THE NEED FOR INTEGRATING LEADERSHIP DEVELOPMENT AND SUCCESSION PLANNING FOR ORGANISATIONAL DEVELOPMENT: A STUDY OF THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

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Abstract

The study sought to establish the need for leadership development and succession planning for organizational development using the Catholic University of Eastern Africa as a case study. It was guided by the following three research questions: (i) What is the need for integrating leadership development and succession planning? (ii) What are the leadership development and succession planning programmes at the Catholic University of Eastern Africa? (iii) What are the challenges of integrating leadership development and succession planning for organizational development? The findings of the study revealed among others that: the university had established training programmes, conferences, workshops, and seminars on leadership development and that these programmes are continually involving members from all departments and are good sources of identifying high potential employees and are aligned to the mission and vision of the university. The study recommended among others the documentation of the best practices of the university in leadership development and succession planning so as to improve on them while implementing them in other departments where they have been less successful.

INTRODUCTION

The complex and dynamic nature of today’s organizations and external environments require significant leadership prowess (Callum & Shelly, 2003). This is because the widespread flatterization of organizational structures, coupled with significant changes in the work environment has compelled organizations to rethink how potential managers attain the necessary developmental experiences for senior leadership (Amagoh, 2009).

Leadership development programs have become an increasing priority for many business organizations and government agencies (Amagoh, 2009). Groves (2007) goes further to say that highly successful organizations today are those that have and continue
to focus on creating a comprehensive set of assessment and leadership development practices that support a wide range of talents across the organization.

Leadership development is therefore defined as the planned and systematic efforts to improve the quality of leadership in an organization (Amagoh, 2009). In fact, Vardiman (2006) likens the concept of leadership development to that of a learning organization and he defines a learning organization as that organization that facilitates change, empowers organization members, encourages collaborations and sharing of information, creates opportunity for learning and promotes leadership development. An emerging concept within the spectrum of leadership development is that of succession planning (Taylor & McGraw, 2004). Succession planning also known as succession management is also an attempt by organizations to develop and retain high potential employees for the organization and thereby provide the organization with a guaranteed managerial talent source and competitive human resource advantage (Taylor & McGraw, 2004).

Therefore succession planning in many organizations is seen as means to facilitate effective organizational positioning and development to ensure that within an organization the right leaders are available at the right time (Taylor & McGraw, 2004). It is to this extend that succession planning has expansively developed in many organizations to include leadership development throughout all levels within an organization (Elliot, 1998).

Consequently each year many managerial employees at all levels attend leadership developments programs, workshops, conferences primarily to be taught by corporate officers, business units Chief Executive Officers, senior executives and career managers; on leadership and leadership development in their organization and how to facilitate action learning projects (Groves, 2007).

Santora and Sarros (2001) contend that leadership development and succession planning in many organizations have been seriously neglected and that often times many of these organizations are always ill prepared to deal with leadership changes and successions. Leadership development and succession planning in the education sector has not been any different from the corporate sector. Private universities face more or less the same leadership development and succession planning challenges as those of their counterparts in the public. The Catholic University of Eastern Africa (CUEA), in this particular research study forms our case study. The university was established in 1992 and is owned by the Association Members of the Episcopal Conference in Eastern Africa. The Catholic University of Eastern Africa is amongst the biggest private universities in Kenya.
CONCEPTUAL FRAMEWORK

Leadership Development and Succession Planning

The shift of contemporary workplace demographics have highlighted that the retention and development of high potential talents is a crucial management issue for all business and especially in building a competitive advantage (Taylor & McGraw, 2004). Hence the integration of leadership development and succession planning for organizational development has become a house hold practice amongst many organizations (Groves, 2007).

According to Anagoh (2009) leadership development processes depends on the ability to encourage participants to reflect on learning experiences in order to promote transfer of knowledge and skills to work context.

Orlando (2008) contends that leadership development as a process that enhances organizational capacity connotes a socio-cognitive evolution in that individuals and the collective are better able to adapt to changes as situations demands and circumstances. Therefore it is an active intentional forward looking process that seeks to enhance the collective capacity of organizational members and the organization through human centered, goal inspired relationships.

On the other hand according to Pollitt (2005) careful leadership and succession planning in big organization have significant impact on their commercial success. In fact according to Groves (2007) research evidence suggests that successful companies overcome their challenges by marrying leadership development and succession planning processes for optimal identification, development and placement of leadership talent. According to Barry and Jacobs (2006) business succession planning is unarguably a critical issue for any corporation, team, or individual to consider when they plans for their future. So what then is succession planning?

