaders pre-identifying potential succession candidates who espouse values that are similar to their own leading to what may be seen as discriminatory tendencies. The downside of this cloning practice is that it breeds similar thinking and actions which work against organisational goals of sustainability, renewal and innovation, thus hindering the efforts of preparing the organisation for future challenges (Rothwell, 2010).

It is also generally accepted that succession planning is not disassociated from talent capacity building. However, succession planning is a focused, active and continuous process (Rothwell, 2002). The Society for Human Resource Management (2015) defined succession planning as proactive planning, a process of ensuring that capable and experienced employees are available for key positions (Conger & Fulmer, 2003), with the intention to add stability to the organisation (Robken, 2007, Runestad, 2014).

2.3 Leadership succession planning theories

According to Savova (2021), the expectation in terms of the principle of going concern, is that an established and functioning organisation should continue to do so unless there is a compelling reason necessitating its closure. However, this must be understood against the fact that all organisations at some point are confronted by changes in leadership and future direction as the people who are entrusted with these key responsibilities do not last forever. Hargreaves (2005) identified changes in leadership as significant events in the life of any organisation. Further, he pointed out that leadership succession tends to be successful depending on limiting how often succession events take place and how outgoing and incoming leadership knowledge is used to stabilise the organisation. In announcing his retirement, King Lear is reported to have said "... 'tis our fast intent to shake all cares and business from our age; conferring them on younger strengths, while we unburdened crawl toward death'' (Shakespeare, 1623). An appropriate sentiment, but the implementation thereof, despite advice received, led to disastrous consequences for his kingdom.

Organisations and institutions should survive the leaders and founders who established them because, although related to, they are effectively separate from those who established or currently lead them (Gartenstein, 2013).

Leadership succession, therefore, is about determining how the organisation or institution will continue to exist and function when the current leaders have departed, considering that leadership styles and succession models vary depending on how the entity was managed.

Neefe (2009) pointed out that concerns regarding leadership succession have troubled mankind for many years, yet professional research on succession planning only started in the early 1950s. According to Rothwell (1994), Henri Fayol introduced succession planning around 1918.

Fayol believed that management is entrusted with the responsibility of ensuring long-term survival of the organisation, as a successful organisation owed its continuity to skilled employees. Beeson (2000) supported the notion that the approach of focusing on skills development was important considering a rapidly changing environment in the higher education sector and that positions in their current form might not exist in the future. Acknowledging this situation, Beglinger (2013) pointed out that employees who showed leadership potential had to be prepared for these positions, as weak succession plans could lead to placing unprepared workers in critical leadership positions.

According to Tan (2009), leadership succession is about proactively identifying and developing employees at lower levels for future higher managerial and leadership positions in the organisation. This is of strategic importance to the organisation and involves ensuring that there is a ready pool and steady supply of employees who are adequately prepared to move to higher levels of the organisation to assume higher level responsibilities when so required. Charan, Drotter and Noel (2001) confirmed that this preparedness allows for orderly leadership succession.

Grusky (1960), in his work emphasized the importance of leader succession relating it to organisational stability. During this period, research drew attention to the relationship between leadership succession and organisational performance, which in turn led to the emergence of three succession theories, namely, the Common Sense Theory, the Vicious Cycle Theory and the Ritual Scapegoating Theory (Rowe, Cannella Jr, Rankin & Gorman, 2005). The understanding of these theories will assist in making sense of responses or data collected from the respondents. However, this study adopted the Common Sense Theory because it is the most effective in addressing labour turnover, retention and employee performance.

2.3.1 The Common Sense Theory

The Common Sense Theory suggests that organisational performance improves after a successful succession is made because the decision the successor appointed has the necessary expertise and experience to enhance organisational performance. Implementing succession planning is viewed as an organisational norm and all employees are expected to support the activities that promote and ensure smooth leadership transitions. Egbuta (2019) also argue that companies implement leadership succession planning to create stability and to avoid disruptions. Therefore, according to Rowe et al., (2005) it is common sense to select and develop for succession employees who have the relevant experience and expertise to drive the desired organisational performance.

2.3.2 The Vicious Cycle Theory

This theory states that succession planning is normally accompanied by changes to policies, operations and relationships among organisational members, brought about by new leadership and resulting in lower or poor organisational performance. This is disruptive to organisational continuity and performance and can even lead to further declines, particularly if the exiting incumbent was performing poorly and the successor does not deliver according to expectations, thus setting in motion a vicious downward spiral (Allen, Panian & Lotz, 1979). The net result is that morale and aspirations of potential succession candidates are negatively affected.

2.3.3 The Ritual Scapegoating Theory

The Ritual Scapegoating Theory is inversely related to the Vicious Cycle Theory. In opposition to the Vicious Cycle Theory, (Booker (2005); Brown (1982; Gamson and Scotch (1964), argued that a powerful leader, even though poorly performing, would be less likely be replaced. Those in authority would shift the blame to other people citing other factors that may affect performance negatively, such as the difficulty in attracting experienced people and that success could be as a result of processes already established and in place.

Associated with these three leadership succession theories are two succession hypotheses, namely, the Succession-Adaptation and the Succession-Crisis hypotheses (Tan, 2009).

The Succession-Crisis hypothesis claims that a leadership succession crisis could result in reduced organisational performance, disruptions, employee insecurity and an increased risk of employees leaving the organisation. On the other hand, the Succession-Adaptation hypothesis postulates that if leadership succession is managed properly, the opposite would be achieved due to creation of working environments that are conducive to organisational productivity and healthy employee morale (Parker, Peters & Turetsky, 2002). However, it must be noted that for succession-adaptation to prevail, organisations should have in place formalised leadership succession processes. Rowe et al. (2005) pointed out that organisations use all three of these theories in different contexts in so far as leadership succession is concerned, concluding that the integration of these succession theories would assist those responsible for making leadership succession decisions to understand if the intended objectives of succession will be achieved.

2.4 Succession planning approaches

Organisations view leadership succession planning differently (Schoonover, 2011). Some view it as finding replacement candidates when the need arises. For others it is viewed in a more comprehensive perspective. There are three different succession planning approaches which can be placed on a continuum, according to their level of complexity (Society for Human Resources Management, 2007). The basic form of approach, designated as replacement management, involves identifying employees who can be placed in higher level positions, but there is no focus on actively developing them other than providing them with ad-hoc experience opportunities on the job. In this informal and decentralised approach to leadership succession, organisations react to resignations, retirement or deaths of employees by selecting and appointing a successor, even if he or she is an internal applicant, through the normal recruitment process which may take a few months to accomplish.

The second approach to succession planning is where succession efforts are more systematic and are supported by deliberate and formal personal or individualised development plans targeted at employees who have been identified as potential successors but limited mainly for the top two or three senior leadership level positions.

The third approach, which is centralised and integrated, is referred to as succession management. It is more pervasive and implemented at all management levels within the organisation, the objective being to develop a pool of successors who would be ready for vacancies when they become available.

2.5 Leadership succession planning models

Friedman (1986) argued that the stakes in leadership succession are high. Leadership succession is so important and central to most organisations as the process can be fraught with political intrigue, lack requisite discipline, frequently be sloppy, and be sabotaged when it is not given quality attention and time. Succession planning models are used by organisations as vehicles to assess existing skills, to facilitate the identification of future successors and determine processes through which to develop them. Leadership succession planning models range from generic forms (Cashman, 2001; Friedman, 1986; Rothwell, 2002) to higher levels of specificity and complexity. The differences are simply a result of the approach taken by different researchers on the subject of leadership succession.

One of the succession planning models is the Three Track Model, which has three elements to it (Kur and Bunning, 1996), namely, to understand organisational business functions and environments, managing people, change, structures and developing a sense of personal growth in order to address personal weaknesses and limitations. Another model, the Leadership Pipeline Model (Charan et al., 2001), suggested the means for aspiring leaders to progress to senior levels within the organisation. This model involved successfully passing through determined stages of development, being continually trained to move progressively from lower to higher levels. A diagnostic tool is built into the model, enabling the employer to assess skills of potential successors and how to address any gaps identified. The downside of this model is the long time, estimated to be ten to fifteen years, required to progress through the different stages to reach the top level.

Byham, (2002), propounded the Acceleration Pools Model. In this succession planning model, in this model selected candidates are assigned duties and responsibilities that extend their capabilities in order to acquire higher level skills. The performance of the selected candidate is carefully monitored. Those that show good progress are allocated even more challenging and stretching portfolios whilst those that struggle are taken off the development programme.

Salleh and Rahan (2017) identified three other models by Burke (2003), Groves (2007) and Lynn (2001). However, these appear more to be step-by step guides on how to implement leadership succession as espoused in vision and mission of the organisation, paying particular attention to developing core competencies. The Seven Pointer Star Model proposed by Rothwell (2010) stipulates seven steps to be followed in investing in the training of individuals identified for leadership positions.

Organisations differ in nature and their business operations. Therefore, it is not practical to define and adopt one model for all. However, regardless of choice of a succession model, most contain essential recognisable steps that organisations can incorporate into their own customised models to suit unique business environments. If the model is implemented well, it can serve as a risk mitigation strategy which aims to minimise the organisation's exposure to the effects of high labour turnover or crisis associated with the sudden loss of highly skilled employees. Santorin (2004) likens implementation of leadership succession to a relay where present leaders hand over to their successors, who in turn will do likewise to their own successors.

2.6 The historical context of succession planning

In organisations where leadership succession has failed, it has been shown that there was unwillingness to implement succession planning processes. These would be situations where leadership did not get beyond merely talking about investing in the succession process despite acknowledging its strategic importance (Conger & Nadler 2004). In some cases, the succession models were inherently weak in terms of process and criteria for succession (Charan et al., 2001).

Early studies reveal that the origin of the potential successor was considered to be critical to leadership succession. A distinction was made between those internal to the organisation and those sourced externally (Carlson, 1961; Grusky, 1964). It was noted that organisations where internal leadership successors were appointed often performed better than in those where successors were externally recruited ((Shetty & Perry, 1976). Results of a study by Agrawal, Knoeber and Tsoulouhas, (2006), showed that most successors to executive positions were internally selected. Reasons advanced for this preference of internal successors were that it increases employee morale and loyalty to the organisation because of the willingness to offer opportunities to its own employees. However, this argument did not hold at all times as those employees who also considered themselves to be in line for succession would, if not selected, begin to feel despondent and demoralised and thus resign from the organisation.

Zhang and Rajagopalan (2004) supported the notion of internal succession particularly when the organisation was pursuing strategic continuity, arguing that internal succession enables a smooth transition from the exiting incumbent to the successor. Lewin and Wolf (1974), were of the view that where internal organisational strategic changes was necessary, external successors would perform better at driving change than their insider counterparts.

2.7 Historical context of succession planning in the higher education sector

Obianuju, Ibrahim and Zubairu (2021) conducted a review of published articles spanning a 10 year period, over a ten-year period, 2012 to 2021. Their aim was to to establish and provide insight into the following five areas, namely, level of scholarly interest in succession planning; distribution of such interest geographically; whether the focus of the research was empirical or conceptual; which data collection methods were used for these publications, and the themes explored. Their findings relating to each area are summarised and their relevant significance to this dissertation highlighted.

The findings show that over the decade there was no consistency in the form of either a sustained reduction or increment in the number of articles published. The pattern was that a low number followed by a high number throughout the ten-year period. The lowest was in 2014 with eleven (11) published articles and the highest in 2018 with twenty-nine (29) published articles. There is no mention of what this fluctuation could be attributed to.

Also, there is no previous comparative study referred to which could have shed some light on whether the interest in succession planning research is increasing, has plateaued or is decreasing. However, globally, it remains an area of interest. Out of one hundred and seventy-four (174) articles included in the study, one hundred and ten (110 or 63.2%) were from North America, followed by Asia with thirty-one (31 or 17.8%), then Europe with nineteen (19 or 10.9%). Africa came in fourth with seventeen articles (17 or 9.8%) of which only four (4 or 2.3%) were from South Africa. This is easily discernible from the number of articles referenced in this dissertation.

For the purposes of their study, “conceptual” referred to articles that did not involve data collection of any form but either aimed at explaining the value of succession planning for stabilising and sustaining organisations in the long term or were sharing points of view on how to improve or formalise succession planning processes. The finding shows an imbalance in that sixty-three percent (63%) of the articles were conceptual and only thirty seven percent (37%) were empirical, that is involved data collection and analysis to assess whether the recommendations would yield the intended results if implemented. This dissertation followed the empirical route of collecting data and analysing it to answer the research question (Bertram and Christensen, 2014).

Their study also found that, of the sixty-four (64) empirical succession planning articles, the most utilised data collection methods were surveys and interviews, accounting for twenty-six (26) and fifteen (15), respectively, another nine (9) utilised a combination of both surveys and interviews. In this dissertation the survey research strategy and semi-structured interviews were used collect qualitative data.

Five themes that were explored in the articles published included the level of implementation of succession planning in different contexts, one of which was the educational sector (Klein & Salk, 2013; Peters-Hawkins, Reed & Kingsberry, 2018). The finding was that succession planning is still far from being well established within these institutions.

This finding is a continuation of what other authors have, some even before the decade of this study, also expressed through their research. The following references confirm this assertion.

Clunies (2004), emphasised the point of little new research and the ongoing lack of writing about applied leadership succession in higher education.

A study by Hargreaves (2005), discovered that successful leadership succession depended on planning and use of outbound leadership knowledge (from those leaving the organisation) and inbound leadership knowledge (from those coming into the leadership positions).

Archer (2015) confirmed that there are complex challenges facing higher education institutions. Prioritising the quality of leadership, without which universities cannot deliver on the expectations of the wider community and government, is even more significant. These institutions should be serving as centres of innovative ideas and conducting creative research to inform solutions to problems of today and the future. Literature review shows (Long, et al., 2013) that, institutions of higher learning teach their about leadership succession and development, they neglect to do it for their own benefit. The caution about an imminent leadership crisis (Apparadurai, 2009), prompted questions as to where these leaders would be found (Barden, 2009; Bornstein, 2010), leading to Riddick (2009) confirming that these institutions have lagged behind in embracing succession planning. Universities are no different from other large organisations in their quest to remain stable, relevant and vigilant of the ever-changing expectations of society.

Though formal succession planning as a strategy was rarely practised in academia (Zepeda, Bengtson & Parylo, 2012), some academic institutions had adopted versions of succession planning to develop internal leadership plans to ensure institutional continuity, with each institution designing customised plans to fit its own needs.

Within the Malaysian perspective, Shamsuddin, Chee-Ming, Wahab and Kassim (2012) explain that matters of leadership succession were not found to be unique to institutions of higher learning only in Malaysia, but to be confronting these institutions all over the world. Over and above the causal factors identified in a leadership workshop held in Malaysia in 2011, the focus of higher learning institutions had in the main been on the knowledge, skills, characteristics and capabilities of leaders. Less attention was paid to where such leaders would come from (Wolverton, Ackerman & Holt, 2005).

Also, Shah (2017) reports on a study carried out in India involving employees working in educational institutions. Whilst most respondents were aware of leadership succession planning, thirteen percent (13%) saw it as time wasted, thirty one percent (31%) saw it as a mere formality and fifty-six percent (56%) believed it to be wrongly implemented.

In his study of succession management in Ghanaian public universities, Wonia (2021) states that it has been daunting for all stakeholders. According to Amoateng et.al., (2021), and Opong and Oduro-Asabere (2018), over time there have been no process reviews to implement any improvements and adherence to succession management approaches has been slow.

Seniwoliba (2015) cites a situation where successors ignore developmental policies that were introduced by previous leaders. In some institutions, the identification of successors is championed by one individual and not embraced by the institution (Omary, 2019). Overall, this has negatively impacted on systematic leadership advancement.

According to Sweeney (2013), the situation is critical and is due to issues such as the ambivalence of academics about assuming roles at leadership levels and/or deriving their professional identity and sense of satisfaction from professional expertise and accomplishments (Caldwell, 2007). Similar factors were highlighted in the Malaysian higher education leadership workshop in 2011 referred to above.

2.8 Leadership turnover in higher education institutions

High turnover of skilled employees, specialists and leadership has become a much-studied phenomenon. According to Barton (2019), the higher education sector, whilst facing unprecedented disruption and complexities, appears to be underprepared for this projected exodus which is also partly due to shorter tenures in the form of fixed term contracts of employment in the leadership roles (Government Gazette, Number 41982, RSA, 2018). Turnover, whether avoidable or unavoidable, cannot be eliminated. High turnover of skilled employees, specialists and leadership is detrimental to the continuity and renewal of any institution. However, institutions should be able to devise ways to minimise the negative effects of employee turnover (Morrell et al., 2001).

2.9 Benefits of succession planning

Though most articles referred to in this dissertation indicate slow progress towards embracing leadership succession planning in institutions of higher learning, there are benefits associated with succession planning processes that are formalised and well implemented. Badawy, Alaadin and Magdy (2016) state that when there is transparency and the process is supported by criteria that are merit-based, employees will be motivated and work harder if they understand the path to advancement within the organisation. Byers (2016) opines that if the succession plan is formalised, it facilitates the exercise of identifying potential and assessing the value of their contributions.

According to Weisblat (2018), management is encouraged by the adoption of a clear succession plan and use it as a tool for sharing expertise and knowledge, thus contributing to business stability and continuity. Founders, shareholders, and current leadership who wish to leave a legacy of successful organisations behind develop a level of confidence from the knowledge that future leaders are in the pipeline to ensure continuity (Sain & Koul 2020). The matter of an inevitable reality consequent to higher turnover in leadership ranks, as the generation of baby boomers retire, necessitates that organisations find new leaders to contend with this eventuality (Martin & O'Shea, 2021).

2.10 Factors enhancing or inhibiting leadership succession

There are factors which can either be enhancing or inhibiting organisational leadership succession initiatives. Top management must be aware of these in order that necessary steps can be taken to increase the overall effectiveness of the succession planning processes.

Whilst the examples given here are by no means exhaustive, enhancing factors should include adopting clearly formalised succession structures that are fully supported by top management, incorporating succession planning in manager roles as one of performance indicators, exhibiting a transformational leadership mind-set, and avoiding the set-in of entrenchment tendencies by those in leadership positions (Tan, 2009).

In their study, Shatilwe and Amukugo (2016), highlighted a few factors that are sufficiently generic to apply in different settings. The following four factors featured prominently. The first factor was that there is a reluctance by some leaders to be responsible for succession planning related duties.

Seventy three percent (73%) of the respondents shared this view, whilst fifty-two percent (52%) thought some leaders do not think it forms part of their jobs.

The second factor concerned the dissemination of relevant information about succession planning to employees. Most respondents, eighty-two percent (82%), were of the view that current leaders do not share adequate information about succession planning processes, if any, therefore creating suspicions as to how it is implemented. The relationship of recruitment and placement processes to succession planning was another factor that emerged. The question was whether these processes are conducted with succession planning implications in mind or just to fill a position as it exists at the time and not looking beyond. Eighty-five (85%) of participants indicated that this affected the implementation of succession planning, positively or negatively.

The manner in which succession planning is or may have been implemented in the past, for example, holding on to employees who should have retired by renewing their contracts of employment or perceived dynastic practices where positions are reserved for specific individuals regardless of their level of suitability for promotion, may result in employees resisting the process.

Also, Shatilwe and Amukugo (2016) noted the responses regarding the critical role played by Human Resources Managers in implementing succession planning. This was found to be a significant factor by the respondents because of the complexity of the process (94%), the need to guide line managers (96%), and being a strategic partner (93%).

This section can be concluded by noting that whether the factors are perceived as enhancing or constraining the succession planning process, there are things to be learned by all players involved.

2.11 Talent and talent management

Beechler and Woodward (2009) and Iles, Chai and Preece (2010), share the view that one determinant that contributes to organisational success and contributes immensely to the livelihoods and sustainability is talent management.

The term talent management came into use around 1957 (Dooher & Marting, 1957). Talent management has within different organisations grown in importance and just as much has been written on it as a subject. However, there are still differences regarding the definition (Ansar & Baloch 2018 and Lumme-Tuomala, 2019), or its scope (Lewis & Hackman, 2006 and Tansley et al., 2007).

Collings and Mellahi (2009) stated that many scholars do not clearly state what they mean by talent. The other term integral to the subject of talent management is the term “potential”. It is covered in the ensuing review of these three terms.

2.11.1 Talent

From a review of academic literature, inclusive of books, conference papers, peer-reviewed articles, theses and management reports, Gallardo-Gallardo, Dries and González-Cruz (2013), found widespread use and definitions of the term talent. They compiled a table listing no less than seventeen definitions proposed during the period 2000 to 2012. The situation in the world of work was found to be no different. A possible explanation for these conceptual variations lies in the historical etymology of the term and its different meanings throughout its years of existence (Gallardo-Gallardo et al., 2013).

From the analysis of the definitions, it could be deduced that talent is an inborn ability of an individual which generally makes him or her to stand out from others in a specific area related to the nature of their talent. Tansley (2011) pointed out that by the nineteenth century talent had come to be viewed as embodied in the people, which was a shift away from the approach where talent was seen as the characteristic of certain people. This approach supports the view that employees are generally considered to be the most important assets of the organisation (Ashton & Morton, 2005).

Iles, Chuai and Preece (2010), further highlighted that this approach could either be inclusive, referring to all employees as organisational talent, or exclusive, only considering a subset of employees that is made up of high performers or those deemed to have high potential.

2.11.2 Potential

Just as talent is the basis for talent management, potential is another element that is integral to the process of talent management. Within this context, potential refers to the current but not yet realised ability of a person. It is a latent and intangible quality that can be developed into something useful in the work environment to achieve stated organisational goals and objectives. Talent is normally exhibited in the present, while potential requires training, coaching and development for the individual to assume higher level responsibilities in a larger role.

2.11.3 Talent management

Talent management is a systematic process by virtue of which organisations can use to attract and deploy high performing employees (Khurshid & Darzi, 2016). Tarique and Schuler (2012) scanned the literature on talent management and compiled a summary of those definitions which appeared most often across the spectrum. The following salient points emerged: that talent management is forward looking and strategic in nature, that it is selective, focusing on mission critical positions and, lastly, that talent management is based on an organisational capacity building and strategic approach to human resources management (Ansar & Baloch, 2018).

Having talented employees will not by itself deliver desired results or enhanced performance. Organisations have to invest in the proper utilisation thereof or, alternatively, manage such talent in order to gain competitive advantage.

2.11.4 Implications for implementation of succession planning

In real life, organisations adopt different definitions and approaches to, or perspectives on, talent management. What influences this is the nature of their business activities and operating business environments (Tansley et al., 2007). It is imperative that organisations make clear where they want to focus their efforts regarding their objectives and practices on talent management (Meyers, Van Woerkom & Dries, 2013). However, in line with the inclusive approach, it is recommended that all employees be afforded opportunities to advance their careers in order to their maintain loyalty and utilise their talent for the benefit of the organisation.

Wolverton and Gmelch (2002), drew attention to the limited talent management research conducted in the higher education sector. He concluded that these institutions tend to deal with growth opportunities by chance rather than relying on a systematic process. According to Lynch (2007), these institutions lag businesses and industries in developing their own talent pipeline, which goes against the general expectations that producers of knowledge should be focusing on talent management and even be more competitive in that discipline.

Higher education institutions must realise that growing talent from within will benefit them given the current turbulence within the sector and competition for skilled and experienced human capital.

Clunies (2004) pointed out that higher education institutions should be examining the contribution that talent management can make as an effective component of leadership development and transfer of authority to the next generation.

2.12 The concept of leadership

According to Bass (1990), the advent of the word “leader” dates back to a period as early as the 1300s, which demonstrates that for centuries mankind has been preoccupied with being guided in their activities. Leadership then becomes their source of hope and inspiration when confronted with change and other crisis situations. Leaders are then required to lead their followers to somewhere more stable and desirable (Bolman & Deal, 1994).

Many authors who have tried to define leadership found it to be a complex and illusive subject. According to Khan, Nawaz and Khan (2016), numerous definitions, classifications and theories have been proffered. Somehow a consensus of thinking developed over the years, building upon what already exists and seldom disregarding that which was derived before it. Hence, there is still no common definition as each author proposes a definition with differing points of emphasis (Ishak, 2016).

In an analysis by Rost (1991), out of five hundred and eighty-seven (587) written articles on leadership, sixty two percent (62%) did not offer any definition of leadership. The words in the definitions of leadership were contradictory and there was no clear differentiation between the content of leadership or its nature. In another informal survey involving one hundred and ten (110) professionals from various organisational settings and ethnic backgrounds (Barker, 1997), fifty-four percent (54%) referred to it as an ability, six percent (6%) as a position or action, thirteen percent (13%) thought of leadership as a responsibility, an experience, an influencing relationship, a process or a management function. The following sections expand on three dimensions, namely, leadership as an ability or skill, a relationship, and as a process.

2.12.1 Leadership as an ability or skill

Markovic and Ljajic (2016) pointed out that the approach to leadership as a skill has its origins in an article that was published by Katz (1955). This approach was in opposition to the leadership characteristics view according to which the concept of leadership abilities was said to depend on the personality traits that individuals were born with.

The argument in favour of the skills standpoint was that leadership was not inherently genetic but could be taught and learned. In an organisational setting, some skills were said to be needed more than others, depending on the level at which the individual operated. For first line management, technical skills were considered to be more important while at senior levels, abstract thinking was considered to be more appropriate.

2.12.2 Leadership as a relationship

In a number of contemporary leadership theories, the term relationship is mentioned as a component, if not a major characteristic of the theory. Gini (2004) suggests that even in the hands of a strong, confident and charismatic leader, leadership remains at the core, relational. According to Martin, Keating, Resick, Szabo, Kwan and Peng (2013), meeting human needs is the premise of effective leadership. The caution is that neglecting the relational component is to neglect the higher-order needs of the members of the organisation, both for leaders and for their followers.

2.12.3 The process of leadership

DiGirolamo (2010) states that leadership is a process that serves the following three functions: creating a vision, building a high-performance team by motivating members, and maintaining alignment with shareholders and the environment. Processes answer the how and the why question.

Leadership process interventions that change the rules of interaction between the leaders and followers are not random. According to Hazy (2011), these interventions occur to perform critical functions if the organisation is to survive as an entity and adapt to changing circumstances.

In situations where there are differing perspectives, leaders frame the challenge in a way that invites collaboration, maintains stability and enables predictability through the convergence process. Through influence on individual interactions, there is entrainment of members into alignment, limiting destructive deviations. Due to uncertainty in organisational environments, such as changes in political and economic conditions or the invention of new technologies, organisations may be constrained in getting better at what they do and must adapt and change through a generative process which involves an integration of new ideas into its operations.

Leaders are at times called upon or expected to perform a unifying function when members exhibit identity tension that surfaces when they are confronted with choices to conform or act with autonomy during times of change, informational differences and experimentation with new ideas.

2.13 Leadership development and succession planning

Every year the investment by organisations in developing leaders was found to be huge (Fulmer & Goldsmith, 2001). Although often treated and discussed in the same way, Day (2000) differentiated between leadership development and leader development, explaining that the former is aimed at growing collective capacity of all employees, whereas the latter focuses more on building individual capabilities.

Leadership development must not be a stand-alone intervention. The design thereof has to be based on the management of succession processes, take into account the strategy of the organisation and be feasible depending on available resources.

2.14 Strategies aiding the process of succession planning

One major challenge experienced by South African institutions of higher learning can be summarised as the difficulty with the engagement and retention of employees with requisite skills to achieve institutional goals and objectives (Ngobeni and Bezuidenhout, 2011).

This view is also expressed by Bwowe (2020), who asserts that HDIs in South Africa struggle to attract and retain staff. Erasmus, Grobler and Van Niekerk (2015) supported this assertion adding that the loss of staff to other institutions or the private sector is partly due to a search for better conditions of employment. In anticipation of and to address these concerns, several strategies have been proposed in different studies by scholars for consideration and implementation by these institutions.

2.14.1 Advance human resource planning

Every organisation or institution requires human resources to perform predetermined tasks so that it can achieve its goals and objectives. The process of human resource planning involves, firstly, the identification and analysis of the need for suitable human resources with the right capabilities to do the work.

Secondly, it involves the ascertaining of the availability of such resources in the right numbers and allocation to jobs at the time that they are required, which is for as long as the job exists (George, 2019). In management literature, the strategy of human resource planning has preoccupied management of organisations for years (Louch, 2014) as a way to ensure that they have the required talent to drive business objectives. According to Dhir (2020), human resource planning helps to retain talented and highly motivated employees by ensuring the suitability of those

appointed to the job specifications, thus minimising the risk of high vacancy rates and supernumerary staff complements.

2.14.2 Training and development

McCauley and Wakefield (2006), reminds employers that there comes a time when employees reach retirement age and leave the institutions and the risk of key positions remaining vacant arises. According to Bowes (2008), talent development precedes organisational success and, therefore, organisations must build on existing levels of competence in order to remain sustainable and competitive. Many organisations have become more interested in avoiding employee turnover by concentrating on job training and development. According to Martini et al. (2023), the relationship between the belief that employers invest in employee development and labour turnover is statistically significant and increases commitment, limiting the likelihood of turnover. Soares and Mosquera (2021), confirm that employee development helps retain employees because it strengthens their confidence in their employment and progression prospects in the organisation.

Whilst employee development may enhance internal employability, it may also result in the opposite effect on turnover intentions because the employees value increases and they become more attractive prospective employers (Nelissen, Forrier and Verbruggen (2017); Rodrigues, Butler and Guest (2019). Organisations need to be aware of this negative effect and adopt a combination of strategies to enhance their retention efforts.

2.14.3 Identification of people with potential

Identification of employees with potential constitutes an important aspect of managing succession programmes (Oppong & Gold, 2016). The criteria for identifying potential successors in higher education institutions include, though not limited to, seniority, knowledge of institutional culture, and qualifications relevant to the higher education field.

Shondrick, Nordisk, Neyman, and Benckiser (2013), highlighted for transparency and buy-in, the importance of defining and communicating the qualities that make an employee to be considered as having potential for further development opportunities.

2.14.4 Opportunities for growth and career development

According to Sujansky (2007) and Jorgensen (2005), previous research has shown that employee commitment reduces in organisations where they are not involved in challenging work

opportunities or given career development avenues. A shift has occurred (Baruch, 2006) from when employees used to remain with a single employer. They tend to be frustrated if they perceive their career opportunities to be blocked (Lesabe and Nkosi, 2007).

2.14.5 Employee and management involvement

Employee involvement is believed to significantly impact the degree to which employers succeed to retain their talented and high potential employees (Özbağ & Ceyhun, 2014). In their study, Wilkinson, Sun and Mowbray (2020) observed that there is a paradigm shift in employee participation from its origins of indirect form towards employee–manager consultative and delegative collaborations.

A study by Saridakis and Cooper (2016) revealed that a higher level of involvement reduces employee turnover. In a similar study, Khalid and Nawab (2018) established that employee retention is positively influenced by employee participation. Scholars such as Gupta (2014) and Kashyap and Rangnekar (2014), advocate that although studies provide sufficient empirical evidence of this influence, it is work in progress and could further improve. Managers have a responsibility to build stable working relationship with their subordinates and thereby work towards retaining the critical talent, nurturing and growing it (Ngobeni and Bezuidenhout, 2011).

2.14.6 Internal promotions

There is consensus among practitioners and scholars that internal promotion and recruitment are the most effective tools for addressing labour turnover. Otoo, Assuming and Agyei (2018) describe promotion as moving up the organisational hierarchy. Ekabu, Nyagah, and Kalai (2018) found that good prospects of promotion have an inverse relationship with turnover intentions. A study by Chukwu (2019) confirmed that promotion and intention to quit are statistically significant, leading to a recommendation that employee promotion should be a regular feature within any organisation. According to Al-Qathmi and Zedan (2021), about forty-four percent (44%) of the respondents had cited lack of promotional prospects as reasons for quitting their jobs.

2.14.7 Favourable terms and conditions of employment

At the HDIs it is suggested that favourable terms and conditions, including reward systems, should be comprehensive, equitable and seen by employees to be promoting fairness and justice to all (Bwowe and Marongwe, 2018; Bwowe, 2020). Akinyomi (2016) also recommended that the strategies for addressing labour turnover should include favourable working environments and

improved remuneration packages. Similarly, Leider et al., (2016), suggested that favourable terms and conditions of employment, such as improved internal rewards and benefits contribute to addressing labour turnover in an organisation. Ngobeni and Bezuidenhout (2011) went a step further and suggested that there should be transparency about conditions of employment and market factors that affect remuneration packages offered or policies governing promotions.

2.14.8 Sourcing of employees

Two sources for organisations to fill vacancies are external and internal recruitment. The former represents a process in which vacancies are filled with applicants from outside of the organisation, whereas the latter involves filling vacancies with existing employees.

Most organisations prefer appointing people already within the organisation because it is faster, cost effective and offers growth opportunities to existing employees (Ali & Anwar, 2021). External recruitment offers a larger pool of potential job applicants and is preferred if the objective is to reach those with specialised skills and experience (DeVaro, 2020). The other positive aspect of external recruitment is that a vacant position can be filled without creating another and therefore prevents a cascade of new vacancies within the organisation. The challenge is that whilst organisations may succeed in attracting critical talent, they may also be losing some of their own experienced employees to competitors due to the war for talent (Capelli, 2008; Kock and Burke, 2008).

2.15 Chapter summary

Literature review covered in this chapter shows that succession planning has attracted interest and has been studied by researchers generally but mainly from the vantage point of the corporate sector. In institutions of higher education, succession planning research conducted predominantly in Western countries has found that it is slow and lagging the corporate sector.

Although organisational succession plan designs and objectives vary, the succession goals among different sectors are similar. Rothwell (2010) advocates that organisation must have in place a system to identify and develop talent not only for current but also for future higher-level positions in order to maintain sustainability. Current leaders in any institution should play a role in ensuring that future successors are available through implementing strategies to contain turnover, improve attraction and retention as the basis for succession planning. Effective leadership is likely to breed future leadership.

The following chapter deals with research and methodology.

Chapter Three: Research Methodology

3.1 Introduction

Research methodology can simply be described as a way that the researcher chooses to conduct his or her research to address the research question, thus arriving at the answers he or she wants to generate (Jonker & Pennink, 2010). This chapter focuses on the practical aspects of the research study, the choices made regarding research design and research approach, and the description of the target population, sampling strategy and procedures, sample size, data collection instrument, data quality and analysis, ethical considerations and limitations of the study.

3.2 Research design

Nasir (2001) pointed out that the purpose and function of a research design is about specifying and obtaining relevant evidence that will provide answers to the research question or to describe the phenomenon being researched in a clear, unambiguous manner, convincingly and with the least margin of bias. Yin (2014), differentiated between the research design and research methods, seeing research design as a logical structure of research as opposed to methods which are a logistical matter. The research design choices that the researcher makes significantly affect the value of the research outcomes and conclusions (Bordens & Abbott, 2018).

There are different types of research designs, but the three most commonly identified types are the descriptive, explanatory and exploratory designs (Gounder & Iglesia, 2012). In this study, the exploratory research design was adopted. An exploratory study provides valuable information that facilitates robust evaluations, resulting in low costs and potential risks emanating from the investigation. Mbaka and Isiramen (2021), contend that exploratory research is conducted if information on the subject being studied is scant. Accordingly, the exploratory research design offers a realistic understanding of the world that cannot be discerned from numerical data and statistical analysis applied in quantitative research. They further argue that the exploratory research design provides flexible ways in collecting data, analysing and interpreting it. The exploratory study helped the researcher to gain adequate knowledge of succession planning and leadership turnover and define the research problem.

3.3 Research approach

Morgan (2013), stated that qualitative, quantitative, and mixed research methods are the major research approaches that in social sciences.

Creswell and Creswell (2018), pointed out that these approaches have evolved over time. The qualitative research approach is used to understand and explain social phenomena from an inside vantage point, by analysing experiences, interactions, communications, and texts or images in documents. Using open-ended questions, peoples' thoughts and views can be explored to extract complex information about their ideas, predict future possibilities or, in some studies, explain trends and patterns presented in numbers (Thakur, 2021). The quantitative research approach emphasises measurement and quantification when collecting and analysing data. This characteristic distinguishes it from the qualitative research approach which emphasises using words to explain how people view and interpret their social realities (Bryman, 2016).

A qualitative research approach was adopted for this study because of its suitability for a research process in which the purpose is to explore, understand, and interpret meanings attributed to human or social phenomena. As substantiated by Mwita (2022), the qualitative research approach enables the researcher to use more than one method of data collection while minimising the chances of missing other relevant data. Importantly, the approach is cost-effective and the best option for some research problems.

3.4 Research population

Asiamah et al., (2017), explain the concepts of research population, namely, general population, target population and accessible population. Before starting with research activities, the researcher must accurately define and decide on the research population for that study. Since the research population is the primary source of data, it must be defined, and the most suitable choice made for the research project. The integrity of the data collected from the research population determines the credibility of the research findings.

The general population is defined as the entire population group that is made up of potential participants in a qualitative research study (Asiamah et al., 2017). These participants share an attribute or attributes that are specified and required by the researcher for purposes of the study. To get to the target population, a refinement of the general population is necessary.

The target population is a group of potential participants representing the population of interest that the researcher intends to access (Casteel & Bridier, 2021). The accessible population usually has a smaller number of participants than the target population.

Transitioning from the target population to the accessible population is significantly impacted by more stringent selection criteria since the objective is to retain the most qualified and accessible participants (Allwood, 2012). The general population for this study included potential participants who are in senior leadership positions in the seven HDIs, located in four provinces, namely, Limpopo, Eastern Cape, Western Cape, and KwaZulu Natal.

3.5 Sample size and recruitment of participants

A sample is defined as a smaller number of people or units of the research population that represent the specified characteristics of the population (Cassim, 2021; Shukla, 2020). Many authors in research have for many years been occupied with the matter of the sample and its size (Vasileiou et al., 2018). The enduring debates concern what sample size should be considered as the right size in qualitative research (Morse, 2000). It has been noted that the sample tends to be smaller in qualitative research when compared to quantitative research samples because in qualitative research the aim is to gain a deeper understanding of the research phenomenon, rather than making statistical inferences for generalisation (Dworkin, 2012; Ritchie et al., 2003 in Mason, 2010). While some authors avoid pronouncing the size of the samples, there is variability amongst those who venture to suggest sample sizes or even a range from minimum to maximum (Mason, 2010; Omona, 2013). Admittedly, the sizes are offered as guidelines only and without any empirical evidence. Baker and Edwards (2012), wrote that according to qualitative research experts there is no definitive standard regarding sample size. The researcher should know what data is required and should recruit participants who are able, available, and willing to provide it because they have the knowledge and possess requisite experience (Lewis & Sheppard 2006). Morse (2000), also stated that fewer participants may be required for the study if more usable data can be collected from each participant.

Vasileiou et al., (2018), agreed with other previous studies (Arlsen & Glenton, 2011; Marshall, Cardon, Poddar & Fontenot, 2013; Saunders & Townsend, 2016) about the poor substantiation or absence of sample size sufficiency, prompting a recommendation of transparency by qualitative researchers in their assessment of sample size concerning data adequacy.

3.5.1 Inclusion and exclusion criteria

Relevant to this study is that in phenomenological studies, the sample size ranges from 3 to 10 participants (Creswell & Creswell, 2018), or 3 to 6 participants (Lawrence, 2015). However, Mason (2010), cautioned that these numbers should be taken as a rule of thumb guidelines, and that researchers must still provide their rationale for their own sample sizes.

The participants were recruited based on the following criteria: currently employed in the top four senior leadership positions at the institution; employed in the positions of Deputy Vice Chancellor, Dean of Faculty, Executive Director: Human Resources or Registrar; responsible for strategic and administrative leadership, which includes ensuring and planning for continuity and sustainable leadership of the institution considering staff turnover at those institutional levels.

In this study, the researcher had an accessible population of 12 participants who met the specified criteria and who, in terms of purposive sampling, could provide relevant and rich information about succession planning in the seven HDIs.

3.6 Sampling methods

For researchers to succeed in contributing to the production of new knowledge, they must gather data from participants who are members of defined research populations of interest to them. This necessitates that a sample from which to collect relevant data must be determined before the process of collecting data commences. The sample must be representative of a large population group for a specific research purpose (Bhardwaj, 2019). Can't et al., (2008), identified two types of sampling methods, namely, probability and non-probability sampling methods. In probability sampling, every member of the identified research population stands an equal chance of selection as a participant, depending on its size (Bhardwaj, 2019). This is possible because all population members have the characteristics determined by the researcher. Concerning this type of sampling, the selection of the participants is random and objective, free of bias and independent of the personal wishes and preferences of the researcher. Probability sampling is a method most suited for use in quantitative research (Shukla, 2020).

In non-probability sampling, there is no certainty by any member of selection into the sample (Bhardwaj, 2019).

The selection of the participants is non-random and susceptible to researcher subjectivity and risk of bias. Non-probability sampling techniques are most suited for use in qualitative research.

Given the nature and approach of this study, the purposive sampling technique was used to select only participants with adequate knowledge of the research phenomenon. The reasons for selecting this sampling technique are summarised below:

- 3.6.1 The number of primary data sources that have the experience and knowledge about the phenomenon of interest is limited (Cresswell & Plano Clark, 2011), due to the target population being small and specific, some members being unavailable, and others unwilling to participate (Bernard, 2002; Li et al., 2006; Vargas & van Andel, 2005).
- 3.6.2 Its effectiveness in terms of cost and time (Black, 2010).
- 3.6.3 It focuses on a small homogeneous population group at a particular occupational level, the leadership hierarchy, in the selected historically disadvantaged higher education institutions (Saunders & Thornhill, 2012) and
- 3.6.4 The data sources fit closely with the context of the research, allowing for a low margin of error (Formplus; <https://www.formpl.us> › blog › purposive-sampling, 2021).

3.7 Data source and collection instrument

Data collection is a stage of a research study when the researcher finds and collects data or information to gain insights into the research phenomenon and also gathers evidence that provides answers to the research questions (Taherdoost, 2021). According to Kabir (2016), data to be collected must be determined before deciding on the data collection method. Primary data refers to authentic and objective data collected directly from the sources for a specific study.

Secondary data is data collected from sources other than the researcher's own original sources. It is data that was collected or generated by others for a different purpose (Taherdoost, 2021). For this study, primary data was collected using semi-structured interviews. A guide containing open-ended questions was developed in advance to steer the interview in the desired direction and to cover the critical aspects of the data required within a predetermined thematic framework.

While some questions were predetermined, others emerged from the discussion as part of the follow-up probing by the researcher.

Because open-ended questions by their nature do not provide answer options, they demand the participants to come up with their own words, phrases, or sentences to respond (Barbara, 2006).

The interview sessions were a mixture of in-person, face-to-face, in the participant's office environment, or interviews conducted online using the Microsoft Teams Platform. The interview guide used consisted of three parts. The first part was to establish rapport, a cordial atmosphere, confidence and trust between the participant and the researcher. The second part initially focused on the objectives of the study, confirming what was communicated as the rationale in the invitation letter. During the interview, participants were not asked leading questions nor prompted to provide certain answers by expressing approval or disapproval of their responses. The researcher listened attentively, looking for cues when to ask probing questions, to let the participant continue to speak without guidance or interruption or when to move on. Thirdly and in closure, participants were thanked for agreeing to participate in the study. Although these interviews were designed as single-interview sessions, the participants were willing to be contacted later to confirm their inputs. Technical issues around the recording of interviews and producing transcripts for analysis purposes were also dealt with. Participants were asked if they would be amenable to providing copies of documents from their institutions supporting their responses. Secondary data was obtained from four participants in the form of their university documents on policies, procedures and practices regarding succession planning and leadership development. Notwithstanding the perceived drawbacks of this method, its selection as a suitable data collection method in this study was also because at the time of data collection, primary data was specific and relevant to the needs of the study, data was collected in real-time and, as such, its authenticity could be trusted.

3.8 Data quality control

Qualitative research data control refers to steps taken by the researcher to ensure accuracy and reliability of data collected (Creswell & Creswell, 2018). Unlike quantitative research, where data is often numerical and can be analysed using statistical methods, qualitative research deals with non-numerical data, texts, images and observations. Thus, ensuring the quality of the data collected is crucial to the validity and trustworthiness of the research findings (Sargeant, 2012). In qualitative research, data quality control is often determined through trustworthiness. Qualitative researchers (Collingridge & Gantt, 2019; Stahl & King, 2020) recommend assessing trustworthiness by looking at credibility, confirmability, dependability and transferability.