Wang and Spicer (2004) cautions organizations that the absence of successions planning can cause serious management problems, even leading to a business failure. Hence succession planning is increasingly becoming an important issue both in the large and small firms due to the demographic factors such as the rising number of employees due for retirement and the dwindling number of younger worker stepping in to replace them.

Integrating Leadership Development and Succession Planning

Organizations of all sizes and industries are currently facing a range of leadership development challenges, including decimated mid-management levels that often rob high potential managers of crucial on-the-job experiences, depleted resources for employees’ development and a rapidly aging workforce that may create a short fall of experienced managerial talent for senior leadership position (Rothwell, 2002).
In fact according to Groves (2007) research evidence suggest that highly successful companies in leadership development have well overcome the aforementioned challenges by marrying leadership development programmes with succession planning and adorning the near sighted replacement approach to succession planning for a long term perspective of developing and managing talent all throughout the organizations.

According to Groves (2007) the best practice organizations, effectively integrate leadership development and succession planning systems by fully utilizing managerial personnel in developing the organization’s network, identifying and codifying high potential employees, developing high potentials via project-based learning experiences and managers-facilitated workshops, establishing a flexible and fluid succession planning process, creating organization-wide forums for exposing high potential employees to multiple stakeholders and establishing a supportive organizational culture.

Integrating leadership development and succession planning also means managerial personnel being actively engaged with human resource professionals in identifying high potentials employees and assessing the bench strength of their respective units (Groves, 2007). According to Allio (2005) it is important that leadership developers first establish a metric for assessing leadership effectiveness and then design experiments that can establish a causal or statistically significant relationship between training initiatives and leadership competency. Moreover a good understanding of the conditions or contextual factors needed to develop an effective leader is vital and with such understanding it is easier for senior management to develop the conditions necessary to facilitate the growth of future leaders.

These arguments therefore go along way in highlighting the absence of integrating succession planning with leadership development and has a significant impact on the ability of organizations to implement and sustain strategic change initiatives (Amagoh, 2009). According to Wang, Watkins, Neil and Spicer (2004) the absence of leadership development or succession planning can cause a serious management problem, even leading to a business failure.

**The Leadership Development Integrated Approach**

The increasingly changing working environment and the labor markets in the twenty first century have prompted many organizations to revisit and borrow some of their leadership development and succession planning best practices for purposes of organizational development (Groves, 2007). This in turn fronted the need to integrate leadership development and succession planning best practices to transform organizations to high performance organization (Amagoh, 2009). Weis and Molinaro (2006) have discussed an integrated solution approach to leadership development which consists of eight steps. This approach represents a strategic synergistic and sustainable way for organizations to build the leadership capacity needed by the organization to survive in a
competitive environment. This approach is strategic because it ensures that all development options of leadership are focused on helping the organization gain competitive advantage and this involves creating a comprehensive strategy for leadership development and implementing the strategy effectively. This approach is also synergistic for it strives to select and implement development options in a seamless manner that adds value to one another and finally it is sustainable for it takes a long term perspective.

The need for Integrating Leadership Development and Succession Planning

Leadership development is becoming an increasingly critical and strategic imperative for organizations in the current business environment; consequently there has been an emerging trend of emphasizing the need for organizations to invest in the active development of leaders. However, interestingly, despite the fact that executives have increasingly expressed the need to focus on leadership and succession planning initiatives, very few are actually growing organizational leaders as part of their business strategy (Lynne & Parbudyal, 2007).

The need for integrating leadership development strategies with those of succession planning is to ensure that organizations are not faced with the increasing challenge or difficulty of filling in the leadership with qualified candidates externally (Lynne & Parbudyal, 2007).

Moreover congruency between leadership development and succession planning enables organizations to be able to identify those elements of effective leaders and the associated gap within their organizations (Lynne & Parbudyal 2007). Lynne and Parbudyal (2007) also talk about the need for leadership development prompting efforts aimed at increasing aligned leadership competencies that enable organization to continue building information systems that support the changing customer requirements. Thus leadership development initiatives are often times legitimized by the demands of strategic customer driven business requirement. Integrating leadership development and succession planning has also been seen as a respond towards futuristic need of the organization (Beeson, 2004). The need for leadership development and succession planning allows the organizations to identify the best practices, processes and systems in leadership and consequently respond to the current and futuristic challenges, performance, goals and objectives of the organization.