Credibility relates to internal validity, which determines how congruent the research findings are with reality (Stahl & King, 2020). Thus, credibility is based on subjective views that rely on individuals' judgment. A triangulation approach was adopted to achieve the credibility of the research findings. Data was collected from both primary and secondary sources. The transcribed data were given to the participants to verify and for confirmation.

Transferability refers to the process of replicating the research findings in the same or similar context (Stahl & King, 2020). To ensure the transferability of the research findings, the researcher described the nature of the data collected from the research participants. Moreover, the researcher accurately described the participants and the study institutions.

Dependability is another criterion that aims to build trust in the research findings. It concerns the extent to which the research findings or conclusions would be consistent if the research was to be repeated with the same topic or in a similar context (Adler, 2022).

Likewise, Lincoln and Guba (1985), stated that dependability assesses stability of data over time and under different conditions. In this study, the dependability of the research findings was determined by the supervisor through scrutiny. The findings from the field study were given to the supervisor to for review and comment.

Confirmability is the fourth criterion of trustworthiness. In the view of Stahl and King (2020), it can be argued that confirmability concerns objectivity or the potential for consensus among independent people regarding the accuracy of the data. In this study, the research findings were given to qualitative experts and supervisor for verification and audit.

3.9 Data analysis

Generally, the decisions about data analysis are made at the same time as when identifying where and how to source and collect the data. As such, the data analysis method to be used will usually depend on some of the following factors: research questions, type of data to be collected, the amount of the data and format in which it will be collected, and time and resources available to do all of this. Wong (2008), describes qualitative data analysis as the information presented in the form of words, focusing on meanings and experiences about the phenomenon under investigation.

Analysis of qualitative data is arduous because it is of a nature that is not technical or mechanical (Basit, 2003). For this study, the NVivo software, version 13, was used to organise and manage the data.

Generally, two ways are used to analyse qualitative data, namely, content and thematic analysis. Thematic analysis, defined as a process of identifying patterns or themes within the collected data (Maguire & Delahunt, 2017), was used. The six-phase analysis framework used in this study is a recommendation by Braun and Clarke (2006). The point is made though that it is nonlinear, allowing for movement in between the phases depending on the complexity of data under consideration. The six phases are:

- Becoming familiar with the data,
- Generating initial codes,
- Searching for themes,
- Reviewing themes,
- Defining themes and
- Writing-up.

The objective behind the thematic analysis is to present in sufficient detail and depth the accuracy of the analysis while being cognisant of the fact that the interpretation should neither say more nor less than what the data says (Cooper, Chenail & Fleming, 2012).

3.10 Ethical considerations

Society expects greater accountability in terms of how research in general is conducted. This has resulted in focussed attention on ethical conduct by researchers (Zegwaard, Campbell & Pretti, 2017). Ethical issues of informed consent, anonymity, confidentiality, and risk of harm were considered and mitigated throughout the research process. To this end, the researcher in this study complied with expectations and ethical requirements, which included:

- Obtaining Ethical Clearance from the University of KwaZulu Natal to conduct this research.
- Being granted permission by the participating institutions to use their sites (gatekeeping) to collect data and conduct research.

- All participants who were invited provided explicit and signed consent to voluntarily take part in the study, with a clear understanding of their rights to remain anonymous, have their information treated confidentially, and to be able to withdraw their participation at any point should the need to do so arise. Included was the option to contact the Humanities and Social Sciences Research Ethics Administration of the University of KwaZulu Natal should there be instances of concern. As part of informed consent, participants were given the assurance that the study would not pose any risk of harm.

3.11 Limitations of the study

The scope of the study was limited to seven HDIs in South Africa. This suggests that the research findings can only be applied to the HDIs. Therefore, future studies should include HDIs and other academic institutions in South Africa. Another limitation of the study was the method adopted to investigate the research phenomenon. The study adopted the qualitative research approach to examine the subject matter. Qualitative research is limited in a sense in that the findings cannot be generalised. To address this limitation, future research should adopt qualitative and quantitative research methods (the mixed-methods research approach).

3.12 Chapter summary

This chapter described the research design and methods adopted for the research study. Exploratory and qualitative research was conducted to provide an adequate understanding of how succession planning was used to address leadership turnover in HDIs in South Africa. Members of executive leadership teams in each institution were selected as participants through purposive sampling. The data collected was transcribed manually and analysed using NVivo, version 13.0 software. Thematic analysis was then used to generate, identify, organise and report the main and sub-themes that emerged from the study.

The next chapter deals with the presentation and discussion of the findings.

Chapter 4: Data Presentation and Discussion of Findings

4.1 Introduction

The previous chapter described the research design and methodology choices made to achieve the research objectives of the study, namely: to investigate how leadership turnover is managed in the seven HDIs in South Africa; to establish current practice in implementing their succession planning policies; to analyse how they mediate the tension between succession planning policies and recruitment policies; to ascertain the implications of their succession planning policies and practices for leadership development and to investigate if leadership succession planning is incorporated into their talent management strategies. The focus in this chapter is on the presentation and analysis of data collected using semi-structured interviews and documented policies on succession planning and training and development, which were provided by some of the participating institutions. Although all seven HDIs had granted permission for the research to be conducted, participants from only five of these institutions accepted the invitation to be interviewed.

The data was then organised according to main and sub-themes as per the research objectives. The quotes from the transcribed data were included to support the main and sub-themes. NVivo version 13 software was used to organise the main and sub-themes. Additionally, a Mind Map (Buzan, 1993) was used to display the themes. According to Wheeldon and Åhlberg (2019), the mind map allows qualitative researchers to address bias and ensure that data collected is based on the participants' experience and also to demonstrate the relationships across different datasets. Thematic data analysis was performed to organise, identify and report the themes from the datasets.

4.2 Description of the participants

Five of the seven institutions participated in this study. For anonymity and confidentiality, these institutions are named using letters of the alphabet and are reflected as University A, B, C, D and E. The demographics of the participants involved in the study are:

4.2.1 Participants' institutions

The findings showed that twelve participants (four Deputy Vice Chancellors, two Registrars, four Executive Directors in Human Resources and two Deans) from the five institutions were involved in the study. For anonymity and confidentiality, these participants are referred to as Participant 1, Participant 2, up to Participant 12.

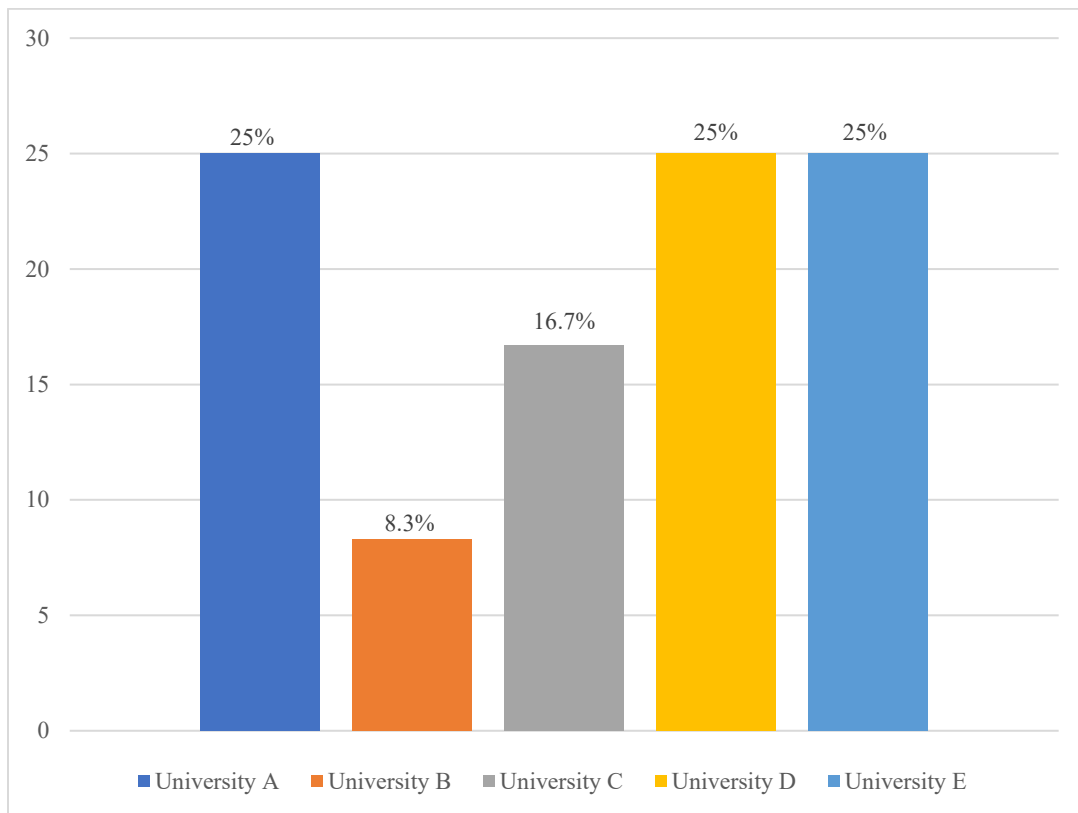


Figure 4.1 Participants per institution

The information in Figure 4.1 shows that 25% of the participants were from Universities A, D, and E, respectively. Participants from University C were 16.7% and the remaining 8.3% were from University B. The difference in the proportion of the participants from each institution is attributed to the busy work schedules of some of the invited participants who did not accept the invitations. However, this limitation had no significant impact on the findings.

4.2.2 Participants' job titles

As shown in Figure 4.2, 33.3% of the participants were Deputy Vice Chancellors (DVCs), 33.3% Executive Director- Human Resources, 16.7% Deans and 16.7% Registrars. So, most of the participants were DVCs and Human Resource Executive Directors, followed by Deans and Registrars.

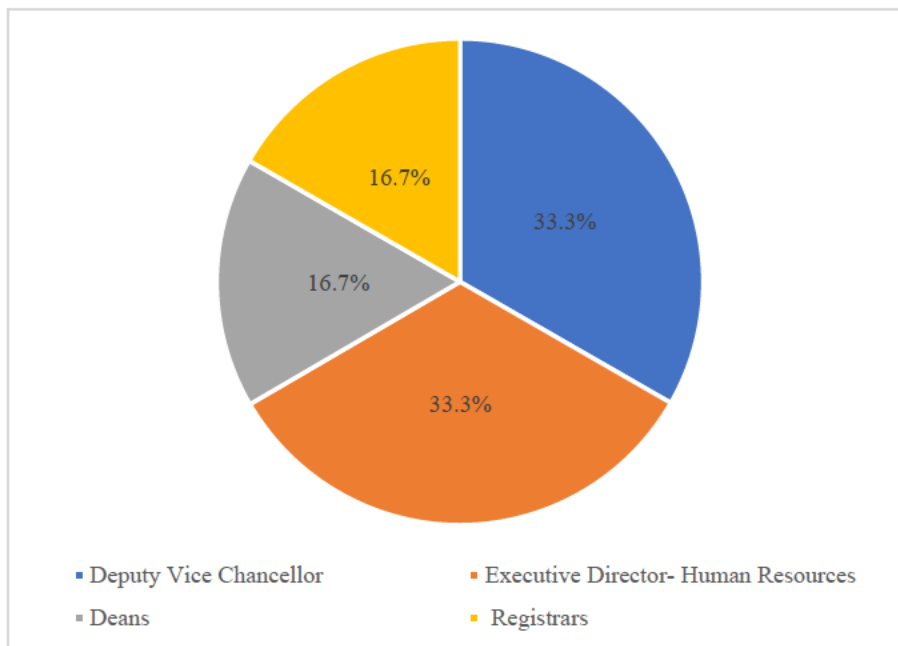


Figure 4.2 Participants by job titles

4.2.3 Seniority Levels of participants

Using the Employment Equity categorisation of employee levels, participants are in the top four levels in terms of seniority in their institutions.

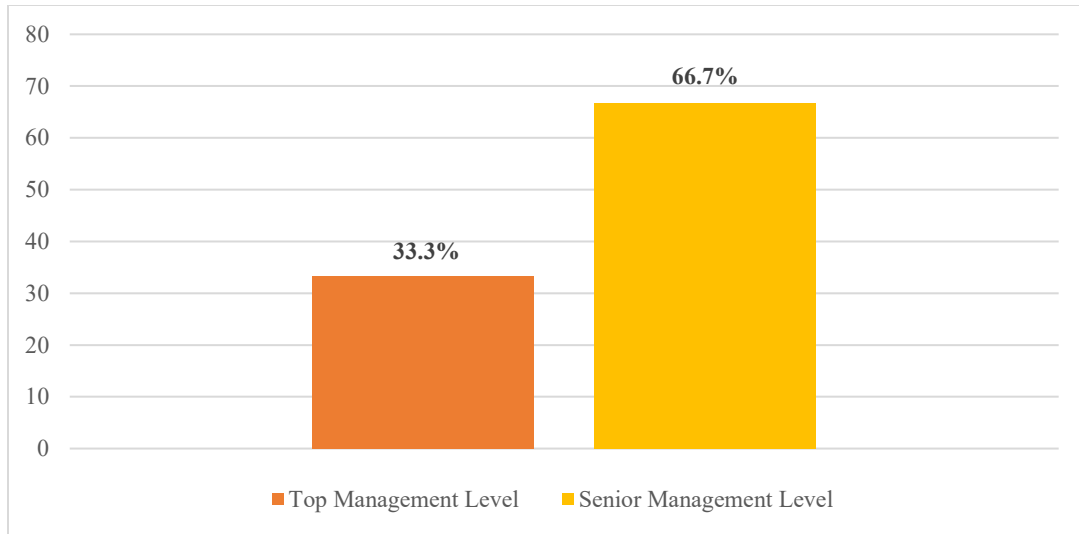


Figure 4.3 Participants by level of seniority

Figure 4.3 shows that 33.3% of the participants belonged to the top management level, while 66.7% belonged to the senior management level. Based on the Peromnes Job Evaluation System commonly used by institutions of higher education, these positions are in the top four job grade levels, representing both academic and professional support institutional leadership.

4.2.4 Participants' tenure

According to the employment history of the participants, 41.7% of them had worked in their respective institutions between 1-5 years, 25% of them between 6-10 years, 16.7% between 11-15 years, 8.3% between 16-20 years and, lastly, 8.3% had worked for 21 years and above. The findings are shown in Figure 4.4 which depicts the distribution according to longevity of employment within these institutions. This analysis revealed that most participants had sufficient work experience in their institutions to conclude that they had adequate knowledge of their work environments and the subject matter under investigation.

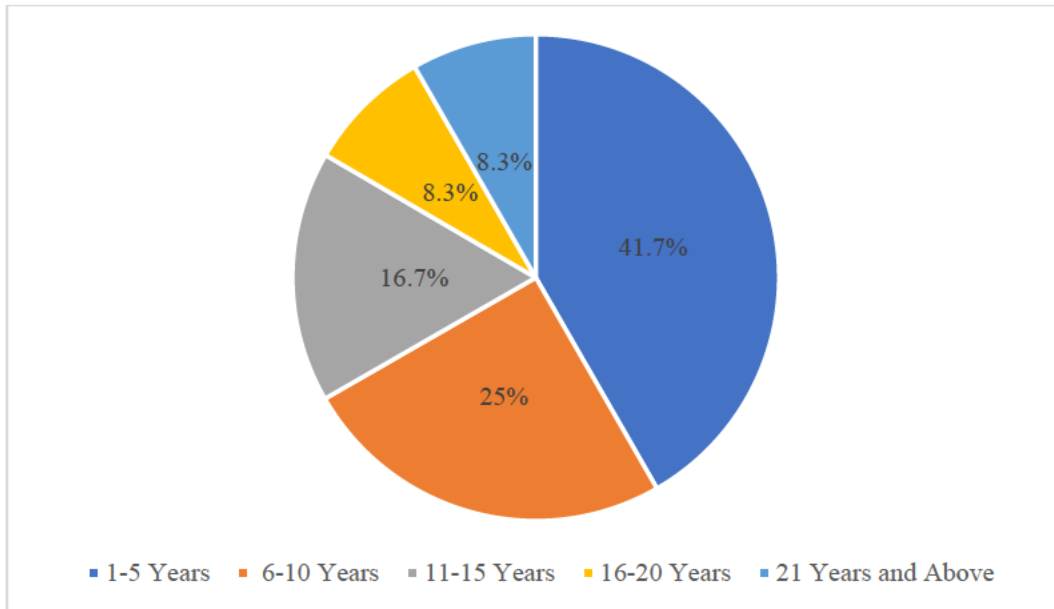


Figure 4.4: Participants' tenure

4.2.5 Sources of appointing participants

An analysis was done on whether participants were appointed to their current positions internally or from an external source to the institution. Figure 4.5 shows the sources of appointing participants to their current positions. It was revealed that 66.7% of participants were appointed internally, while 33.3% were appointed externally. The findings are displayed in Figure 4.5.

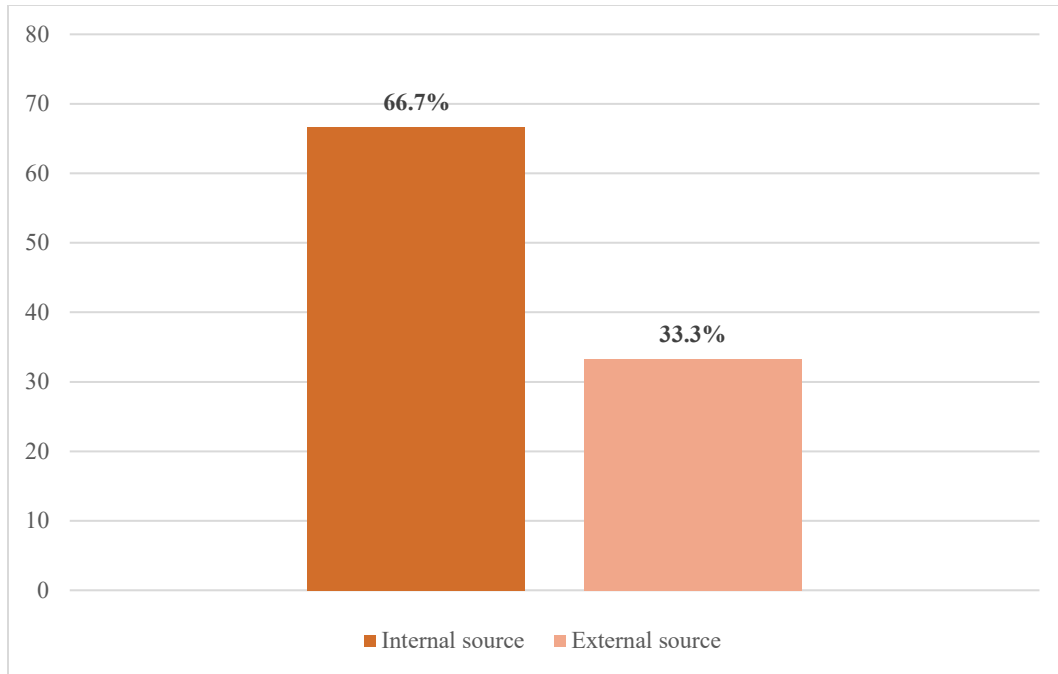


Figure 4.5 Sources of appointing participants

It augured well for these participating institutions that most of these senior employees were internal appointments who had knowledge of the institutions, thus promoting loyalty, enhancing morale, and saving time and recruitment costs. The findings are consistent with Zhang and Rajagopalan (2004) supporting the practice of internal succession particularly when the organisation was pursuing strategic leadership continuity. According to Zhang and Rajagopalan (2004), internal succession planning or appointment facilitates a smooth transition from the exiting incumbent to the successor. However, by contrast, Lewin and Wolf (1974) argued that external successors performed better at driving change than their insider counterparts.

4.3 Objective 1: Managing leadership turnover in the historically disadvantaged higher education institutions in South Africa

Objective 1 investigated how leadership turnover is managed in the HDIs. To address this objective, the study analysed the interviews conducted with 12 participants and succession management policies developed by some of the participating institutions. Thematic analysis was used to identify, organise, and report the themes or patterns that emerged from the data analysis.

The themes that emerged included favourable terms and conditions of employment, internal promotions, internal and external recruitment through advertising vacancies, employee training and development, identification of employees with potential to occupy higher level positions, leadership or top management involvement and advanced human resources planning. are graphically presented in Figure 4.6.



Figure 4.6 Managing leadership

4.3.1 Theme 1: Favourable terms and conditions of employment

Although several scholars and human resources management practitioners have proposed different strategies for managing leadership turnover, this study found that HDIs managed their turnover through implementing favourable terms and conditions of employment relating to benefits, rights, responsibilities and job expectations as set out in the employment contract. The following quotes from the interviews that support the research findings.

“It can be minimised through favourable terms and conditions of employment and advance planning for fixed terms contracts that expire” (Participant 1, University A).

“There are different ways this University is managing its labour turnover. For instance, we offer employees competitive and more favourable terms and conditions than our sister universities.

So, when you compare our terms and conditions with other universities, you will appreciate that this University offers employees better conditions of service than others. This strategy is to assure the employees that we value their contribution to the University, and they should remain working with us” (Participant 4, University B).

The findings are supported by previous studies. For instance, Bwowe (2020) recommends that HDIs should implement pay systems that are performance-based and attract highly skilled academic and support staff. Scholars such as Akinyomi (2016) and Leider et al. (2016), acknowledge that favourable terms and conditions of employment, such as improved internal rewards and benefits contribute to addressing labour turnover in an organisation, a view shared by Al Mamun and Hasan (2017).

4.3.2 Theme 2: Advance human resource planning

Findings from data and document analysis, revealed that advance human resource planning constitutes a strategy for managing leadership turnover in HDIs. From the interviews, four participants asserted that their universities continue to manage leadership turnover through advance human resource planning. It was highlighted that advance planning enables the institution to identify the problem of leadership turnover in early stages and to decide on appropriate corrective actions to be taken to mitigate it. Below are responses of the participants that support the research findings.

“I believe it can be minimised through advance planning for fixed-term contracts that expire. (Participant 1, University A).

“I then developed with HR a people plan...we started with the faculties...the rest of the institution started to also have people plans. Some of the dimensions of the people plans identified the needs of the faculty. We managed the turnover at senior management level through not waiting until the contract comes to an end” (Participant 10, University E).

“This University is managing its labour turnover through planning, using a five-year cycle in senior executive management and three years of planning for the other levels of management. All these interventions in the university are informed by a plan” (Participant 4, University B).

The above findings are consistent with Muma et al. (2018), who argued that human resource planning influenced employee retention. In a related study, Dhir et al. (2020) confirmed that human resource planning helps to retain talented and highly motivated employees. Tang, Chen, Bai and Lou (2022) also assert that human resource planning can be leveraged to attract, train, develop, and retain human resources.

4.3.3 Theme 3: Internal promotion/recruitment

Internal promotion has been identified as one of the strategies for managing turnover in HDIs. From the datasets, six participants stated that their institutions also rely on internal promotion to manage their leadership turnover. Based on the analysis, it was observed that most of the HDIs made internal appointments based on the approved talent plan for each job. Some policies of the institutions state that internal selection will be used to appoint the most suitable candidates. The following are two quotes from the interviews and document analysis that give credence to these research observations.

“Ideally, appointments to key jobs should be from within, based on the approved talent plan for each job. The internal recruitment and selection process will be used to select the most suitable candidate. Moreover, the University’s policy and procedure on succession planning states that vertical promotion provides the appropriate access to development for employees expressing an aspiration for promotion into a line management role and ensures that there is a suitable talent pool” (University A: Policy and Procedure on Succession Planning).

“One way the University manages its turnover intention is by offering existing employees the opportunity to be recruited into the vacant positions. Recruiting people within demonstrates that the University values hard work and is more ready to reward it.

This strategy will lead to loyalty and commitment and employee retention” (Participant 10, University E).

From the findings, there is consensus among the participants that internal promotion and recruitment influence labour turnover in HDIs. These findings are consistent with previous studies that established a positive link between promotion and internal recruitment and employee retention.

For instance, the findings by Ekabu et al., (2018) revealed that the likelihood of promotions has an opposite relationship with turnover intentions. According to Al-Qathmi and Zedan (2021), about 44% of the respondents quit their job because of a lack of promotional opportunities. Therefore, Ekabu et al. (2018) recommend that for organisations to survive, they should offer promotional rewards. Also, Chukwu (2019) recommends that employees should be promoted regularly, as and when promotion is due.

4.3.4 Theme 4: leadership involvement

Based on the analysis, leadership involvement constituted one of the strategies for managing leadership turnover in HDIs. From the interviews, four participants expressed a similar view that leaders are involved at all levels in the University. Moreover, based on the document analysis, it was found that Line Managers are deeply involved in managing leadership turnover. The following quotes support the findings.

“Leadership is appreciated, and a very much involved model of leadership is followed, with close contact and collaboration. Leaders are involved at all different level of Institutional Management up to Council level. Actively involved with the decision-making processes, planning processes (for example, strategic goals)” (Participant 3, University A).

“At the beginning of each year the Director: OD and HR Client Services will assist Line Managers to identify leadership and mission critical positions to be included in the succession plan.

Line Managers will identify potential successors and rate their readiness for appointment to the targeted position according to readiness scale. The Direct: OD and HR Client Services and Line Managers will conduct gap analysis using appropriate assessment instruments. The Director: OD and HR Client Services will design and implement interventions/programmes for each potential successor. The Director: OD and HR Client Services will prepare Departmental/Divisional/Faculty/Institutional Succession Plans” (University A, Policy and Procedures on Succession Planning).

According to Wilkinson et al. (2018), there is a paradigm shift in employee participation from its origin of indirect form to more consultative and delegative employee–manager collaborations in the work environment. Saridakis and Cooper (2016) contend that higher job involvement reduces employee turnover. A study by Khalid and Nawab (2018) also affirms that employee participation in various forms positively influences employee retention. Employee involvement in decision-making can increase satisfaction, leading to low turnover intentions.

4.3.5 Theme 5: Advertisement of vacancies

The study also discovered that advertisement of vacancies is one of the most important methods of managing leadership turnover in HDIs. From the interviews, six participants shared the same opinion that each time a vacancy exists, it is advertised to attract a pool of applicants. From the datasets, the study observed that advertisement is a powerful tool that can help attract suitably qualified applicants to fill vacant posts in an organisation. The following are quotes that affirm the research findings.

“Fixed-term contract appointments are filled or advertised on time in terms of Policy and existing candidates’ reappointment are normally prioritized and accelerated” (Participant 3; University A).

“In the event that the contract is not renewed, the vacancy will be advertised as soon as the current incumbent is informed of the non-renewal of the contract” (University B, Appointment of Senior Managers).

“Since I have been there, turnover has been quite low. I should say that everybody at grades P1-P2 is on a five year contract which is renewed once, and then the positions vacated will be advertised” (Participant 5, University C).

Based on the findings, it can be concluded that job advertisements impact the turnaround time in dealing with leadership turnover in HDIs. Walker and Hinojosa (2013) contend that job adverts are a common technique employers use to gather organisational and job information during the recruitment stage. Horvath (2015) acknowledges that role in the early stages of applicant attraction, job advertisements play a significant role. Mahjoub and Kruyen (2021) concur that well-structured job advert features positively impacted the quality of applicants.

4.3.6 Theme 6: External recruitment

Generally, external recruitment has been considered the most viable source of attracting highly talented candidates to fill vacant positions. External recruitment can identify and attract the most suitably qualified applicants compared to internal recruitment. Moreover, in management literature, external recruitment has been considered a strategy for dealing with labour turnover. Based on the data and document analysis, this study confirmed that HDIs manage their leadership turnover through external recruitment. For instance, four participants indicated that their universities also recruited leaders externally to fill the leadership positions. These quotes from the analysis to support the research findings.

But we also inject new blood from outside. For instance, one of our-The Dean of Students used to be with you, and she did not last (Participant 4, University B).

“The University utilises various sourcing strategies to identify potential talent pools that can support the University’s succession management through which the University can assess scarce skills and qualification” (University C: Policy on Talent Management, Retention and Succession Planning).

“When we started and I will just paint you a picture. Then maybe we can summarise that and answer the how question. When we started with the merger in 2005, we appointed a new leadership for the University starting in 2007, with my first VC, Professor B and my entire executive in fact, were drawn from outside the University” (Participant 9, University D).

The findings showed that external recruitment is one of the viable tools for addressing leadership turnover in HDIs. It has been argued that external recruitment yields a larger pool of applicants provided that the institution is casting a wider net and invest in complementary recruitment and screening strategies (DeVaro, 2020). Accordingly, external hiring fills a vacancy without creating another vacancy within the institution. However, a study by Bano (2017) cautions that external recruitment must be balanced against the costs and time it takes before the vacancy is filled.

4.3.7 Theme 7: Training and development

Most organisations worldwide invest in their intellectual capital through training and development, a strategy used to equip employees with competencies required to perform a specific job effectively

in order to achieve short- and long-term benefits. Training and development is an important human resource strategy that equips people. Also, it can be used to enhance people's capabilities to occupy future leadership positions in an organisation. The data and document analysis suggested that training and development is used to manage leadership turnover in HDIs. These quotes from the analysis give credence to the findings.

“Through this policy, the University shall: develop employees internally to address the competitive nature and uniqueness of the University’s resourcing requirements and build a potential development pool for the future.

Lateral development provides for employees who do not aspire for promotion into a line management role to continue to have access to development opportunities as specialists” (University A: Policy and Procedures on Succession Planning).

“Look. Obviously, leadership turnover comes in many ways. It is through natural attrition, sometimes dismissals, which are very few and far between. But we managed that through measures such as growing our own timber” (Participant 4, University B).

“There is no reason why you should not stick to your timber, especially when it comes to things like institutional memory, culture, and so on. But one has to be careful that at a certain point in time, you may want to say now we need a recruitment process because we want to open ourselves to the best possible talent that may be available from outside” (Participant 12, University E).

Researchers (Moreira et al., 2020 and Nelissen et al., 2017) have suggested that enhancing employee development practices also strengthens the capacity to retain employees by reducing their interest in leaving the current employer. Likewise, a study by Soares and Mosquera (2021) confirmed that employee development helps retain employees because it strengthens their beliefs about their employment prospects with their current employer. Martini et al., (2023) concluded that perceived investment in employee development increases commitment, limiting the likelihood of turnover. However, it must also be noted that development practices may contribute to improving external employability as employees become more attractive to prospective employers.

4.3.8 Theme 8: Identifying people with potential

From management literature, succession planning is a strategy for identifying, selecting, and developing people who have the potential to occupy future higher level or specialist positions. The findings also confirm that HDIs manage their leadership turnover by adopting such strategies. The results further revealed that this strategy is applied future potential successors from both the internal and external appointments. The following are quotes that confirm the research findings.

Identification of high-potential employees: Making use of the results of performance appraisal system and/or assessment centre tools, 'high-potential' employees or candidates from outsides, are selected to be part of pool of candidates. It is suggested that at least two candidates per position are identified (University B, Leadership Development Programme for Senior Management and Key Strategic/Scarce Skills Positions).

"The University utilises various criteria to assess and identify potential and behaviour of talent resources" (University C: Policy of Talent Management, Retention and Succession Planning).

According to Oppong and Gold (2016), a critical consideration in succession planning is identifying potential for leadership roles. Oppong and Oduro-Asabere (2018) also confirm that this identification constitutes an important aspect of succession management programmes in most higher education institutions. Atwood (2020) concurs that succession planning determines the requirements for each position and enables the identification of the best candidate for the job from the talent pool.

4.4 Objective 2: Practices of implementing succession planning

The second objective investigated the current practice of implementing succession planning policies in HDIs. Based on the data and document analysis, the study identified various practices for implementing succession planning across the selected HDIs. The findings are presented in Figure 4.7.



Figure 4.7 Practices of implementing succession planning

4.4.1 Theme 1: Discussion

From data analysis, implementing succession planning in HDIs involves discussion. Findings suggested that stakeholders, such as University Councils through their Human Resources Committees of Council get involved in the discussion of succession planning policies and process. The following quotes that support the findings.

“Council through Human Resource Committee of Council, led by the Chairperson of Council will meet at least once in two years to discuss succession planning for position of the Vice Chancellor and Principal and any other Executive Management position it deems fit. Council should devote sufficient time to the Vice Chancellor and Principal’s succession, by identifying promising candidates early in their careers”. The Executive Management Committee through a committee assigned for the purpose, led by the Vice Chancellor and Principal will meet at least once a year to discuss succession planning for identified positions of Executive Management, Directors of schools and any other management position it deems fit. Human Resource Department will keep track of and provide reports on the contract positions with a known expiry date” (University B: Succession Planning).

“The policy is going to Council for discussion on 1st July 2022, so it has not yet been approved” (Participant 6, University C).

The findings demonstrated that an effective succession planning requires decision-making among the stakeholders. Coffie et al., (2022) contend that most organisations have no succession planning practices; hence, the board has a duty to ensure that appropriate steps are taken to initiate such practices.

Essien (2022) and Gwakwa (2020) suggest that succession planning should be considered in isolation but needs to be integrated into the organisation's broader strategic plan. According to Force et al., (2022), competent individuals and groups in the organisation should discuss and oversee succession planning operations.

4.4.2 Theme 2: Approval from top management

Furthermore, the results from analysis revealed that approval from top management constituted one of the practices of implementing succession planning at HDIs. After the draft succession planning policy and procedures have been presented to the Council and other committees, they are discussed and approved. The following are quotes that support the research findings.

“The proposed succession planning policy is still going through different structures for comment and adoption and approval” (Participant 1, University A).

“Of course. We have a succession planning policy and procedure. The implementation is usually done through approval and consensus building at the various committee levels” (Participant 4, University B).

Yes, there is. I believe there is a policy on succession planning. The implementation of the policy is then through discussion and approval by the Council” (Participant 7, University D).

“All current approved policies and procedures regarding appointments and promotions apply during the Talent Stewardship process” (e.g. advertisement, interview, probation, governance structure, etc.) (University E: Talent Stewardship).

Extant literature reveals that some organisations have adopted various models of leadership succession planning (Devaughn, 2018). According to Muthimi and Kilika (2018), leadership succession planning permeates the organisation, which requires support and approval from all levels of management. Bano et al. (2022) point out that top management should foster and maintain an environment which promotes internal leadership development.

4.4.3 Theme 3: Staff development

The results showed that staff development initiatives and opportunities support the implementation of succession planning in HDIs.

The participants maintained that various staff development initiatives and opportunities are available to facilitate the development of leaders of the next generation. The following quotes support the research findings.

“The University will adopt a developmental approach to succession planning. Initially this will involve a process where succession planning efforts are more systematic and are supported by deliberate and formal personal or individualized development plans targeted at those employees identified as potential successors mainly for the top two or three leadership level positions”. “Organisational and Development Managers shall be responsible for facilitating the creation of competency profiles and development plans for talent members”. Through this policy, the University shall: develop employees internally to address the competitive nature and uniqueness of the University’s resourcing requirements and build a potential development pool for the future” (University A: Talent Management and Succession Planning).

“Various development initiatives and opportunities are available to develop the next generation of leaders/managers. Managers are encouraged to groom and develop staff within their lines to acquire different skills that can prepare them to apply for senior-level positions” (Participant 10, University E).

The above findings are also supported by existing research. Harmon (2007) contends that succession planning must be aligned with leadership commitment to identifying and developing existing talent through various programmes.

George et al. (2019) contend that succession planning initiatives should be linked to the organisation’s capacity to learn, allowing for those identified as successors to go through a gestation phase.

4.4.4 Theme 4: Appointment of internal staff

The results suggested that another practice of implementing succession planning in HDIs is by appointing internal staff to senior levels. However, it was stated in another HDI that the proposed succession planning policy is still going through different structures for comment, adoption and approval. The following quote gives effect to the research findings.

“The proposed succession planning policy is still going through different structures for comment and adoption and approval. However, practice indicates that there is evidence of appointment of internal staff to senior levels of the Institution” (Participant 1, University A).

According to Dersano et al. (2021), succession planning practitioners must decide to what degree they favour internal versus external appointments. Giacomara et al., (2021), argued that internal candidates or successors who are well-groomed make a positive impact on the reputation of the organisation. Hamza et al., (2021), support the idea of the appointing of internally groomed successors to leadership positions because it is cost effective. The other advantage of internal sourcing is that, unlike external sourcing, it does not suffer a failure rate which can escalate to about 65% within two years of taking office. Further they point out that appointing external successors might cause internal talent to become dormant, resulting in attrition, demotivation, and higher staff turnover (Hamza et al., 2021).

4.5 Objective 3: Mediating the tensions between succession planning objectives and demands of recruitment processes

Objective 3 explored how do HDIs mediate tensions between succession planning objectives and demands for recruitment processes. Using the thematic analysis, the study identified that this was done through: advertisement of vacancies, staff training, performance management and provisions of employment equity policies. The findings are presented in Figure 4.8.



Figure 4.8 Strategies to mediate the tensions between succession planning objectives and demand of recruitment

4.5.1 Theme 1: Advertisement of vacancies

It was observed that the advertisement of vacancies serves as a valuable tool for mediating tensions between succession planning objectives and demands for recruitment processes in HDIs. The findings suggested that each time a vacancy exists, it is advertised, and both internal and external candidates are encouraged to apply. The following quotes are from the interviews and document analysis that support the findings.

“Sometimes we go for or encourage internal candidates who have the potential to apply, as demonstrated by their level of job performance. However, all vacant positions are advertised” (Participant 1, University A).

“So, we manage the tension in the sense that we are saying when there is an opportunity for the leadership position, we are going out into the market, and therefore you are free to apply if you feel you are ready for it because in any case, we would have prepared you to some extent. But please remember, this is a competitive process. Therefore, there would be those out there, probably in other institutions, who will also apply and compete with you. The only way into this position is if you beat them in the competitive environment” (Participant 4, University B).

“Staff in administrative, professional and/or support roles have to apply and compete for posts; there are no promotion opportunities available – as career pathing is generally not the practice in higher education” (Participant 10, University E).

The findings reaffirmed the views of authors. According to Horvath. (2015), advertisements for vacancies continue to be effective in attracting applicants. This view was also shared by researchers such as Mölk and Auer (2018), and Russell and Brannan (2016). Mahjoub and Kruey (2021), reported that job advertisement features positively impacted the quality of applicants that are attracted.

4.5.2 Theme 2: Staff development

Another finding suggested that HDIs mediate tensions between succession planning objectives and demands for recruitment processes using staff development. The participants argued that each time a leadership vacancy exists, internal staff are developed to fill the vacuum. Below are a few quotes that support the findings.

“So, we do develop our leaders. We do not necessarily send them to the top management positions because it is important that we also need the institutional context and you know what the kind of attributes are that we would like staff to add within, but we can talk a bit more about that” (Participant 10, University D).

“The University will adopt a developmental approach to succession planning. Initially this will involve a process where succession planning efforts are more systematic and are supported by deliberate and formal personal or individualized development plans targeted at those employees identified as potential successors mainly for the top two or three leadership level positions” (University A: Talent Management and Succession Planning).

Atwood (2020), states that to successfully implement succession planning, the organisation must create a deliberate development plan to avoid doing it haphazardly and to ensure successors are identified and adequately prepared for future roles. Coffie et al. (2022) established that most organisations implement staff development programmes that include hands-on experience and mentorship.

4.5.3 Theme 3: Performance management

The results showed that in HDIs, performance management mediates the tensions between succession planning objectives and demands for recruitment processes. The relevant quote that gives credence to the research findings is stated as follows:

“Yes, that is precisely the point. What we do is through performance management, identifying high performers – not necessarily in their technical areas, and later on, we will talk about it because there is a question that also raises this issue later on” (Participant 4, University B).

Agbodza and Tawiah-Kwesi (2019) also confirmed that employee performance evaluation rating is the most preferred indicator used in identifying potential successors in an organisation. From the perspective of the Acceleration Pools Model, potential successors should be assigned responsibilities that are stretching and at a level higher than their current jobs. The performance of the selected candidates is carefully monitored (Byham, 2002). Those that show good progress are allocated even more challenging and stretching portfolios whilst those that struggle are taken off the programme.

4.5.4 Theme 4: Employment equity policy

The results suggested that HDIs use employment equity policy to mediate tensions between succession planning objectives and demands for recruitment processes. The results revealed that more consideration is given to employment equity policy to get qualified people from the designated groups. This quote supports the research finding:

“Yes, there are other additional considerations, including your employment equity policy. Yes, that is right. But if you are in all respects on the same level, and after having considered, for instance, employment equity issues and where the institution or that particular division is going, we are likely to prefer the internal person because he or she is likely to hit the ground running so to speak, you know” (Participant 4, University B).

The Employment Equity Act, 55 of 1998, was introduced in South Africa to achieve equity in the workplace and to promote equal opportunity and fair treatment of all employees. Although this study found that HDIs used employment equity policy to mediate tensions between succession planning objectives and demands for recruitment processes, there is no empirical evidence to support these findings.

4.5.5 Theme 5: Internal promotion

The results indicated that HDIs use internal promotion to mediate tensions between succession planning objectives and demands for recruitment processes. It was found that internal promotion is the most preferred method of filling leadership vacancies in these institutions. The quote that supports the findings is stated as follows.

“In terms of internal/external appointments, in the junior positions, we have seen a lot more internal appointments. It was not on the policy, but we have just added a clause in the policy to say for junior positions, internal promotions should be the first preference” (Participant 6, University C).

Literature review shows that organisations normally leadership positions are filled by appointments from within. Murray et al. (2012), found that in some organisations appointments to leadership positions were anticipated and initiated months before the vacancies occurred.

Giacomarra et al. Galati (2021) are of the view that well-developed internal successors positively impact a firm's growth more than external successors.

Hamza et al. (2021) also acknowledge the idea of appointing internally groomed successors to leadership positions because of less recruitment costs and unlikely to unsettle existing employees resulting in attrition.

4.6 Objective 4: Implications of succession planning for leadership development

Objective 4 examined the implications of succession planning policies and practices for leadership development in HDIs. Succession planning policies and practices provide a structured framework for leadership development. They help identify key leadership positions and create a roadmap for grooming potential successors. This allows organizations to implement targeted staff development programs that address the specific needs and competencies required for those positions. These findings are presented in Figure 4.9.

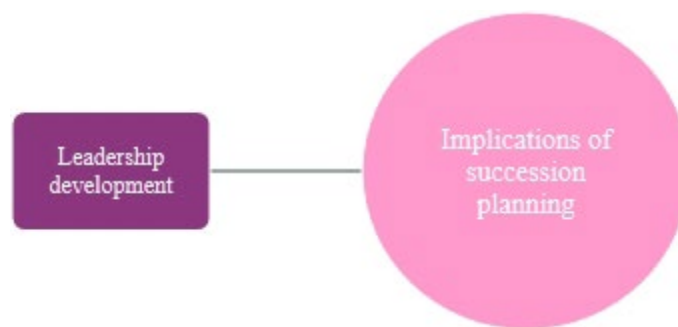


Figure 4.9 Implications of succession planning for leadership development

4.6.1 Theme 1: Leadership development

The overall findings showed that succession planning significantly impacts leadership development in HDIs. It was found that leadership development programmes for leadership roles are in place. Moreover, results suggested that succession planning develops individuals for specific roles. The following are quotes that confirm the research findings.

“Very much – new training programmes are offered in the University to develop potential leaders, and I think it has worked as some have been placed in senior positions within the institution” (Participant 2, University A).

“Succession planning policies and practices have a significant impact on leadership development by providing structure, enhancing engagement and retention, improving talent identification and assessment” (Participant 4, University B).

“Leadership development programmes are in place to develop individuals for leadership roles within their institutions as well as across the sector. Succession planning develops individuals for specific roles and may include elements of leadership development” (Participant 11, University E).

Succession planning assists organisations to create effective leadership training and development programmes. According to Dyess, Sherman, Pratt and Chiang Hanisko (2016), succession planning policies and practices shift the organization's focus from short-term talent needs to long-term talent development. By identifying high-potential individuals early on and investing in their growth, grooming a pipeline of future leaders who are well-prepared to assume key roles.

4.7 Objective 5: Incorporation of succession planning into talent management strategies

Objective 5 investigated if leadership succession planning is incorporated into talent management strategies in HDIs. The findings showed that succession planning manifested itself in these strategies through talent identification, talent development, and talent retention. The findings are presented in Figure 4.10 below.