Fulmer and Conger (2004) contend that by aligning succession planning and leadership development, you get the best of both; attention to the skills required for senior management positions, along with an educational systems that can help managers develop skills. Best practice organizations provide a clear link between succession plans and leadership development (Ibarra, 2005). The need for integrating leadership development and succession planning has also enabled the identification of high potential employees as objective and as thorough as the process can be, thereby ensuring the right selection decisions and properly channeled investments resources (Kessler, 2002).
The need for integrating leadership development and succession planning has also enabled organizations to evaluate those structures, systems or processes and organizational culture that stifle and choke development and in turn develop and revitalize those processes and opportunities that revamp and facilitate collective goals (Kessler, 2002).

Interestingly despite all the benefits of integrating leadership development and succession planning for the realization of organizational development, many organizations today have paid very little attention to these benefits and those that have put the systems into play have failed to provide managerial support or integrated approach to leadership and succession planning (Lynne & Parbudyal, 2007). According to Taylor and McGraw (2004) succession planning in many organizations is still in its infancy and the focus is largely replacement as opposed to expansive collective development. Meaning many organizations have not yet come to appreciate the concept and accept it as strategic part of the business plan and direction of the organization.

Leadership Development and Succession Planning Programs at Catholic University of Eastern Africa

The Catholic University of Eastern Africa Organizational Structure

The Catholic University of Eastern Africa also popularly known with the acronym CUEA was established in 1984 and is owned by the Association Members of the Episcopal Conference in Eastern Africa. The Association of the Episcopal Conference of Eastern Africa includes a group of catholic bishop from the 8 members of the conference, namely Kenya, Uganda, Tanzania, Ethiopia, Malawi, Sudan, Entrea and Zambia (CUEA Bulletin, 2010). It is important to note that the Catholic University of Eastern Africa is a Christian university based on Catholic faith but thrives on a policy of non-religious, and non-racial in admissions of its students and employment of staff members (CUEA Hand Book, 2007).

The mission of the Catholic university is to seek to promote scientific research, quality teaching and community service for purpose of enhancing Christian living. Based on the word of God, the living tradition and teaching of the Church, both universal and local, CUEA provides programmes designed to prepare qualified personnel for the Church and Society. It also seeks to promote contact and co-operation with other universities and institutions so as to bring about a nobler human society (Academic Catalogue, 2009).

The university organizational structure includes the office of the Chancellor who is the highest ranking officer and usually the chairperson of the Association of Members of the Episcopal Conference of Eastern Africa and also the chair of the university council that forms the highest form of authority and governance of the university (CUEA, Hand Book, 2008).
The leadership at Catholic university is of twofold, that which is bestowed by virtue of one religious position in the Catholic Church and by merit. All top management/leadership positions are contractual and can only be renewed once. These positions include all members of the university management board and the university council. Hence elections are normally held once after every three years (CUEA Terms and Conditions Manual, 2008).

**Leadership Development Programs at Catholic University of Eastern Africa**

**Formal Mentoring**

According to the CUEA Human Resource Policy Manual there is no mention of mentorship programs for leadership development purposes (CUEA Terms and Conditions, 2009). However notwithstanding the research is not oblivious of the fact that such arrangements could exist, given the secrecy nature of the Catholic Church informally. However very closely but yet far from the practice is the presence of every student in the doctorate programme are normally assigned at least 2 mentor for academic purposes (CUEA Academic Policy, 2008).

**Experienced Based Approach**

A more familiar and popular leadership development program at the CUEA is the experienced based approach of leadership development. According to the Catholic University Terms and Conditions (2009) promotions to leadership positions or any position for that matter are given according to the experience and knowledge of work and the time served. This approach of leadership development cuts across at the Catholic university across the board for all staff both in the teaching and non teaching staff. All staff normally self evaluate themselves and the superiors also make recommendations for their promotions. Moreover for the senior most positions there is also peer evaluation other than self evaluation. The emphasis is therefore to give due consideration to candidates who have synchronized their life long experience and in turn have insightful knowledge of their work.