Figure 4.10 Incorporation of succession planning into talent management strategies

4.7.1 Theme 1: Talent identification and attraction

Talent identification and attraction constitute aspects of talent management, which generally, represents an organisation’s ability to locate and attract the right people for appointment.

The results showed that HDIs use succession planning to identify and attract high-potential employees into future leadership positions. The following quotes support the research findings.

“Using the results of the performance appraisal system and/or assessment centres tools, ‘high potential’ employee candidates are selected to be part of the pool of candidates. “The University invests in monitoring talent resources supply lines to ensure, where possible, talent resources can be transferred/promoted when vacancies occur.

The University invests in ensuring cultural fit when performing talent acquisition to ensure long-term retention justifying the effort invested in the acquisition process” (University A: Policy on Talent Management, Retention and Succession Planning).

“Succession planning enables the Human Resources Department to continually evolve its talent management model to obtain the right qualifications, skills, and experience in line with the University’s goals and the University’s organizational units specific, diverse, sub-goals” (University C: Policy on Talent Management, Retention and Succession Planning).

Incorporating succession planning into talent management strategies is essential for organizations to ensure a steady supply of qualified leaders and maintain continuity in key positions. The above findings are consistent with Sanjeev and Singh (2017), who stated that talent identification and retention contribute significantly in leadership development.

4.7.2 Theme 2: Talent development

The results showed that succession planning programmes in HDIs promote talent development across all levels. Once high-potential individuals have been identified, individualised development plans are created for each one of them. These plans should outline the specific development activities, experiences, and training programs that will help them acquire the competencies required for future leadership roles. Below are quotes which support the research findings.

“To me, what is visible is the training and development that has gone into preparing those who have been promoted to higher-level positions than they occupied before, as indicated in the previous question” (Participant 2, University A).

“Developing employees internally to address the competitive nature and uniqueness of the University’s resourcing requirements and build a potential development pool for the future” (University B; Policy and Procedures on Succession Planning).

“In terms of performance probably, you are there, and therefore you are qualified to come into the succession planning framework programme. And therefore, we give you time to attend leadership and management conferences because we are preparing you for leadership, not technical conferences, if you like” (Participant 10, University E).

“The University believes in continuous improvement to improve the University’s performance and personal development to continuously improve the potential of its employees for the benefit of themselves and achieving the University’s goals, especially in the current disruptive environment of social and technological changes” (University C: Policy on Talent Management, Retention and Planning).

Agustian al. (2022) postulate that talent management can be leveraged to develop leadership successors to fill vacant positions in the future. Ratnawati et al. (2022) propose that organisations need to invest more in individuals, to meet future expectations and needs.

4.7.3 Theme 3: Talent retention

Succession planning and talent retention are closely intertwined. A well-designed succession planning process can significantly contribute to talent retention within an organization. The findings revealed that succession planning in HDIs supports the effort toward talent retention. Quotes give credence to the research findings.

“You know, especially people with leadership potential, and then to reward them appropriately. So, our theme is linked to a reward system with a pay progression above a certain performance score. So, it is a token pay progression of, say, 5% if you achieve above four out of five for your performance. So, in the past, we did not have a consistent, fair, and uniform mechanism to retain talent and to reward hard work, and leadership potential, but the intention is quite sincere at the moment, through this performance management system, to identify people who can be appropriately progressed or promoted, based on performance” (Participant 5, University C).

“The University holds a great importance in employee development as a foundation for retaining its employees through supporting their growth by aligning employee development plans with the succession planning to provide paths where employee could move to in the future while expanding employees’ skills and knowledge to meet the future grand goals of

the University” (University C: Policy on Talent Management, Retention and Succession Planning).

Succession planning positively affects talent retention within an organization. When implemented effectively, succession planning can contribute to higher employee engagement, job satisfaction, and overall retention rates (Bolander et al., 2017). Organizations that prioritize succession planning are better positioned to retain their top performers, reduce turnover, and build a strong leadership pipeline for long-term success. Similarly, scholars such as Bonin (2018) and Cook et al. (2021) confirm that planning for leadership succession involves creating capacities in organisational teams, which reflect career pathways of future leaders. Therefore, this improves the organisational attractiveness and organisational citizenship behaviour, contributing to building employee capability and reducing transitory employment.

4.8 Chapter summary

This chapter presented the findings obtained through the analysis of primary and secondary data collected through semi-structured interviews and scanning of documents submitted by participants. Five key objectives were investigated in this study. The findings revealed that HDIs managed leadership turnover through the implementation of favourable terms and conditions of employment, internal promotions, advertising vacant positions, employee training and development, identification of people with potential leadership planning, and leadership involvement. Moreover, the findings showed that the current practice of implementing succession planning policies in HDIs provides a structured framework for leadership development. In addition, it was found that HDIs mediated tensions between succession planning objectives and demands for recruitment processes through performance management employment equity policies. The results demonstrated a positive implication for leadership development. Finally, it was observed that succession planning in HDIs manifested itself in talent identification, attraction, development and retention strategies.

The next chapter presents the conclusions and recommendations of the study.

Chapter Five: Findings, conclusions and recommendations of the study

5.1 Introduction

Research objectives that are the basis of the study were investigated and answered using the qualitative research method. The focus in Chapter Four was on the presentation of the results and the discussion of the research findings. This chapter presents the summary of the findings, conclusions, and recommendations to address the conclusions drawn from the findings in respect of each research objective. Also highlighted in this chapter are the limitations of this study and directions for future research.

5.2 Summary of the research findings

The findings gleaned from the analysis of the data obtained from participant responses are presented in this section.

5.2.1 Objective 1: Managing leadership turnover in historically disadvantaged higher education institutions in South Africa

Objective 1 was to investigate how leadership turnover is managed in the HDIs in South Africa. Thematic analysis was used to identify, organise, and report the themes or patterns that emerged from the data collected. Overall findings revealed that leadership turnover in the HDIs is managed by adopting the following strategies.

Based on the interviews, the participants maintained that HDIs manage their turnover through implementing favourable terms and conditions of employment relating to benefits, rights, responsibilities and job expectations as set out in the employment contract.

The participants all noted that their universities continue to manage leadership turnover through advance human resources planning, which enables the institution to identify problems emanating from leadership turnover in the early stages and decide on appropriate corrective actions to be taken to mitigate them.

Participants also believed that their institutions rely on internal promotions to manage their leadership turnover. The study observed that most of the HDIs made some internal appointments based on the approved talent plan for each job.

Furthermore, it was found that management and leadership involvement is a critical aspect in managing leadership turnover. The participants pointed out that the line management involvement occurred at all levels in the institutions.

The participants were also of the opinion that the advertisement of vacancies serves the purpose of informing internal and external applicants about vacancies and to attract them to apply for consideration.

It came out that training and development of employees is an effective strategy to equip them with the skills, knowledge, and experiences necessary to perform effectively in their positions. Data analysis showed that identifying, selecting, training, and developing talented employees was one strategy of managing leadership turnover.

5.2.2 Objective 2: Current practice in implementing their succession planning policies

Objective 2 examined current practice of implementing succession planning policies in HDIs. Based on the primary data and document analysis, the study identified various practices for implementing succession planning across the selected HDIs.

The study found that stakeholders, such as University Councils through their Human Resources Committees were involved in the discussion of the need, value, policies, and processes of implementing succession planning. Draft succession planning policies and procedures would be presented to management structures, the Council and other institutional committees for consideration and approval. It was stated in two HDIs that the proposed succession planning policies were still going through different structures for comments.

The results also indicated that one practice of implementing succession planning in HDIs is by appointing internal staff to senior levels.

5.2.3 Objective 3: Mediating the tensions between succession planning objectives and demand of recruitment processes

Objective 3 explored how HDIs mediate tensions between succession planning objectives and demands for recruitment processes. Using thematic analysis, the study identified that this was done through the following procedures and mechanisms:

- when a vacancy exists it is advertised and both internal and external candidates are encouraged or have the opportunity to apply.
- there are internal staff who have been trained and developed to avoid delays in making appointments.
- performance management is used as an important approach to mediate the tensions between succession planning objectives and demands for recruitment processes.
- the employment equity policy is also used to guide making appropriate appointments.

5.2.4 Objective 4: Implications of succession planning for leadership development

Objective 4 examined the implications of succession planning policies and practices for leadership development in HDIs. The findings showed that succession planning has a positive implication for leadership development. It was found that leadership development programmes were in place and structured to support the development of talented employees for future leadership roles.

5.2.5 Objective 5: Incorporation of succession planning into talent management strategies

Objective 5 investigated if leadership succession planning is incorporated into talent management strategies in HDIs. The overall findings revealed that succession planning manifested itself in talent identification, talent development, and talent retention strategies.

The findings demonstrated that HDIs use succession planning as a tool not only to develop potential leaders, but also for other mission critical positions. By integrating succession planning into talent management strategies, institutions proactively ensure a strong succession pipeline. This integration aligns talent development efforts with strategic goals and promotes long-term institutional success.

5.3 Conclusions of the study

In relation to the research objectives, the following conclusions were drawn:

- 5.3.1 Objective One: the conclusion is that leadership turnover in HDIs in South Africa can be managed by adopting a combination of strategies including, amongst others, favourable terms and conditions of employment, internal staff promotions, advertising vacant positions both internally and externally, identification through talent management of employees with potential to be trained and developed into higher level or leadership positions.

- 5.3.2 Objective 2: Although some institutions are still in the process of establishing their own policies and procedures, it was concluded that involvement of management and leadership at different levels of the institution is an important intervention in ensuring that decisions regarding succession planning, policies and processes are taken and implemented. This involvement also serves to demystify the processes and lends credibility to decisions taken.
- 5.3.3 Objective 3: To mediate tensions between succession planning and demands of recruitment processes, the conclusion is that vacancies should be advertised, opening opportunities for all employees to apply and be considered. This resonates with the view that talent is an inborn ability and advertising positions is an inclusive approach embedded which also obviates perceptions of being disadvantaged by those employees not considered.
- 5.3.4 Objective 4: Another conclusion is that the presence of structured employee training and leadership development programmes within the institutions auger well for succession planning which benefits from early identification and nurturing of requisite skills to fill critical vacant positions.
- 5.3.5 Objective 5: The conclusion regarding the integration of succession planning into talent management strategies was that such integration ensures the alignment of talent management with institutional strategies goals and performance objectives.

5.4 Recommendations of the study

Recommendations stemming from the research conclusions are presented in this section.

5.4.1 Recommendation 1: Review and implement competitive terms and conditions of employment

Throughout the literature review, there is consensus among scholars that high labour turnover in organisations could be managed through favourable terms and conditions of employment, however, employee turnover remains a perennial challenge which affects the retention and availability of employees who can be developed as future successors for vacant mission critical and higher level or leadership positions. This study recommends that the leadership within HDIs review the current offering of what is deemed to be their favourable terms and conditions so as to implement those that best suit their individual and local circumstances, e.g., location, attraction and retention of female qualified professionals.

5.4.2 Recommendation 2: Implementing succession planning as a strategic intervention

The significance of succession planning indicated that it not a nice to have but a strategic intervention and mindset to ensure continuity and to enhance the achievement of strategic goals and objectives. Given the findings, this study recommends that HDIs focus on identifying and developing committed leaders to ensure leadership who can run the affairs of the institution into the future.

5.4.3 Recommendations 3: Management and leadership involvement

Involvement of current management and leadership should go further to a level of owning and championing the implementation of succession planning. To this end, their performance score-cards should include succession planning as key performance areas with measurable performance indicators.

5.4.4 Recommendation 4: Employee involvement

Employee involvement or participation is acknowledged as vital in the development of loyalty leading to decreased labour turnover. The objectives and benefits of succession planning must be communicated to all employees, the processes made transparent, and opportunities seen to be available to those who participate in training and development programmes to improve their capabilities in pursuance of their career aspirations.

5.5 Limitations and directions for future research

Historically Disadvantaged Institutions (HDIs) were targeted to participate in this study, which limits the research findings to them. Therefore, future studies should include HDIs and other institutions of higher learning in South Africa. Another limitation was the method adopted to investigate the research phenomenon. The qualitative research approach was adopted to examine the subject matter. Qualitative research is limited in scope because the findings cannot be generalised. To address this limitation, future research should adopt both qualitative and quantitative research approaches.

5.6 Chapter summary

The chapter summarised the conclusions and recommendations of the study. The study concluded that HDIs in South African have adopted a combination of strategies to manage succession planning, thereby limiting the effects of employee turnover.

However, they still need to improve their competitive advantage as they recruit from the same pool of potential applicants for vacant leadership and other critical positions.

Furthermore, the study has shown that there is more to implementing succession planning as it influences the ability to retain employees, the structuring of training and development programmes, employee loyalty and the achievement of strategic goals, amongst others. The recommendations made are aimed at strengthening succession planning initiatives that already exist and to further improve for maximal benefits. Current leaders should be championing succession planning, building its implementation into the culture of the institutions. Effective leadership is likely to breed future leadership.

Because of the limited scope to HDIs, it is suggested that future studies should include all academic institutions in the higher education sector. Moreover, the study suggests that future research should adopt the mixed methods approach.

References

- Abdalla Hamza, P., Jabbar Othman, B., Gardi, B., Sorguli, S., Mahmood Aziz, H., Ali Ahmed, S., & Anwar, G. (2021). Recruitment and selection: The relationship between recruitment and selection with organizational performance. *International journal of Engineering, Business and Management (IJEEM)*.
- Abdullah, Z., Samah, S. A. A., Jusoff, K., & Isa, P. M. (2009). Succession Planning in Malaysian Institution of Higher Education. *International Education Studies*, 2(1), 129-132.
- Acarlar, G., & Bilgiç, R. (2013). Factors influencing applicant willingness to apply for the advertised job opening: The mediational role of credibility, satisfaction and attraction. *The International Journal of Human Resource Management*, 24(1), 50–77.
- Agrawal, A., Knoeber, C. R., & Tsoulouhas, T. (2006). Are outsiders handicapped in CEO successions? *Journal of Corporate Finance*, 12(3), 619-644.
- Agustian, B., Absah, Y., & Sadalia, I. (2022, December). Influence of Talent Management on Succession Planning Through Leadership Skills. In *19th International Symposium on Management (INSYMA 2022)* (pp. 618-625). Atlantis Press.
- Agwu, E., & Nwoke, N. I. (2019). Effect of recruitment and selection on employee retention: mediating factor of employee engagement. *European Journal of Applied Business Management*, 5(4), 17-29.
- Ahmadi, S.A.A., Sarlak, M.A., Mahdavi, M., Daraei, M.R., & Vahidi, T. (2012). Identifying the key factors in effective succession management and analysing their impact rate at the Southern Khorasan Electric Energy Distribution Company. *Interdisciplinary Journal of Research in Business*, 2(7), 46-61.
- Aibieyi, S., & Henry, O.I. (2015) Talent management and employees retention in Nigerian universities. *NG-Journal of Social Development*, 5(1), 23-31.
- Akinyomi, O. J. (2016). Labour turnover: Causes, consequences and prevention. *Fountain University Journal of Management and Social Sciences*, 5(1), 105-112.

- Al Mamun, C. A., & Hasan, M. N. (2017). Factors affecting employee turnover and sound retention strategies in business organization: A conceptual view. *Problems and Perspectives in Management*, (15, Iss. 1), 63-71.
- Ali, B. J., & Anwar, G. (2021). Health sector reform: A change management perspective on health sector reform. *Gongcheng Kexue Yu Jishu/Advanced Engineering Science*, 46(2), 29–38.
- Ali, Z., Mahmood, B., & Mehreen, A. (2019). Linking succession planning to employee performance: The mediating roles of career development and performance appraisal. *Australian Journal of Career Development*, 28(2), 112-121.
- Allen, M. P., Panian, S. K., & Lotz, R. E. (1979). Managerial succession and organizational performance: A recalcitrant problem revisited. *Administrative Science Quarterly*, 167-180.
- Allwood, C. M. (2012). The distinction between qualitative and quantitative research methods is problematic. *Quality & Quantity*, 46, 1417-1429.
- Al-Qathmi, A., & Zedan, H. (2021). The effect of incentive management system on turnover rate, job satisfaction and motivation of medical laboratory technologists. *Health services research and Managerial epidemiology*, 8, 2333392820988404.
- Al-Suraihi, W. A., Samikon, S. A., Al-Suraihi, A. H. A., & Ibrahim, I. (2021). Employee turnover: Causes, importance and retention strategies. *European Journal of Business and Management Research*, 6(3), 1-10.
- Altman, W. (2009). Who's next in line? *Engineering & Technology* 4(15), 72-75.
- Alzubi, A. A. F., Singh, M. K. M., & Pandian, A. (2017). The use of learner autonomy in English as a foreign language context among Saudi undergraduates enrolled in preparatory year deanship at Najran University. *Advances in Language and Literary Studies*, 8(2), 152-160.
- Amoateng, P., Tagoe, T. A., Karikari, T. K., Kukuia, K. K. E., Osei-Safo, D., Woode, E., ... & Kombian, S. B. (2021). Synedrella nodiflora Extract Depresses Excitatory Synaptic Transmission and Chemically-Induced In Vitro Seizures in the Rat Hippocampus. *Frontiers in Pharmacology*, 12, 610025.

- Ansar N. & Baloch A. (2018). Talent and talent management: Definition and issues. *IBT Journal of Business Studies*, 14(2), 213-230.
- Appadurai, A. (2009). Higher education's coming leadership crisis. *The Chronicle of Higher Education*, 55(31), 60-68.
- Archer, M. S. (2015). How agency is transformed in the course of social transformation: Don't forget the double morphogenesis. *Generative mechanisms transforming the social order*, 135-157.
- Ashton, C., & Morton, L. (2005). Managing talent for competitive advantage: Taking a systemic approach to talent management. *Strategic HR review*, 4(5), 28-31.
- Asiamah, N., Mensah, H., & Oteng-Abayie, E. F. (2017). General, target, and accessible population: Demystifying the concepts for effective sampling. *The qualitative report*, 22(6), 1607-1621.
- Atwood, C., (2020). *Succession planning basics*. American Society for Training and Development.
- Axelrod, B., Handfield-Jones, H., & Michaels, E. (2002). A new game plan for C players. *Harvard Business Review*, 80(1), 80-90.
- Badawy, T. A. E., Alaadin, Y., & Magdy, M. M. (2016). Succession planning, job engagement and job satisfaction: the missing link. *Middle East Journal of Management*, 3(1), 1-18.
- Badsha, N. (2016) "Reflections of South African University Leaders". Council of Higher Education, www.che.ac.za, www.africanminds.org.za.
- Baker, S. E., & Edwards, R. (2012). How many qualitative interviews is enough. *National Centre for Research Methods Review Paper*.
- Baker, S., & Edwards, R. (2017). How many qualitative interviews is enough? Expert voices and early career reflections on sampling and cases in qualitative research. *National Centre for Research Methods Review Paper*.
- Bano, Y., Omar, S. S., & Ismail, F. (2022). Succession Planning Best Practices for Organizations: A Systematic Literature Review Approach. *International Journal of Global Optimization and Its Application*, 1(1), 39-48.

- Baral, U (2017). Research data' in social science methods. *Journal of Political Science*, 17, 82.
DOI: 10.3126/jps.v17i0.20515.
- Barden, D. (2009). *Your next few leaders. The chronicle of higher education. Advice, run your campus.* Retrieved from <http://chronicle.com/article/Your-Next-Few-Leaders/44269> (accessed 21 April 2023).
- Barker, R. A. (1994). The rethinking of leadership. *The Journal of Leadership Studies*, 1(2), 46-54.
- Barry, M., & Wilkinson, A. (2016). Pro-social or pro-management? A critique of the conception of employee voice as a pro-social behaviour within organizational behaviour. *British Journal of Industrial Relations*, 54(2), 261-284.
- Barton, A. (2019). Preparing for leadership turnover in Christian higher education: Best practices in succession planning. *Christian Higher Education*, 18(1-2), 37–53
- Baruc, Y. (2006). Career development in organisations and beyond: Balancing traditional and contemporary viewpoints. *Human Resources Management Review*, 16: 125-138.
- Basit, T. (2003). Manual or electronic? The role of coding in qualitative data analysis. *Educational research*, 45(2), 143-154.
- Bass, B.M. (1990). *Bass and Stogdili s handbook of leadership*. New York: Free Press.
- Bassiry G. R., & Dekmejian, R. H. (1993). America's global companies: A leadership profile. *Business Horizons*, January-February, 47-53.
- Beechler, S., & Woodward, I. C. (2009). The global "war for talent". *Journal of international management*, 15(3), 273-285.
- Beeson, J. (2000). Succession planning: Leading-edge practices: What the best companies are doing. *Across the Board*, 37(2), 38-41.
- Berchelman, K.D. (2005). Succession planning. *Journal for Quality & Participation*, 28(3), 11-12.
- Berke, D. (2005). *Succession planning and management: A guide to organizational systems and practices*. Center for Creative Leadership.

- Bernard, H.R., P.J. Pelto, O. Werner, J. Boster, A.K. Romney, A. Johnson, C.R. Ember and A. Kasakoff (1986). The construction of primary data in cultural anthropology. *Current Anthropology*, 27, 382-396.
- Bethke-Langenegger, P. (2012). The differentiated workforce: Effects of categorization in talent management on workforce level. *Unpublished working paper*, 18.
- Bhardwaj, P. (2019). Types of sampling in research. *Journal of the Practice of Cardiovascular Sciences*, 5(3), 157-165.
- Blake, R.R., & Mouton, J.S. (1985). *The management grid III*. Houston, TX Gulf Publishing Company.
- Blass, E., Knights, A., & Orbea, A. (2008). Developing future leaders: the contribution of talent management. *Leadership Learning: Knowledge into Action*, 181-199.
- Bolman, L. G., & Deal, T. E. (1994). Looking for leadership: Another search party's report. *Educational administration quarterly*, 30(1), 77-96.
- Booker, C. (2005). *Great deception: The secret history of the European Union*. A&C Black.
- Bordens, K.S., & Abbott, B.B. (2018). *Research Design and Methods: A Process Approach, 10th ed.* New York, NY: McGraw-Hill Education.
- Bornstein, R. (2010). Succession planning: The time has come. *Trusteeship*, 18(5), 28-33.
- Bowes, B.J. (2008). Being an employer of choice has bottom-line benefits. *CN+MA Manage.*, 82(7): 14-15.
- Branham, L. (2000). *Keeping the people who keep you in business: 24 ways to hang on to your most valuable talent*. AMACOM/American Management Association.
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.
- Brown, M. C. (1982). Administrative succession and organizational performance: The succession effect. *Administrative science quarterly*, 1-16.
- Burns, J. M. (1978). *Leadership*. New York: Harper & Row.

- Bush, T. (2011). Succession planning and leadership development for school principals: Comparing English and South African approaches. *Compare: A Journal of Comparative and International Education*, 41(6), 785-800.
- Bwowe, P. (2020). Employee turnover intention at a historically disadvantaged South African University. *Journal of Educational and Social Research*, 10(6), 162-172
- Bwowe, P. W., & Marongwe, N. (2018). Implementing a total reward strategy in selected South African municipal organisations. *SA Journal of Human Resource Management*, 16(1), 1-9.
- Byers, L. (2016). *Succession planning strategies of faith-based, nonprofit leaders of the boomer generation* (Doctoral dissertation, Walden University).
- Byham, W. C. (2002). 14 Leadership Traps. *T+ D*, 56(3), 56-63.
- Caldwell, A. C. (2007, May). Elements of effective succession planning: A working paper for the UCEDDs. Silver Springs, MD: Association of University Centers on Disabilities.
- Camuffo, A., Gambardella, A., & Pignataro, A. (2022). Framing Strategic Decisions in the Digital World. *Strategic Management Review*, forthcoming.
- Cappelli, P. (2008). Talent management for the twenty-first century. *Harvard Business Review*, Mar: 74-82.
- Carlsen, B., & Glenton, C. (2011). What about N? A methodological study of sample-size reporting in focus group studies. *BMC medical research methodology*, 11(1), 1-10.
- Carlsen, B., & Glenton, C. (2011). What about N? A methodological study of sample-size reporting in focus group studies. *BMC medical research methodology*, 11(1), 1-10.
- Carlson, R. (1961). Succession and performance among school superintendents. *Administrative Science Quarterly*, 6, 210– 227.
- Cashman, K. (2001). Succession leadership: is your organization prepared? *Strategy & Leadership*, 29(4), 1-6.
- Casteel, A., & Bridier, N. L. (2021). Describing populations and samples in doctoral student research. *International Journal of Doctoral Studies*, 16(1), 339-362.

- Charan, R., Drotter, S., & Noel, J. (2001). *The Leadership Pipeline: How to Build a Leadership Powered Company*. San Francisco: Jossey-Bass.
- Chukwu, B. A. (2019). The influence of staff promotion on employee turnover intention in food and beverage industry in Nigeria. *Journal of Asian Business Strategy*, 9(2), 66-81.
- Clunies, J. (2004). Benchmarking succession planning & executive development in higher education. *Academic Leadership: The Online Journal*, 2(4), 1-15.
- Coffie, R. B., Odikro, D., & Turkson, J. K. (2022). A Thematic Approach to Succession Planning, Leadership Continuity, and Organizational Growth: Spotlight on Chief Executive Officers in Ghanaian Industry. *African Journal of Applied Research*, 8(2), 83-100.
- Collings, D. G., & Mellahi, K. (2009). Strategic talent management: A review and research agenda. *Human Resource Management Review*, 19(4), 304-313.
- Collins, J. (2001). *Good to great: Why some companies make the leap and others don't*. New York, NY; Harper Business Publishing.
- Collins, J. (2001). Level 5 leadership: The triumph of humility and fierce resolve. *Harvard Business Review*, 83(7), 66-76.
- Collins, S. K. (2009). Succession planning: perspectives of chief executive officers in US hospitals. *The health care manager*, 28(3), 258-263.
- Conger, J. A., & Fulmer, R. M. (2003). Developing your leadership pipeline. *Harvard Business Review*, 81(12), 76-84.
- Conger, J. A., & Nadler, D. A. (2004). When CEOs step up to fail. *MIT Sloan Management Review*, 45(3), 50-50.
- Cooper, R., Chenail, R. J., & Fleming, S. (2012). A grounded theory of inductive qualitative research education: results of a meta-data-analysis. *Qualitative Report*, 17, 8.
- Council on Higher Education (2016). *Reflections of South African university leaders, 1981 to 2014*. African Minds & Council on Higher Education, Cape Town.
- Creswell J. W., & Creswell J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage.

- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and Conducting Mixed Methods Research* (2nd ed.). London: Sage Publications Ltd.
- Dardar, A. H. A., Jusoh, A., & Rasli, A. M. (2011). Impact of training on job turnover: Evidence from contemporary literature. *Interdisciplinary Journal of Contemporary Research in Business*, 3(4), 929-940.
- Dawson, J., Laccos-Barrett, K., Hammond, C., & Rumbold, A. (2022). Reflexive practice as an approach to improve healthcare delivery for indigenous peoples: A systematic critical synthesis and exploration of the cultural safety education literature. *International Journal of Environmental Research and Public Health*, 19(11), 6691.
- Day, D.V. (2000). Leadership development: A review in context. *Leadership Quarterly*, 11, 581-613.
- Dearlove, J. (1998). Fundamental changes in institutional governance structures: The United Kingdom. *Higher Education Policy*, 11(2-3), 111-123.
- Denzin, N., & Lincoln, Y. (2011). *The SAGE handbook of qualitative research*. Thousand Oaks, CA: SAGE.
- Desarno, J., Perez, M., Rivas, R., Sandate, I., Reed, C. & Fonseca, I., (2021). Succession planning within the health care organization: Human resources management and human capital management considerations. *Nurse leader*, 19(4), pp.411-415.
- DeVaro, J. (2020). Internal hiring or external recruitment? *IZA World of Labor*.
- Devaughn, H. (2018). *A quantitative study on the effects of talent management on succession planning*. In Northcentral University Graduate Faculty of the School of Education.
- Dhir, S., Dutta, T., & Ghosh, P. (2020). Linking employee loyalty with job satisfaction using PLS–SEM modelling. *Personnel Review*, 49(8), 1695-1711.
- Dixon, N. M. (1993). Developing managers for the learning organization. *Human Resource Management Review*, 3(3), 243-254.
- Doohar, M. J., & Marting, E. (1957). *Selection of management personnel. (Vol. 1)*: American Management Association.

- Dorney, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.
- Dworkin, S. L. (2012). Sample size policy for qualitative studies using in-depth interviews. *Archives of sexual behavior, 41*, 1319-1320.
- Egbuta, O. U. (2019). Leadership Succession Practices and Employees' Career Development in the Nigerian National Petroleum Corporation. *Journal of WEI Business and Economics, 8*(1), 1-19.
- Ekabu, P. K., Nyagah, G., & Kalai, J. M. (2018). Influence of promotional prospects on turnover intentions of public secondary school teachers in Meru County. *European Scientific Journal, 14*(25), 27-36.
- Erasmus, B. J., Grobler, A., & Van Niekerk, M. (2015). Employee retention in a higher education institution: An organisational development perspective. *Progressio, 37*(2), 33-63.
- Erasmus, B. J., Grobler, A., & Van Niekerk, M. (2015). Employee retention in a higher education institution: An organisational development perspective. *Progressio, 37*(2), 33-63.
- Essien, I.H.Y., (2022). *Polity, politics & the pastor: prophetic work of succession planning in the Black Baptist Church* (Doctoral dissertation, Fordham University).
- Fallon, B. J., & Rice, S. M. (2015). Investment in staff development within an emergency services organisation: comparing future intention of volunteers and paid employees. *The International Journal of Human Resource Management, 26*(4), 485– 500.
- Farashah, A. D., Nasehifar, V., & Karahrudi, A. S. (2011). Succession planning and its effects on employee career attitudes: Study of Iranian governmental organizations. *African Journal of Business Management, 5*(9), 3605-3613.
- Fleisman, E. A., Mumford, M. D., Zaccaro, S. J., Levin, K. Y., Korotin, A. L., & Hein, M. B. (1991). Taxonomic efforts in the description of leadership behaviour: A synthesis and functional interpretation. *The Leadership Quarterly, 2*, 245-287.
- Fleming, J., & Zegwaard, K. E. (2018). Methodologies, Methods and Ethical Considerations for Conducting Research in Work-Integrated Learning. *International Journal of Work-Integrated Learning, 19*(3), 205-213.

- Force, T., Ballantyne, P., Wilson, R., Wesa, M., McMartin, K., Martin, R., ... & Harrington, J. (2022). *Succession planning task force (SPTF). PEO 2022 AGM Member Motion. Report and Recommendations.*
- Ford, J., Harding, N., & Stoyanova Russell, D. (2010). *Talent management and development. An overview of current theory and practice.* Centre for Managerial Excellence. Bradford University School of Management.
- Francisco, S. M., Ferreira, P. C., & Veiga Simão, A. M. (2022). Behind the scenes of cyberbullying: personal and normative beliefs across profiles and moral disengagement mechanisms. *International Journal of Adolescence and Youth*, 27(1), 337-361.
- Friedman, S. D. (1986). Succession systems in large corporations: Characteristics and correlates of performance. *Human Resource Management*, 25(2), 191-213.
- Fulmer, R. M., & Goldsmith, M. (2001). *Leadership Investment: How the World's Best Organizations Gain Strategic Advantage through Leadership Development.* New York: AMACOM.
- Galbraith, Q., Smith, S.D., & Walker, B. (2012). A case for succession planning: how academic libraries are responding to the need to prepare future leaders. *Library Management*, 33(4/5), 221-240.
- Gall, M. D., Borg, W. R., & Gall, J. P. (1996). *Education research: An introduction. (6th ed.).* White Plains, NY: Longman.
- Gallardo-Gallardo, E., Dries, N., & González-Cruz, T. F. (2013). What is the meaning of 'talent' in the world of work? *Human resource management review*, 23(4), 290-300.
- Gallardo-Gallardo, E., Dries, N., & González-Cruz, T. F. (2013). What is the meaning of 'talent' in the world of work? *Human Resource Management Review*, 23(4), 290-300.
- Gamson, W. A., & Scotch, N. A. (1964). Scapegoating in baseball. *American journal of Sociology*, 70(1), 69-72.
- Gandossy, R. P., & Verma, N. (2006). Passing the torch of leadership. *Leader to Leader*, 2006(40), 37-44.

- Garavan, T. N., Carbery, R., & Rock, A. (2012). Mapping talent development: definition, scope and architecture. *European Journal of Training and Development, 36*(1), 5-24.
- Garg, A. K., & Van Weele, E. (2012). Succession planning and its impact on the performance of small micro medium enterprises within the manufacturing sector in Johannesburg. *International Journal of Business and Management, 7*(9), 96.
- Garrow, V., & Hirsh, W. (2008). Talent management: Issues of focus and fit. *Public Personnel Management, 37*(4), 389-402.
- Gartenstein-Ross, D. (2013). Al Qaeda in the Islamic Maghreb and Al Qaeda's Senior Leadership'. *Defend Democracy, 19*.
- Gemmill, G., & Oakley, J. (1992). Leadership: An alienating social myth? *Human Relations, 45*, 113-129.
- George, B., Walker, R. M., & Monster, J. (2019). Does strategic planning improve organizational performance? A meta-analysis. *Public Administration Review, 79*(6), 810-819.
- George, B., Walker, R. M., & Monster, J. (2019). Does Strategic Planning Improve Organizational Performance? A Meta-Analysis. *Public Administration Review, 810-819*.
- George, T. (2022). *Semi-Structured Interview | Definition, Guide & Examples*. Scribbr. Retrieved March 2023, from <https://www.scribbr.com/methodology/semi-structured-interview/>
- Giacomarra, M., Shams, S. R., Crescimanno, M., Sakka, G., Gregori, G. L., & Galati, A. (2021). Internal vs. external R&D teams: Evidences from the Italian wine industry. *Journal of Business Research, 128*, 752-761.
- Gini, A. (2004). Business, ethics, and leadership in a post Enron era. *Journal of Leadership & Organizational Studies, 11*(1), 9-15.
- Golik, M., Blanco, R., & Natacha, M. (2014). Talent identification and development tools, management research. *The Journal of the Iberoamerican Academy of Management, 12*(1), 23-39.
- Gounder, R., & Iglesia, E. (2012). The roles of entropy and enthalpy in stabilizing ion-pairs at transition states in zeolite acid catalysis. *Accounts of chemical research, 45*(2), 229-238.

- Grobler, A., & Rensburg, M. J. V. (2019). Organisational climate, person–organisation fit and turn over intention: a generational perspective within a South African Higher Education Institution. *Studies in Higher Education*, 44(11), 2053-2065.
- Groves, K. S. (2007). Integrating leadership development and succession planning best practices. *Journal of management development*, 26(3), 239-260.
- Groves, K. S. (2011). Integrating leadership development and succession planning best practices. *IEEE Engineering Management Review*, 39(3), 64-81.
- Grusky, O. (1960). Administrative succession in formal organizations. *Social Forces*, 39, 105–115.
- Grusky, O. (1960). Administrative succession in formal organizations. *Social Forces*, 39(2), 105-115.
- Grusky, O. (1964). Reply to scapegoating in baseball. *American Journal of Sociology*, 70, 72-76.
- Guest, R. (1962). Managerial succession in complex organizations. *American Journal of Sociology*, 68, 47– 54.
- Gupta, M. (2014). Employees’ satisfaction towards monetary compensation practices. *Global Journal of Finance and Management*, 6(8), 757-764.
- Gwakwa, M. (2020). Why Small and Medium Enterprises are left choiceless in adopting Strategic Management ethological (ethos) practices in Africa! A comprehensive study of selected small businesses across Africa. *American Journal of Economics and Business Management*, 3(3), 51-73.
- Hargreaves, A. (2005, June). Leadership succession. In *The educational forum* (Vol. 69, No. 2, pp. 163-173). Taylor & Francis Group.
- Harmon, F., (2007). Succeeding at succession. *Architectural Record*, 195(1), 28-36.
- Hart, C. (1998). *Doing a literature review: Releasing the social science research imagination*. London: Sage.
- Hersey, P., & Blanchard, K.B. (1993). *Management of organization behaviour utilizing human resources (8th. ed.)*. Englewood Cliffs. NJ: Prentice-Hall.

- Hill, J., D'Mello-Guyett, L., Hoyt, J., van Eijk, A. M., ter Kuile, F. O., & Webster, J. (2014). Women's access and provider practices for the case management of malaria during pregnancy: a systematic review and meta-analysis. *PLoS medicine*, *11*(8), e1001688.
- Hogg, M. A., Martin, R., Epitropaki, O., Mankad, A., Svensson, A., & Weeden, K. (2005). Effective leadership in salient groups: Revisiting leader-member exchange theory from the perspective of the social identity theory of leadership. *Personality and Social Psychology Bulletin*, *31*(7), 991-1004.
- Horvath, L. K. (2015). Gender-fair language in the context of recruiting and evaluating leaders. *Auswahl von Männern und Frauen als Führungskräfte: Perspektiven aus Wirtschaft, Wissenschaft, Medien und Politik*, 263-272.
- Horváthová, P. (2011). The application of talent management at human resource management in organization. In *3rd International Conference in Information and Financial Engineering, IPEDR (Vol. 12)*.
- Hossain, M. S., Rahman, S. T., & Labony, S. S. (2015). Effects of recruitment and selection process on employee turnover and its consequence on organization's profitability—a study on financial sector of Bangladesh. *Eur J Bus Manag*, *7*(35), 36-44.
- Hussain, A., Khan, M. A., & Khan, M. H. (2020). The Influence of Training and Development on Organizational Commitment of Academicians in Pakistan. *Review of Economics and Development Studies*, *6*(1), 43-55.
- Iles, P., Chuai, X., & Preece, D. (2010). Talent management and HRM in multinational companies in Beijing: Definitions, differences and drivers. *Journal of world Business*, *45*(2), 179-189.
- Ishak, A.K., & Kamil, B.A.M (2016). Succession planning at higher education institutions: leadership style, career development and knowledge management practices as its predictors. *International Review of Management and Marketing*, *6*(S7), 214-220.
- Janesick, V.J. (2000). The choreography of qualitative research designs. In 2nd N.K. Denzin & Y.S. Lincoln (eds.), *Handbook of qualitative research* (ed., pp.379-399). Thousand Oaks, CA: Sage.

- Joiner, T. A., & Bakalis, S. (2006). The antecedents of organizational commitment: the case of Australian casual academics. *International journal of educational management*, 20(6), 439-452.
- Jorgensen, B. (2005). Attract, retain and innovate: a workforce policy architecture adapted to modern conditions. *Foresight*, 7(5): 21-31.
- Jusoff, K. H., Abu Samah, H. S., & Abdullah, Z. (2009). Enhancing the critical role of Malaysian Institute of Higher Education, from Ivy League American universities research culture experiences. *International Education Studies*, 2(3) 106-112.
- Justus J. Randolph (2009) "A Guide to Writing the Dissertation Literature Review Practical Assessment". *Research & Evaluation*, Volume 14, Number 13, ISSN 1531-7714.
- Kabir, S. M. S. (2016). Basic guidelines for research: An introductory approach for all disciplines. *Book Zone Publication*, 201-275.
- Kapur, R. (2022). Importance of Recruitment and Selection in Leading to Progression of the Organization. *International Journal of Information, Business and Management*, 14(1), 159-170.
- Karemu, G., Kahara, G., & Josee, V. M. (2014). An analysis of the effect of employee recruitment strategies on employee retention at Equity Bank, Kenya. *European Journal of Business and Management*, 6(17), 90-97.
- Kashyap, V., & Rangnekar, S. (2014). A structural equation model for measuring the impact of employee retention practices on employee's turnover intentions: An Indian perspective. *South Asian Journal of Human Resources Management*, 1(2), 221-247.
- Katz, R. L. (1955). Skills of an effective administrator. *Harvard Business Review*, 33(1), 33-42.
- Keller, K. (2018). Building the case for succession planning in higher education: A study of succession planning pilots within the Minnesota State Colleges and Universities System. *Culminating Projects in Higher Education Administration*. http://repository.stcloudstate.edu/hied_etds/ (accessed 12 April 2023).

- Kellerman, B. (1991). "The President abroad: Leadership at the international level". *The Leadership Quarterly*, 1991, 2, 1-7.
- Kesner, I. F., & Sebor, T. C. (1994). Executive succession: Past, present and future. *Journal of Management*, 20, 327– 372.
- Khalid, K., & Nawab, S. (2018). Employee participation and employee retention in view of compensation. *SAGE Open*, 8(4), 2158244018810067.
- Saridakis, G., & Cooper, C. L. (2016). Introduction: the state of employee turnover. In *Research handbook on employee turnover* (pp. 1-4). Edward Elgar Publishing.
- Khurshid, R., & Darzi, M. A. (2016). Go green with green human resource management practices. *Clear International Journal of Research in Commerce & Management*, 7(1), 19-21.
- Klein, M. F., & Salk, R. J. (2013). Presidential succession planning: A qualitative study in private higher education. *Journal of Leadership & Organizational Studies*, 20(3), 335-345.
- Klenke, K. (1993). Leadership education at the great divide: Crossing into the twenty-first century. *The Journal of Leadership Studies*, 1(1), 112-127.
- Koefoed, M. (2017). Accessing the backstage: Ethnographic research methods in Resistance Studies. *Journal of Resistance Studies*, 3(2), 19-41.
- Kock, R. and Burke, M. (2008). Working solutions to managing the skills shortage in Public Sector, Winter.
- Kotecha, P. (2009). Development and its implications for higher education in Southern Africa. Retrieved from <http://www.sarua.org/files/publications/SARUA%20leadership%20Dialogue>.
- Kotin, J., & Sharaf, M. (1967). Management succession and administrative style. *Psychiatry*, 30, 237– 248.
- Kotter, J.P (1999). *What leaders really do*. Watertown, MA: Harvard Business Review.
- Krueger, R.A., & Casey, M.A. (2015). Focus groups: A practical guide for applied research (5th ed.). Thousand Oaks, CA: Sage.

- Kuper A, Lingard L, Levinson W. Critically appraising qualitative research. *BMJ*. 2008;337:a1035. [[PubMed](#)] [[Google Scholar](#)].
- Kur, E., & Bunning, R. (2002). Assuring corporate leadership for the future. *Journal of Management Development*, 21(10), 761-779.
- Lawrence, R. L. (2015). Dancing with the data: Arts-based qualitative research. In *Handbook of research on scholarly publishing and research methods* (pp. 141-154). IGI Global.
- Leibowitz, B. Bozalek, V. van Schalkwyk, S. Winberg, C. (2014). *Institutional context matters: the professional development of academics as teachers in South African higher education*. Springer Science Business Media Dordrecht, DOI 10.1007/s10734-014-9777-2.
- Leider, J. P., Harper, E., Shon, J. W., Sellers, K., & Castrucci, B. C. (2016). Job satisfaction and expected turnover among federal, state, and local public health practitioners. *American journal of public health*, 106(10), 1782-1788.
- Leider, J. P., Harper, E., Shon, J. W., Sellers, K., & Castrucci, B. C. (2016). Job satisfaction and expected turnover among federal, state, and local public health practitioners. *American journal of public health*, 106(10), 1782-1788.
- Lesabe, R. and Nkosi, J. (2007). A qualitative exploration of employees' views on organizational commitment. *Journal of Human Resources Management*, 5(1): 35-44.
- Lewin, A. & Wolf, C. 1974. When the CEO must go. *Advanced Management Journal*, 39: 59-62.
- Lewis, J. L., & Sheppard, S. R. (2006). Culture and communication: can landscape visualization improve forest management consultation with indigenous communities? *Landscape and urban planning*, 77(3), 291-313.
- Lewis, R. E., & Heckman, R. J. (2006). Talent management: A critical review. *Human resource management review*, 16(2), 139-154.
- Lewis, R. E., & Heckman, R. J. (2006). Talent management: A critical review. *Human resource management review*, 16(2), 139-154.
- Likert, R. (1967). *The human organization: Its management and value*, New York: McGraw-Hill.