**The Leadership Life Cycle**

Block and Manning (2007) are some of the great proponents of the leadership life Cycle approach of leadership development. This approach highlights the core elements needed to build an effective leadership development system. This approach consists of six steps. The first step begins with a process for the identification of leadership needs. Secondly, education content and learning process are designed to address identified knowledge and skills gaps. The third step is action learning, whereby opportunities are created for engagement, during which new skills and knowledge can be practiced in real work settings. Fourth, workplace supports (such as mentoring) must also be put in
place to ensure that the developing leader is receiving ongoing guidance and quality feedback. Fifth, there should be recognition strategies to acknowledge the developing leaders commitment and contribution to the organization. Lastly, it is necessary to establish renewal processes in order to ensure that the leaders development path is meaningful as well as aligned with the strategic goals of the organization. When the six components are integrated within an organization, they represent best practices in leadership development and act as a guidepost for realizing leadership excellence (Conger, 1993; Fulmer, 1997; Cacioppe, 1998).

Moreover the office of the human resource officer often times plans for leadership and training workshops, conferences and seminars for the various leaders or members of the CUEA community to sensitize them on the key issues or areas of lacking in their work (CUEA Bulletin, 2008) Contracts at the university are also renewed for at least two term to give chance to leaders to realize their goals and objectives. Although not realized in the ideal situation some of the practices of the leadership life cycle approach of leadership development are realized at the Catholic University of Eastern Africa.

Miscellaneous Approaches

There are a myriad of other approaches of leadership development including teaching, job rotation, job enrichment and job enlargement. Teaching is done by facilitating workshops on a series of leadership development topics. Job rotation on the other hand is moving from one office to the other or one department to the other to familiarize yourself with the processes of the organization. Job enrichment in turn is being given powers to carry out designated duties that you were otherwise restricted or were done by somebody else (Amagoh, 2009). Allen and Hartman also suggest four themes in leadership development namely personal growth, conceptual understanding, feedback and skill building. Personal growth experiences include reflection on behaviors, personal values, and desires. Conceptual understanding focuses on improving the individual knowledge through exposures to the topic of leadership. This form of development often focuses on the various theories of leadership. Feedback helps the leader to learn about certain strength and weakness in a number of leadership skills. Skills building demands that leadership abilities be broken down into actual mechanical processes that can be ordinarily be performed (Amagoh, 2009).

Challenges of Integrating Leadership Development and Succession Planning

Financial Implications

Leadership development programs such as formal mentoring, leadership training workshop, conferences, seminars, retreats, and skills development courses and programs are normally very expensive for many organizations especially if they are to be
implemented on an organizational scale (Hills, 2009). Hence many organizations focus on leadership development on what they consider key or strategic positions in their organizations such as those of the chief executive officer, company directors or chairman of the board of trustees.

Effective leadership development programs and succession planning requires that organizations align their programs to their business strategy (Groves, 2007). This in turn means committing a lot of company resources to ensure that there is a rich pool of talent and personnel so as to ensure there is always the right fit for the right job at all times. This kind of planning and programs are increasingly becoming very expensive for many organizations, given the rapid changing market dynamics and the working environment, expansive leadership development and successions planning programs have become too expensive for small scale organizations and thereby reserve for large organizations (Sambrook, 2005).

In-Breeding

Leadership development and succession planning has been said to be the greatest proponents of organizational in breeding. In breeding is basically the process whereby the organizations hires and promotes talent and growth from within the organization (Hills, 2009). According to hills by promoting people from within, you provide more opportunities for people from within the organization to grow, develop and move on. This increases the likelihood that talent will be engaged, will stay and will explore where their next opportunity will be inside the organization rather than going outside.

Organizational Culture

According to Schein (1992) Organizational culture is a pattern of basic assumptions invented or developed by a given group as it learns to cope with its problems of external adaptation and internal integration that has worked well enough to be considered valuable and therefore, to be taught to new members as the correct way to perceive, think and feel in relation to these problems.

Stephen (2005) goes further to discern the shared meaning of organizational culture to be a set of characteristics that the organization values and they include: innovation and risk taking the degree to which employees are encouraged to be innovative and take risks; attention to details: the degree to which employees are expected to exhibit precision, analysis and attention to details; outcome orientation: the degree to which management decisions takes into consideration the effect of outcomes on people within the organization; team orientation: the degree to which work activities are organized around teams rather than individuals: aggressiveness; the degree to which people are aggressive and competitive rather than easy going stability; the degree to which organizational activities emphasize maintaining the status quo in contrast to growth.
Therefore organizational culture can be perceived as the dominant values that are shared by all members of an organization (Robbins, 2005).