- Lillrank, A.L. (2012). *Managing the interviewer self*.
<https://www.researchgate.net/publication/275516966>.
- Lindell, M., & Rosenqvist, G. (1992). Management behaviour dimensions and development orientation. *The Leadership Quarterly*, 3, 355-377.
- Long, J., Johnson, C., Faught, S., & Street, J. (2013). The need to practice what we teach: Succession management in higher education. *American Journal of Management*, 13(2), 73-78.
- Lord, R.G., De Vader, C.L., & Alliger, G.M. (1986). A meta-analysis of the relation between personality traits and leadership perceptions: An application of validity generalisation procedures. *Journal of Psychology*, 71(3), 402-410.
- Louch, P. (2014). Workforce planning is essential to high-performing organizations. *Workforce Solutions Review*, 5(4), 4-7.
- Lynch, D. (2007). *Can higher education manage talent?* Retrieved June 11, 2009 from <http://www.insidehighered.com/views/2007/11/27/lynch#> .
- Lynn, D. B. (2001). Succession management strategies in public sector organizations: Building leadership capital. *Review of Public Personnel Administration*, 21(2), 114-132.
- Maguire, M. and Delahunt, B. (2017). Doing a Thematic Analysis: A Practical, Step-by-Step Guide for Learning and Teaching Scholars. Dundalk Institute of Technology. AISHE-J Volume, Number 3 (Autumn 2017) 3351.
- Maguire, M., & Delahunt, B. (2017). Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars. *All Ireland Journal of Higher Education*, 9(3), 3351-33514.
- Mahjoub, A., & Kruyen, P. M. (2021). Efficient recruitment with effective job advertisement: an exploratory literature review and research agenda. *International Journal of Organization Theory & Behavior*.
- Markovic, Z., & Ljajic, S. (2016). *Leadership skills and training [Paper presentation]*. Eleventh international scientific conference: Knowledge in practice, Bansko, Bulgaria.

- Marshall, B., Cardon, P., Poddar, A., & Fontenot, R. (2013). Does sample size matter in qualitative research?: A review of qualitative interviews in IS research. *Journal of computer information systems*, 54(1), 11-22.
- Martin, C. M., & O'Shea, K. (2021). Succession planning for organizational stability. *Nursing Management*, 52(4), 12-20.
- Martin, G. S., Keating, M. A., Resick, C. J., Szabo, E., Kwan, H. K., & Peng, C. (2013). The meaning of leader integrity: A comparative study across Anglo, Asian, and Germanic cultures. *The Leadership Quarterly*, 24(3), 445-461.
- Martini, M., Gerosa, T., & Cavenago, D. (2023). How does employee development affect turnover intention? Exploring alternative relationships. *International Journal of Training and Development*, 27(1), 39-56.
- Mason, M. (2010, August). Sample size and saturation in PhD studies using qualitative interviews. In *Forum qualitative Sozialforschung/Forum: qualitative social research* (Vol. 11, No. 3).
- Mathers, N. J., Fox, N. J., & Hunn, A. (1998). *Surveys and questionnaires* (Vol. 1998). NHS Executive, Trent.
- Mbugua, G. M., Waiganjo, E. W., & Njeru, A. (2015). Relationship between strategic recruitment and employee retention in commercial banks in Kenya. *International journal of business administration*, 6(1), 87.
- McCauley, C. D., & Van Velsor, E. (Eds.). (2004). *The center for creative leadership handbook of leadership development* (Vol. 29). John Wiley & Sons.
- McCawley C. and Wakefield, M. (2006). Talent management in the 21st century: Help your company find, develop and keep its strongest workers. *J Qual. Particip.*, 29(4): 4-7.
- McCombes, S. (2019). *Research Design: Types, Methods, and Examples*. Scribbr.
- Meyers, M. C., Van Woerkom, M., & Dries, N. (2013). Talent—Innate or acquired? Theoretical considerations and their implications for talent management. *Human Resource Management Review*, 23(4), 305-321.

- Mölk, A., & Auer, M. (2018). Designing brands and managing organizational politics: A qualitative case study of employer brand creation. *European Management Journal*, 36(4), 485–496.
- Moreira, A., Cesario, F., Chambel, M. J., & Castanheira, F. (2020). Competences development and turnover intentions: The serial mediation effect of perceived internal employability and affective commitment. *European Journal of Management Studies*, 25(1), 5– 22.
- Morgan, D.L. (2013). *Integrating Qualitative and Quantitative Methods: A Pragmatic Approach*. SAGE Publications.
- Morgan, D.L., (2019). *Basic and advanced focus groups*. Thousand Oaks, CA: Sage.
- Morrell, K., Loan-Clarke, J., & Wilkinson, A. (2001). Unweaving leaving: The use of models in the management of employee turnover. *International Journal of Management Reviews*, 3(3), 219–244. <http://dx.doi.org/10.1111/1468-2370.00065>.
- Morse JM. Determining sample size. *Qual Health Res*. 2000;10(1):3–5.
- Muma, M. M., Nzulwa, J., Ombui, K., & Odhiambo, R. (2018). Influence of Human Resource Planning Strategies on Retention of Employees in Universities in Kenya. *International Journal of Thesis Projects and Dissertations (IJTPD)*, 6, 1-14.
- Murray, A. M., Henly, D., Chaboyer, W., Clapton, J., Luzzio, A., & Teml, M. (2012). Leadership succession management in university health faculty. *Journal of Higher Education Policy and Management*, 34(4), 365-376.
- Mwangi, W. W. (2009). *Relationship between human resource planning and labour turnover among micro finance institutions in Kenya* (Doctoral dissertation).
- Mwita, K. (2022). Factors to consider when choosing data collection methods. *International Journal of Research in Business and Social Science (2147-4478)*, 11(5), 532-538.
- Nawaz, Z. A. K. D. A., & Khan, I. (2016). Leadership theories and styles: A literature review. *Leadership*, 16(1), 1-7.
- Neefe, D. O. (2009). *Succession planning in two-year technical college systems*. (Doctoral Dissertation). University of Minnesota.

- Nelissen, J., Forrier, A., & Verbruggen, M. (2017). Employee development and voluntary turnover: Testing the employability paradox. *Human Resource Management Journal*, *27*(1), 152–168.
- Newton, Nigel (2010). The use of semi-structured interviews in qualitative research: strengths and weaknesses. Paper submitted in part completion of the requirements of the degree of Doctor of Philosophy, University of Bristol. Retrieved online at http://www.academia.edu/1561689/The_use_of_semi_structured_interviews_in_qualitative_research_strengths_and_weaknesses on [date accessed].
- Ng’ethe, J.M. Iravo, M. E, Namusonge, G.S. (2012). “Determinants of Academic Staff Retention in Public Universities in Kenya: Empirical Review”. *International Journal of Humanities and Social Science* Vol. 2 No. 13; July 2012.
- Ngobeni, E and Bezuidenhout, A. (2011). “Engaging employees for improved retention at a higher education institution in South Africa. *African Journal of Business Management* Vol 5(23), pp 9961-9970, 7 October 2011.
- Northouse, P.G. (2013). *Leadership theory and practice*. (6th edition). Thousand Oaks, CA: SAGE Publications.
- Obianuju, A. A., Ibrahim, U. A., & Zubairu, U. M. (2021). Succession planning as a critical management imperative: A systematic review. *Modern Management Review*, *26*(4), 69-92.
- Omary, S. (2019). *Human resource succession planning dynamics in higher learning institutions in Tanzania: A case of the University of Dodoma* (Doctoral dissertation, The Open University of Tanzania).
- Omona, J. (2013). Sampling in qualitative research: Improving the quality of research outcomes in higher education. *Makerere Journal of Higher Education*, *4*(2), 169-185.
- Oppong, N. Y., & Gold, J. (2016). Developing local managers in the Ghanaian mining industry: an indigenous talent model. *Journal of Management Development*, *35*(3), 341-359.

- Oppong, N. Y., & Oduro-Asabere, N. (2018). Identification of individuals for directorship roles: Evaluation of a university's succession management. *The Qualitative Report*, 23(1), 264-285.
- Osibanjo, O. A, Abiodun J. A., & Obamiro J. K. (2011). Succession planning and organizational survival: Empirical study on Nigerian private tertiary institutions. *Serbian Journal of Management*, 6(2), 231 – 246.
- Otoo, I. C., Assuming, J., & Agyei, P. M. (2018). Effectiveness of recruitment and selection practices in public sector higher education institutions: Evidence from Ghana. *European scientific journal*, 14(13), 199-214.
- Özbağ, G. K., & Ceyhun, G. Ç. (2014). Does job satisfaction mediate the relationship between Work-family conflict and turnover? A study of Turkish marine pilots. *Procedia-Social and Behavioral Sciences*, 140, 643-649.
- Pandey, P., & Pandey, M. M. (2015). *Research Methodology: Tools and Techniques (Vol. 1)*. Romania: Bridge Center.
- Parker, S., Peters, G. F., & Turetsky, H. F. (2002). Corporate governance and corporate failure: a survival analysis. *Corporate Governance: The International Journal of Business in Society*, 2(2), 4-12.
- Peters-Hawkins, A. L., Reed, L. C., & Kingsberry, F. (2018). Dynamic leadership succession: Strengthening urban principal succession planning. *Urban Education*, 53(1), 26–54.
- Pienaar, C., & Bester, C. L. (2008). The retention of academics in the early career phase: Empirical research. *SA Journal of Human Resource Management*, 6(2), 32-41.
- Pierce, D. (2015). GUIDING LIGHT. *Community College Journal*, 85(6), 26.
- Piyushi Kotecha, (2009). South African Regional Universities Association. *Leadership Dialogue Series II(1)*, 1-8.
- Rahman, W. and Nas, Z. (2013). Employee development and turnover intention: Theory validation. *European Journal of Training and Development* DOI: 10.1108/EJTD-May-2012-0015 <https://www.researchgate.net/publication/263417639>.

- Ramdass, K. (2015). *Leadership challenges: A higher Education Perspective. Proceedings of PICMET 15: Management of Technology*. University of South Africa Department of Mechanical and Industrial, Johannesburg Southern Africa.
- Ratnawati, S., Verawati, D., & Lionora, C. (2022, March). Talent Management: Is It Keys to The Succession Planning? In *Proceedings of the 4th International Conference on Economics, Business and Economic Education Science, ICE-BEES 2021, 27-28 July 2021, Semarang, Indonesia*.
- Ready, D.A., Conger, J.A. & Hill, L.A. (2010). Are you a high potential? *Harvard Business Review*, 88(6) 78-84.
- Reid, A. Brown, J. M. Cope, A. Jamieson, S. (2018). Ethical dilemmas and reflexivity in qualitative research. *Prospect Med Educ*, 7, 69-75. <https://doi.org/10.1007/s40037-018-0412-2>.
- Reid, A. M., Brown, J. M., Smith, J. M., Cope, A. C., & Jamieson, S. (2018). Ethical dilemmas and reflexivity in qualitative research. *Perspectives on medical education*, 7, 69-75.
- Riddick, F. P. (2009). *What is your bench strength? An exploration of succession planning in three large school districts in a South-eastern State (Doctoral dissertation)*. Available from ProQuest Dissertations and Theses Global Database. (UMI No. 3395265).
- Ritchie, J., Lewis, J., & Elam, G. (2003). Designing and selecting samples. *Qualitative research methods*, 77-108.
- Robken, H. (2007). Leadership turnover among university presidents. *Management Revue*, 18(2), 138-152.
- Rodrigues, R., Butler, C. L., & Guest, D. (2019). Evaluating the employability paradox: When does organizational investment in human capital pay off? *The International Journal of Human Resource Management*, 31, 1134– 1156.
- Rosse, J. G., & Levin, R. A. (2003). *The Jossey-Bass academic administrators guide to hiring. (1st ed.)*. San Francisco, CA: Jossey-Bass, an imprint of John Wiley & Sons, Inc.
- Rost, J. C. (1991). *Leadership for the twenty-first century*. New York: Praeger.

- Rost, J. C. (1993). Leadership development in the new millennium. *The Journal of Leadership Studies*, 1(1), 92-110.
- Rothwell, R. (1994). Towards the fifth-generation innovation process. *International Marketing Review*, 11, (1)7-31.
- Rothwell, W. J. (2002). Putting success into your succession planning. *Journal of Business Strategy*, 23(3), 32-37.
- Rothwell, W., (2005). *Effective succession planning in New York*. New York.
- Rothwell, W.J. (2010). *Effective succession planning: Ensuring leadership continuity and building talent from within*. (4th ed.) New York, NY: American Management Association.
- Rowe, W. G., Cannella Jr, A. A., Rankin, D., & Gorman, D. (2005). Leader succession and organizational performance: Integrating the common-sense, ritual scapegoating, and vicious-circle succession theories. *The leadership quarterly*, 16(2), 197-219.
- Runestad, E.J. (2014). *Grow your own leaders: Campus-based leadership development programs*. (Doctoral Dissertation). St. Cloud State University Emerald Group Publishing Limited 2046-9012 DOI 10.1108/EJTD-May-2012-0015.
- Russell, S., & Brannan, M. J. (2016). “Getting the Right People on the Bus”: Recruitment, selection and integration for the branded organization. *European Management Journal*, 34(2), 114-124.
- Russell, S., & Brannan, M. J. (2016). Getting the right people on the bus: Recruitment, selection and integration for the branded organization. *European Management Journal*, 34(2), 114–124.
- Sain, A., & Koul, A. (2020). Assessing leadership development strategies adopted by the organizations for developing internal talent pool. *Psychology and Education Journal*, 57(9), 1-9.
- Samuel, M.O., & Chipunza, C. (2013). Attrition and retention of senior academics at institutions of higher learning in South Africa: The strategies, complexities and realities. *Kamla-Raj J Soc Sci*, 35(2), 97-109.

- Sanjeev, R., & Singh, A. (2017). Talent management for developing leadership: An empirical investigation. *Independent Journal of Management & Production*, 8(3), 1130-1146.
- Sargeant, J. (2012) Qualitative Research Part II: Participants, Analysis, and Quality Assurance. *Journal of Graduate Medical Education*, Vol 4(1).
- Sastry, N.S.K. (2013). HR approaches to talent management. *International Journal of Management Studies and Research (IJMSR)*, 1 (2), 34-36.
- Saunders, M. N., & Townsend, K. (2016). Reporting and justifying the number of interview participants in organization and workplace research. *British Journal of Management*, 27(4), 836-852.
- Saunders, M., Lewis, P. & Thornhill, A. (2012). *Research methods for business students 6th edition*. Pearson Education Limited.
- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business students*. Pearson education.
- Savova, K. (2021). Global impact of COVID 19 on the concept of “Going Concern”. In *SHS Web of Conferences* (Vol. 92, p. 01045). EDP Sciences.
- Schein, E. H. (1992). *Organizational culture and leadership. (2nd ed.)*. San Francisco: Jossey-Bass.
- Schmidt, J. A., Chapman, D. S., & Jones, D. A. (2015). Does emphasizing different types of person–environment fit in online job ads influence application behavior and applicant quality? Evidence from a field experiment. *Journal of Business and Psychology*, 30, 267-282.
- Schoonover, C. S. (2011). Best practices in implementing succession planning. *Schoonover Associates, LLC*.
- Schuler, R. S., Jackson, S. E., & Tarique, I. E. and Kassim, A.S.M. (2012). Leadership management as an integral part of succession planning in HEIs: A Malaysian perspective. *International Journal of Business and Social Sciences*, 3 (3), 151-158. Strategic Framework for Universities South Africa, 2015 – 2019. www.universitiessa.ac.za.

- Seale, O. J. J. (2015). *Building leadership and management capacity for deans in South African higher education* (Doctoral dissertation, University of the Witwatersrand, Faculty of Humanities, School of Education).
- Seniwoliba, A. J. (2015). Succession planning: Preparing the next generation workforce for the University for Development Studies. *Research Journal of Educational Studies and Review*, 1(1),1-10.
- Shah, S. (2017). Comprehensive personal financial planning (PFP) process: An empirical study. *Anvesha*, 10(2), 22-30.
- Shakespeare, W. (1623). *The Norton Facsimile of the First Folio of Shakespeare*. WW Norton & Company.
- Shamsuddin, A., Chee-Ming, C., Wahab, E., & Kassim, A. S. M. (2012). Leadership management as an integral part of succession planning in HEIs: A Malaysian perspective. *International Journal of Business and Social Science*, 3(3), 1-10.
- Shamsuddin, A., Chee-Ming, C., Wahab, E., & Kassim, A. S. M. (2012). Leadership management as an integral part of succession planning in HEIs: A Malaysian perspective. *International Journal of Business and Social Science*, 3(3), 151-158.
- Shatilwe, J. T., & Amukugo, H. J. (2016). The factors affecting the implementation of succession planning in the Ministry of Health and Social Services (MOHSS), Namibia. *European Journal of Pharmaceutical and Medical Research*, 3(7), 97-109.
- Shetty, Y. K. & Peery, N. S., Jr. (1976). Are top managers transferable across companies? *Business Horizons*, 19: 23-28.
- Shondrick, S. J., Neyman, D. A., Nordisk, N., & Benckiser, R. (2012). Building a strategy to identify, develop, & retain high potentials.
- Silzer, R., & Dowell, B. E. (2010). Strategic talent management matters. *Strategy-driven talent management: A Leadership Imperative*, 3-72.
- Smilansky, J., 2006. *Developing Executive Talent, Best Practices from Global Leaders*. JohnWiley & Sons Ltd., Chichester.

- Soares, M. E., & Mosquera, P. (2021). Linking career management practices with individual outcomes: The mediating role of perceived employability. *Journal of Business Research*, 124, 547– 559.
- Sobal J. 2001. Sample extensiveness in qualitative nutrition education research. *J Nutr Educ*, 33(4):184–92.
- Starks, H. and Trinidad, S.B. (2007). Choose Your Method: A Phenomenology, Discourse Analysis and Grounded Theory. *Qualitative Health Research* 17(10).
- Surjansky, J. (2007). Make your corporate grass the greenest: 16 Cost-effective ways to a culture that keeps your keepers. *J. Qual. Particip.*, pp9-11. <http://www.asq.org>.
- Swales, S., Downs, Y., & Orr, K. (2014). Conceptualising inclusive talent management: Potential, possibilities and practicalities. *Human Resource Development International*, 17(5), 529-544.
- Sweeney, B. (2013). *Success through succession: A review of recent literature*. Queen’s IRC, Calgary.
- Taherdoost, H. (2021). Data collection methods and tools for research; a step-by-step guide to choose data collection technique for academic and business research projects. *International Journal of Academic Research in Management (IJARM)*, 10(1), 10-38.
- Tan, J. P. (2009). *An investigation of corporate leadership succession planning and implementation: the Malaysian experience: a thesis submitted to the University in fulfilment of the requirements for the degree of Doctor of Philosophy in Management, Massey University* (Doctoral dissertation, Massey University).
- Tang, H., Chen, F., Bai, J., & Lou, Y. (2022). Responses of early recruitment processes with rhizome to flooding depth and salinity in Manchurian wild rice (*Zizania latifolia*). *Aquatic Ecology*, 1-11.
- Tansley, C. (2011). What do we mean by the term “talent” in talent management? *Industrial and Commercial Training*, 43(5), 266-274.

- Tansley, C., Turner, P., Foster, C., Harris, L., Stewart, J., Sempik, A., & Williams, H. (2007). *Talent: Strategy, management, measurement. Research into practice.* CIPD, London.
- Tetik, S. (2016). Talent Management: A review of theoretical perspectives and a guideline for practioners. *Nile Journal of Business and Economics*, 2(4), 40-56.
- Tetty, W.J. (2006). *Staff retention in African Universities: Elements of a sustainable strategy.* University of Calgary Calgary, Alberta Canada (Commissioned by the World Bank).
- Thakur, V. (2021). Framework for PESTEL dimensions of sustainable healthcare waste management: Learnings from COVID-19 outbreak. *Journal of cleaner production*, 287, 125562.
- Theron, M., Barkhuizen, N. and du Plessis, Y. (2014). Managing the academic talent void: Investigating factors in academic turnover and retention in South Africa. *SA Journal of Industrial Psychology*, 40(1). Johannesburg Jan. 2014 *On-line version* ISSN 2071-0763, *Print version* ISSN 0258-5200.
- Tichy, N. M. (1983). *Man aging strategic change: Technical, political, and cultural dynamics.* New York: Wiley & Sons, 1983.
- Tongco, M. D. C. (2007). Purposive Sampling as a Tool for Informant Selection. *Ethnobotany Research and Applications*, 5, 147–158. Retrieved from <https://ethnobotanyjournal.org/index.php/era/article/view/126>.
- Trigueros-Cervantes, C., Rivera-García, E., & Rivera-Trigueros, I. (2018). The use of NVivo in the different stages of qualitative research. In *Computer supported qualitative research: Second international symposium on qualitative research (ISQR 2017)* (pp. 381-392). Springer International Publishing.
- Tufford, L., & Newman, P. (2012). Bracketing in qualitative research. *Qualitative Social Work: Research and Practice*, 11(1), 80–96. <https://doi.org/10.1177/1473325010368316>.
- Tymon Jr, W. G., Stumpf, S. A., & Doh, J. P. (2010). Exploring talent management in India: The neglected role of intrinsic rewards. *Journal of world business*, 45(2), 109-121.

- Uhl-Bien, M. (2006). Relational leadership theory: Exploring the social processes of leadership and organizing. *The leadership quarterly*, 17(6), 654-676.
- Ulrich, D. (2011). Integrated talent management. *The executive guide to integrated talent management*, 189-211.
- Vaiman, V. (Ed.). (2010). *Talent management of knowledge workers: Embracing the non-traditional workforce*. Springer.
- Vasileiou, K., Barnett, J., Thorpe, S., & Young, T. (2018). Characterising and justifying sample size sufficiency in interview-based studies: systematic analysis of qualitative health research over a 15-year period. *BMC medical research methodology*, 18, 1-18.
- Vasileiou, K., Barnett, J., Thorpe, S., & Young, T. (2018). Characterising and justifying sample size sufficiency in interview-based studies: systematic analysis of qualitative health research over a 15-year period. *BMC medical research methodology*, 18, 1-18.
- Vennila A. (2017). Efficient succession planning - A key to business success. *International Journal of Business, Management and Allied Sciences (IJBMAS)*, .4(3) 2349-4638.
- Walker, H. J., & Hinojosa, A. S. (2013). 15 Recruitment: The Role of Job Advertisements. *The Oxford handbook of recruitment*, 269.
- Way, S. A. (2002). High-performance work systems and intermediate indicators of firm performance within the US small business sector. *Journal of Management*, 28(6), 765- 785.
- Weick, K. E. (1993). Organizational redesign as improvisation. *Organizational change and redesign*, 346-379.
- Weisblat, I. A. (2018). Literature review of succession planning strategies and tactics. *Succession planning: Promoting Organizational Sustainability*, 11-22.
- Wheeldon, J., & Ahlberg, M. (2019). Mind maps in qualitative research. In Pranee Liamputtong (ed.), *Handbook of Research Methods in Health Social Sciences*. Springer Singapore. Pp.1113-1129.