Moreover the perceived eventuality of leadership development and succession planning programs vis-à-vis people’s position and job security in an organization has made leadership development and succession planning not exactly the cup of tea that everyone wants to drink in an organization. This kind of attitude has predispose leadership development and succession planning in many organizational culture as a vice and has often time elicited strong negative comments or lack of support from senior management and fear for lack of victimization from the high potentials leadership. In fact many business owners and managers rarely outline their future succession (Astrachan & Kolenko, 1994).

According to Martins (1997) organizational culture encompasses the following: The mission and vision of the organization; an understanding of the mission and vision of an organization determines the personnel level of commitment to attain personal and organizational goals. Means to achieve objectives; determines the way in which organizational structure and support mechanisms contribute to the effectiveness of the organization. Management processes, focuses on the way the management processes takes place in the organization, this basically includes things to do with decision making, formulating goals, controls processes and communication; Employees needs and Objectives; focuses on the integration of employees' needs and objectives with those of the organization as perceived by employees; Interpersonal relationship; focuses on the relationship between managers and personnel and on the management of conflict. Leadership; focuses on specific areas that strengthen leadership as perceived by the personnel.

**METHODOLOGY**

The study used descriptive research design because of its suitability when investigating the presence or absence of relationship between variables. This study focused on exploring the need integrating leadership development with succession planning for organizational development. Moreover descriptive research design according to the researcher ably captured and detailed description of leadership development and succession planning and their characteristics, and this in turn was instrumental in making observations.

Since the research questions in this study were well and clearly stated, the researchers felt strongly that a descriptive research design was more able to guide the study than any other design. Moreover the researcher had more confidence in a descriptive research design because of its dynamic nature of being both simple and complex at the same times.
RESULTS AND DISCUSSION

Integrating Leadership Development and Succession Planning

Leadership

In reference to the issue of leadership training programmes at the Catholic University of Eastern Africa, Seventy percent of the employees either totally agreed or simply agreed that the university has established training programmes, conferences, workshop and seminars on leadership development, whereas thirty percent either totally disagreed or simply disagreed that this is not the case at the university. Only fifty percent of the employees agreed that these training programmes, conferences, seminars and workshops are continuous and involve the members from all departments. Similarly the other fifty percent either totally disagreed or simply disagreed that the training programmes, conferences, seminars and workshops are continuous and involve members from all departments. Interestingly, sixty seven percent of the respondents agreed that these training programmes, conferences and workshops are good sources of identifying high potential employees whereas thirty three percent of the respondents either totally disagreed or simply disagreed on this matter. Moreover seventy percent of the employees either agreed or totally agreed that the training programmes are aligned to the mission and vision of the university whereas thirty percent of the employee’s respondents either disagreed or totally disagreed with this. Sixty seven percent of the employees respondents either agreed or totally agreed that the training programmes are geared towards identifying areas of special needs whereas thirty three percent either simply disagreed or totally disagreed with this.

Leadership Development

On the issue regarding to leadership development the study revealed that eight five percent of the employees respondents either agreed or totally agreed that the university has a policy on tenure- ship on all senior management position whereas fifteen percent of the employees either totally disagreed or simply disagreed with this.

Interestingly a hundred percent of the senior management staff either simply agreed or totally agreed that the university has a policy on tenure-ship on all senior management position. Sixty two percent of the employees’ respondents either totally agreed or simply agreed that the university recruits internally for senior staff position whereas thirty eight percent of the respondents either simply disagreed or totally disagreed with this position. Moreover a hundred percent of the senior management staff respondents either agreed or simply agreed that the university recruits internally for all senior management position. This is basically to say that eighty one percent of the total respondents either agreed or totally agreed that the university recruits internally for all senior management positions whereas nineteen percent of the total respondents either totally disagreed or simply disagreed with this notion.
Moreover forty three percent of the employees either simply agreed or totally agreed that the university has established formal institutional training programmes on leadership whereas sixty seven percent of the respondents either totally disagreed or simply disagreed with this position. Seventy five percent of the senior management staff respondents either agreed or totally agreed with this position whereas twenty five percent of the respondents either totally disagreed or simply disagreed with this position.