- Wilkinson, A., & Barry, M. (2016). Voices from across the divide: An industrial relations perspective on employee voice. *German Journal of Human Resource Management*, 30(3-4), 338-344.
- Wilkinson, A., Sun, J. M., & K Mowbray, P. (2020). Employee voice in the Asia Pacific. *Asia Pacific Journal of Human Resources*, 58(4), 471-484.
- Wolverton, M., & Gmelch, W. H. (2002). *College deans*. Westport: Oryx.
- Wolverton, M., Ackerman, R., & Holt, S. (2005). Preparing for leadership: What academic department chairs need to know. *Journal of Higher Education Policy and Management*, 27(2), 227– 238.
- Wong, L. P. (2008). Data analysis in qualitative research: A brief guide to using NVivo. *Malaysian family physician: the official journal of the Academy of Family Physicians of Malaysia*, 3(1), 14.
- Wren, J. T. (1994). Teaching leadership: The art of the possible. *The Journal of Leadership Studies*, 1(2), 73-93.
- Yammarino, F., J. (1995). Dyadic leadership. *The Journal of Leadership Studies*, 2(4), 50-74.
- Yin, R. (2014). *Case Study Research: Design and Methods*, 5th ed. Thousand Oaks, CA: Sage.
- Yousaf, A. (2008). *The role of organizational justice in the relationship between LMX, organizational commitment and intent to turnover*. University of Twente, Enschede.
- Zaich, L. L. (1986). *Executive succession planning in select financial institutions. (Doctoral dissertation)*. Available from ProQuest Dissertation and Theses Global Database. (UMI No. 8612669).
- Zamawe, F. C. (2015). The implication of using NVivo software in qualitative data analysis: Evidence-based reflections. *Malawi Medical Journal*, 27(1), 13-15.
- Zegwaard, K. E., Campbell, M., & Pretti, T. J. (2017). Professional identities and ethics: The role of work-integrated learning in developing agentic professionals. In *Work-integrated learning in the 21st Century* (Vol. 32, pp. 145-160). Emerald Publishing Limited.

- Zepeda, S. J., Bengtson, E., & Parylo, O. (2012). Examining the planning and management of principal succession. *Journal of educational administration*, 50(2), 136-158.
- Zhang, Y., & Rajagopalan, N. (2004). When the known devil is better than an unknown god: An empirical study of the antecedents and consequences of relay CEO successions. *The Academy of Management Journal*, 47(4), 483- 500.
- Zhang, Y., & Rajagopalan, N. (2004). When the known devil is better than an unknown god: An empirical study of the antecedents and consequences of relay CEO successions. *Academy of management journal*, 47(4), 483-500.
- Zhao, H. & Tao, R. (2018). Passing the baton: The effects of performance succession planning on firm performance and volatility. *Corporate Governance: An International*, 27 (1), 61-78. DOI: 10.1111/corg.12251.

APPENDICES



19 January 2022

Raynolds T Ngcobo (911358701)
Graduate School of Business & Leadership
Westville Campus

Dear RT Ngcobo,

Protocol reference number: HSSREC/00002268/2020

Project title: Succession Planning as a tool to manage leadership turnover in Historically Disadvantaged Higher Education Institutions in South Africa

Degree : Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 10 November 2021 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted FULL APPROVAL.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

This approval is valid until 19 January 2023.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)

/ms

Humanities & Social Sciences Research Ethics Committee
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Tel: +27 31 260 8350 / 4557 / 3587
Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

INSPIRING GREATNESS

Date: June 21st 2023

To Whom It May Concern

I am writing to confirm that the Master's dissertation (excluding bibliography and appendices) in
Commerce in Leadership Studies entitled:

**Succession planning as a tool to manage leadership turnover in Historically
Disadvantaged Higher Education Institutions in SA**

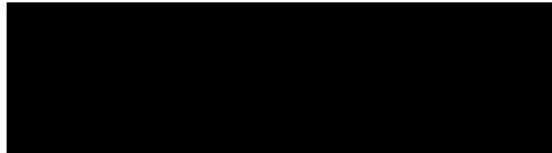
By

Raynolds Thabo Ngcobo

(Supervised by **Dr Bhasela Yalezo**)

has been edited for English language grammar, spelling and usage.

N.B. This letter is issued on the understanding that all corrections and amendments recommended
have been addressed by the candidate to the satisfaction of the supervisor.



Dr John Boughey (D.Phil., D.Ed., M.A. App. Ling., PGDE, PGCE TEFL/TESL, M.A. (Hons) Eng Lang & Lit., Dip. Man)



COLLEGE OF LAW AND MANAGEMENT STUDIES

**INFORMATION SHEET AND CONSENT LETTER TO PARTICIPATE AS
RESPONDENT IN A RESEARCH STUDY**

NAME OF RESEARCHER AND CONTACT DETAILS

Raynolds Thabo Ngcobo, 6 Beechwood Road, Kloof, 3610.

Mobile: [REDACTED]

Email: Ngcobor@unizulu.ac.za

**INFORMATION SHEET AND CONSENT LETTER
TO PARTICIPATE IN A RESEARCH STUDY**

05 May 2022

Dear (name)

My name is Thabo Ngcobo from the University of Zululand, employed as an Executive Director in the Human Resources Division. I am currently registered as a student at the University of KwaZulu Natal (UKZN) for the degree of Master of Commerce in Leadership Studies. My contact details are:

- Email: Ngcobor@unizulu.ac.za
- Mobile: [REDACTED] and
- Office: 035 902 6401

I hereby kindly invite you to consider participating in a study that involves research on the topic ***“Succession Planning as a tool to manage leadership turnover in Historically Disadvantaged Higher Education Institutions in South Africa”***. This is a dissertation in partial fulfilment of the requirements for the Master of Commerce degree.

Leadership capacity to deliver to the strategic goals and objectives of higher education institutions is imperative and indispensable. The appointment of external candidates to fill leadership positions has a costly drawback of disenfranchising worthy internal candidates. Hitherto, according to literature review, the research on the implementation of succession planning in the higher education environment generally shows that, internationally, it is still in its beginning stages when compared to the business and corporate environment. This aim and purpose of this research is to capture the experiences, or lack thereof, within the seven historically disadvantaged higher education institutions. The results of this study will help inform current institutional leadership on how to capitalize on opportunities and benefits presented through implementing succession planning initiatives.

The study is expected to enroll about twenty participants from seven historically disadvantaged institutions. This will be a mix of senior staff currently employed in leadership positions, in the highest four job grades. The duration of your participation will be limited to a period of an hour and a half (ninety minutes) for an interview by the researcher, which will be arranged at a time convenient to you. The interview will be conducted remotely and audio recorded using the

Microsoft Teams application. This is considered to be the most cost effective and appropriate way to avoid travelling and face-to-face contact during the ongoing Covid19 pandemic environment.

No personal risks, discomforts or costs are anticipated as a result of your role by participating in this study. This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (**Protocol Reference Number: HSSREC/00002268/2020**).

In the event of any problems or concerns or questions, you may contact me, the researcher, at Email: Ngcobor@unizulu.ac.za or Mobile phone [REDACTED] or Office land line 035 902 6401.

Alternatively, concerns or questions may be submitted to -

Humanities and Social Sciences Research Ethics Administration
Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban
4000

KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557- Fax: 27 31 2604609
Email: HSSREC@ukzn.ac.za

Your participation will be entirely voluntary and should you at any stage wish to withdraw from participating, you may do so without any penalties or negative consequences. All you will be required to do is to inform the researcher in writing as to your decision to withdraw from the study. The criteria to participate in this study is that you are a in a leadership position in a South African Historically Disadvantaged Institution in the Higher Education Sector.

As the researcher I acknowledge that protection of participants from undue harm is a core principle in research work. Confidentiality with no limitations will be maintained. Identities of participants and names of institutions will not be disclosed to prevent situations that may lead to discrimination, stigmatisation, reputational damage or psychological stress.

All data collected through semi-structured interviews or other relevant documents received from participants will be stored in a google drive and cloud with password-protected access. It will only be accessible to me as the researcher and supervisor. Data will be stored for a period of up to five

years and thereafter destroyed in accordance with the Electronic Communications Act No 25 of 2005.

The outcome of the study will be summarised in the form of findings. No reference will be made to the names of participants and institutions. Findings will be made available to participants and or institutions who wish to have access thereto. Consideration will also be given to publishing in accredited journals for academic purposes.

CONSENT BY RESPONDENT TO PARTICIPATE IN THE RESEARCH STUDY

I, **(name)**, have been informed about the study entitled “*Succession Planning as a tool to manage leadership turnover in Historically Disadvantaged Higher Education Institutions in SA*” by Raynolds Thabo Ngcobo, the researcher.

I understand the aim and purpose of the study and that my role as a respondent will be limited to participating in an interview by the researcher. I have been given an opportunity to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw from the study without any penalties or negative consequences. I have been informed that no personal risks, discomforts or costs are anticipated as a result of my participation in this study.

If I have any further questions, concerns or queries related to the study I understand that I may contact the researcher at Email: Ngcobor@unizulu.ac.za or Mobile phone [REDACTED] or Office land line 035 902 6401.

Further, if I have any questions or concerns about my rights as a respondent, or if I am concerned about an aspect of the study or the researcher, then I may contact:

Humanities and Social Sciences Research Ethics Administration
Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban
4000
KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557- Fax: 27 31 2604609
Email: HSSREC@ukzn.ac.za

I hereby provide consent to:

Audio-record my interview discussion with the researcher YES / NO

Signature of Respondent

Date

Signature of Witness

Date



COLLEGE OF LAW AND MANAGEMENT STUDIES

SEMI-STRUCTURED INTERVIEW GUIDE

Name of researcher and Contact Details:

Thabo Ngcobo, 6 Beechwood Road, Kloof, 3610.

Mobile: [REDACTED]

Email: Ngcobor@unizulu.ac.za

SECTION A

SCENE SETTING: (with Respondent)

INSTITUTIONAL BACKGROUND OF THE RESPONDENT

1. For how long have you been employed by this institution?
2. What is the title of your current position?
3. Is your position in the top four job grades of this institution?
4. For how long have you been employed in this position?
5. At the time of appointment into the current position, were you an external or internal candidate?

SECTION B

SEMI-STRUCTURED RESEARCH INTERVIEW QUESTIONS

1. How is leadership turnover managed in this institution?
2. How does this institution implement its succession planning policies?
3. How does this institution mediate tensions between succession planning objectives and demands of recruitment processes?
4. How does succession planning influence leadership development programmes?
5. How does succession planning manifest itself in the talent management strategies?

POSSIBLE FOLLOW UP QUESTIONS

1. How have you experienced leadership turnover in this institution, this year or past three years?
2. What is the practice of dealing with vacant leadership positions whilst searching for replacements?
3. Generally, and in your view, which of the leadership positions do you find more difficult to fill?

4. What is your anticipated medium to long term solution to fill leadership positions in this institution?
5. In your view, what is the readiness level of this institution for succession planning?
6. How do you retain super performers from leaving the institution due to perceived lack of opportunity to rise to leadership ranks?
7. How often do you assess or forecast future leadership requirements?
8. In your view or from your own experience, what factors should be considered or taken into account in identifying potential leadership successors?
9. Under which strategic goal of the institution does leadership development feature? What does it say?
10. In your opinion, what do you consider to be the most important criterion/criteria/ aspects/ abilities when appointing to a leadership position?
11. How willing are decision makers in this institution to devote resources to cultivate leadership capacity from within the institution?
12. How much do decision-makers prefer to fill key position vacancies from inside rather than from outside the organisation?
13. Do you believe that succession planning should be integrated with other staff management processes?


CLOSING REMARKS

Thank you for the time you have allowed me to conduct this interview with you.

Are there any questions from your side? (e.g., process, next steps)

College of Law and Management Studies

Supervisors Permission to Submit Dissertation for Examination

Name: RAYNOLDS THABO NGCOBO		Stud No: 911358701	
Title: Succession planning as a tool to manage leadership turnover in Historically Disadvantaged Higher Education Institutions in South Africa			
Qualification: MCLS		School: COLLEGE OF LAW AND MANAGEMENT STUDIES	
		Yes	No
To the best of my knowledge, the thesis/dissertation is primarily the student's own work and the student has acknowledged all reference sources		X	
The English language is of a suitable standard for examination without going for professional editing. <ul style="list-style-type: none"> However, the student opted to have his work edited. Editor's letter included in the appendices. 		X	
Turnitin Report %		13%	
Comment if % is over 10%			
The student Turnitin is above the norm by 3 % the similarity index picked up mostly the general and common terms.			
I agree to the submission of this dissertation for examination.		X	
Supervisors Name: Dr B YALEZO			
Supervisors Signature: 			
Date:		14/07/2023	
Co- Supervisors Name: NOT APPLICABLE			
Co- Supervisors Signature: NOT APPLICABLE			
Date: NOT APPLICABLE			



Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: **THABO NGCOBO**
Assignment title: **Research Submissions(MBA, ML, DBA & PHD)**
Submission title: **Succession Planning as a tool to manage leadership turnover...**
File name: **Dissertation_Version_5.docx**
File size: **1.97M**
Page count: **131**
Word count: **32,691**
Character count: **195,652**
Submission date: **12-Jul-2023 02:18PM (UTC+0200)**
Submission ID: **2120819131**





13



TITLE

Succession planning as a tool to manage leadership succession in the (Higher Education Institutions in South Africa)

By
Thabiso Thabo Ngcobo
911224761

A dissertation submitted in partial fulfillment of the requirements for the degree
Masters in Leadership Studies

Faculty School of Business & Leadership
College of Law and Management Studies

Supervisor
Dr. Shabir Yakoob

Year of Submission
2021



23 June 2021

REF: RDO/04/2021

Mr Thabo Ngcobo
University of KwaZulu Natal

Dear Mr Ngcobo


PROTOCOL: Succession planning as a tool to manage leadership turnover in Historically Disadvantaged Higher Education Institutions in South Africa

The MUT Research Ethics Committee considered your application at their meeting held on 17 June 2021. It is my pleasure to inform you that permission to conduct the research project above was granted.

The approval is valid for two years from 17 June 2021. Any changes to the project must immediately be brought to the attention of the MUT Research Ethics Committee.

Your acceptance of this approval denotes your compliance with South African National Research Ethics guidelines (2004) and the MUT Research Ethics Policy, Procedures and Guidelines

Good luck with your research.

Yours sincerely, 

Dr A Mienie
Director: Research

23rd February 2021

To Whom it may concern

University of KwaZulu-Natal

Dear Sir/Madame

RE: Request for a Gatekeeper's Letter in support of conducting research at Walter Sisulu University

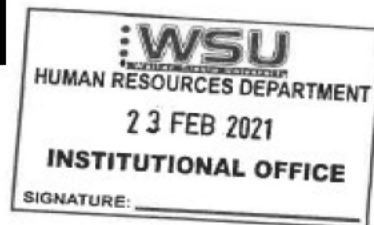
This serves to confirm that Walter Sisulu University will participate in the research study by Mr T Ngcobo which is in fulfilment of his Master of Commerce degree in Leadership Studies. The title of the research study is:

"Succession Planning as a tool to manage leadership turnover in Historically Disadvantaged Higher Education Institutions in South Africa".

Our participation will be subject to the normal University Rules for research.

Yours faithfully,

[REDACTED]
SA Mnyaiza
Executive Director: Human Resources





University of Fort Hare
Together in Excellence

University of Fort Hare
OFFICE OF UNIVERSITY REGISTRAR

Alice (Main) Campus: Private Bag X1314, King William's Town Road, Alice, 5700, RSA
Tel: +27 (0) 40 602 2501 • Fax: +27 (0) 40 602 2577 • Email: akaturura@ufh.ac.za / registrar@ufh.ac.za
East London Campus: Private Bag X9083, 50 Church Street, East London, 5201, RSA

14th June, 2022

Thabo Ngcobo
University of Zululand

Ngcobor@unizulu.ac.za

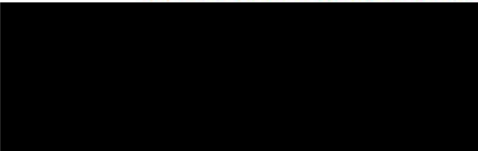
Dear Thabo

RE: Permission to Conduct Research at the University of Fort Hare.

We have reviewed your request for permission to conduct research at the University of Fort Hare under a project titled "*Succession Planning as a tool to manage leadership turnover in Historically Disadvantaged Higher Education Institutions in SA*" as part of your studies towards a Master of Commerce degree at the University of KwaZulu-Natal.

This letter serves to notify you that permission is hereby granted for you to carry out the research and to utilise the data for this project as laid out in

- your request for this gatekeeper's permission
- your research proposal
- the semi structured interviews guide that you submitted, and
- in accordance with the stipulations under which ethical clearance for the study was issued by the Humanities and Social Sciences Research Ethics Committee (HSSREC) at the University of KwaZulu-Natal.



EN Zuma
University Registrar



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 09 November 2021

PROJECT NUMBER: TREC/280/2021: PG

PROJECT:

Title: Succession planning as a tool to manage leadership turnover in Historically Disadvantaged Higher Education Institutions in South Africa
Researcher: RT Ngcobo
Supervisor: N/A
Co-Supervisor/s: N/A
Institution: University of Kwazulu-Natal
Degree: Master of Commerce in Leadership Studies

PROF P MASOKO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

Note:

- i)** This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
- ii)** Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
- iii)** PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa

Date: 11th May 2021

Mr RT Ngcobo

University of Zululand

Private Bag X1001

KwaDlangezwa

3886

Dear Mr RT Ngcobo

Permission to conduct Research at the University of Venda

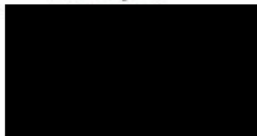
You are hereby granted permission to conduct research at the University of Venda.

The research will be based on your Masters research titled: ***Succession Planning as a tool to manage leadership turnover in Historically Disadvantaged Higher Education Institutions in South Africa*** registered at the **University of Zululand**.

The conditions are that all the data pertaining to University of Venda will be treated in accordance with the Ethical Principles and that will be shared with the University. In addition, consent should be sought by you as a researcher from participants.

Attached is our policy on ethics.

Thank you



Prof VO Netshandama

Chairperson: UREC

Cc: Prof JE Crafford (DVC Academic)

Cc: Senior Prof GE Ekosse (Director Research and Innovation)

Cc: Prof TS Mashau (Chairperson-RESSG)



UNIVERSITY OF VENDA
PRIVATE BAG X5050, THOHOYANDOU, 0950. LIMPOPO PROVINCE, SOUTH AFRICA
TELEPHONE 015 962 8313 / 8504. FAX 015 962 9060
Email: research@univen.ac.za

"A quality driven, financially sustainable, rural-based comprehensive University"

The University of the Western Cape is a Public Higher Education institution established and regulated by the Higher Education Act, No. 101 of 1997 (Republic of South Africa), with the language of instruction being English. The University is duly accredited by the Council on Higher Education and its degrees and diplomas are registered on the National Qualifications Framework in terms of the South African Qualifications Authority Act, No. 58 of 1995.



REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT THE UNIVERSITY OF THE WESTERN CAPE

This serves as acknowledgement that you have applied for permission to conduct research at the University. Provisional approval is granted pending the finalisation of your ethics application and its outcome.

Name of Researcher

RAYNOLDS THABO NGCOBO

Research topic

Succession Planning as a tool to manage leadership turnover in Historically Disadvantaged Higher Education Institutions in South Africa

Period permission is valid for

NA

(or as determined by the validity of your ethics approval)

Reference code

UWCRP110221RN

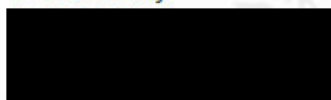
Ethics reference

University of the KwaZulu Natal (PENDING)

You are required to engage this office in advance if there is a need to continue with research outside of the stipulated period. The manner in which you conduct your research must be guided by the conditions set out in the annexed agreement: *Conditions to guide research conducted at the University of the Western Cape*.

Please be at liberty to contact this office should you require any assistance to conduct your research or require access to either staff or student contact information.

Yours sincerely



DR AHMED SHAIKJEE
DEPUTY REGISTRAR
UNIVERSITY OF THE WESTERN



UNIVERSITY OF THE WESTERN CAPE
ACADEMIC ADMINISTRATION

11 FEBRUARY 2021

This document contains a qualified electronic signature and date stamp. To verify this document contact the University of the Western Cape at researchperm@uwc.ac.za.

UWCRP110221RN
Page 1 of 3



University of Zululand, Private Bag X1001, KwaDlangezwa, 3886

W: www.unizulu.ac.za

T: +27 35 902 6374 F: +27 35 902 6355 E: ViloenD@unizulu.ac.za

Office of the Deputy Vice-Chancellor: Research & Innovation

R.T Ngcobo
Human Resources Department
University of Zululand

13 February 2021

Per email: ngcobor@unizulu.ac.za

Dear Mr Ngcobo

Re: Request to conduct a research study on: "Succession Planning as a tool to manage leadership turnover in Historically Disadvantaged Higher Education Institutions in South Africa"

Your Gate-Keeper application letter refers.

The University of Zululand's Research Ethics Committee (UZREC) hereby grants approval for you to conduct part of your research at the University of Zululand as per the methodologies stated in your research proposal and in terms of the data collection instruments that you have submitted.

Please note that permission is based on the documentation that you have submitted. Should you revise any part of your research proposal, you must submit all the changes to the University of Zululand Research Ethics Committee.

Yours sincerely

PP [Redacted]

*Professor Mashupye R. Kgaphola
Chairperson: UZREC
Deputy Vice Chancellor* Research and Innovation*

RESTRUCTURED FOR RELEVANCE