Another seventy five percent of the senior management staff respondents either simply agreed or totally agreed that there is career support, psychological and role modeling to all leaders at the university whereas twenty five percent either totally disagreed or simply disagreed to with this notion. Whereas eighty eight percent of the senior management staff respondents agreed that positions at the university are given on the basis of merit and twenty percent disagreed, only fifty five percent of the employees agreed to this and another forty five are either totally disagreed or simply agreed to this. This is to say that sixty five point five percent of the total respondents either totally agreed or simply agreed that promotions at the university are given on merit whereas thirty two point five percent of the total respondents either totally disagreed or simply disagreed with this notion. Whereas fifty eight percent of the employees respondents agreed that leadership qualities are encouraged and nurtured by the university fifty three percent of the respondents either disagreed or totally disagreed with this issue.

**Succession Planning**

In regard to the issue of succession planning ninety eight percent of the senior management respondents either simply agreed or totally agreed that the university provides an enabling environment for the employees to grow both socially and professionally. Moreover seventy five percent of the senior management staff respondents equally agreed or totally agreed that coaching and induction for new position in the organization is normally preceded by appointment whereas twenty five percent either disagreed or totally disagreed with this notion.

Seventy five percent of the senior management staff respondents also agreed that the middle level staffs are exposed to the various issues of leadership and operations of the organizations whereas twenty five percent either totally disagreed or simply disagreed. Moreover seventy six percent of the senior management staffs respondents either agreed or totally agreed that promotions at the university are given in respect of time served and experienced received in the organization whereas twenty four percent totally disagreed or simply disagreed with this issue.

**Leadership Developments and Succession Planning Programs**

**Leadership Development**

In reference to the issue as to whether promotions in the departments are given to departmental members, seventy six percent of senior management staff respondents
either simply agreed or totally agreed that this was the case, whereas twenty four percents of the respondents either simply disagreed or totally disagreed with this position. Moreover seventy five percent of the senior management staff respondents also agreed that technical support is offered both before and after, appointment in the office, however twenty five percent of the respondents either disagreed or totally disagreed with this notion.

Sixty three percent of the employees’ respondents either simply agreed or totally agreed with the eighty eight percent senior management staff respondents that staff members easily make friendship with their bosses and supervisors. However thirty seven percent of the employees’ respondents either disagreed or totally disagreed to this notion, similarly twelve percent of the senior management staff respondents equally disagreed with this notion. In other words seventy five percent of the total respondents either agreed or totally agreed that senior staff members easily make friendship with their bosses and supervisors whereas twenty five percent either totally disagreed or simply disagreed with this notion.

**Staff Mentorship**

The issue of staff mentorship was largely directed and addressed by the senior management staff and addressed the following issues. On the issue as to whether the university leadership communicates, motivates and delegates work effectively to its employees eighty two percent of the senior management staff respondents either simply agreed or totally agreed to this notion whereas eighteen percent totally disagreed or simply disagreed. Moreover as to whether the leadership instills a feeling of confidence and commitment amongst members of staff eighty eight percent of the senior staff members either simply agreed or totally agreed to this whereas twelve percent of the respondents either totally disagreed or simply disagreed with this issue.

Eighty eight percent of the senior management staff also agreed to the notion that they share a cordial relationship with their middle level staff members; however twelve percent of the respondents either disagreed or simply disagreed to this notion. Nonetheless a hundred percent of the senior management staff members agreed that the leadership is a potential source of information, knowledge, assistance and insight to its employers. Interestingly only seventy five percent of the senior management staff respondents agreed that there is mutual agreement of competencies, deadlines and objectives amongst the leadership and the employees at the university. Twenty five percent of the senior management respondents, however, either disagreed or totally disagreed with this notion.

In regard to the issue as to whether the leadership has built an environment of trust, commitment and social capital eighty eight percent of the senior management staff respondents either simply agreed or totally agreed that this was the case whereas twelve percent either disagreed or totally disagreed with this notion. Moreover seventy five
percent of the senior management staff respondents either simply agreed or totally agreed that the leadership provides directions, instructions and commands that are mutually agreed upon whereas twenty five percent either simply disagreed or totally disagreed with this notion.

Staff Development

Regarding the issued of staff development, eighty percent of the senior management staff respondents either simply agreed or totally agreed that there are budgets for staff development and support for all employees in all departments in the university. However twenty percent of the senior management staff respondents either simply disagreed or totally disagreed with this notion. Moreover the findings of this study also revealed that eighty four percent of the senior management staff respondents either agreed or totally agreed that the university has structures of leadership and representations in all levels of the university’s organization, However sixteen percent of the senior management staff respondents either disagreed or simply disagreed with this notion.

On the issue as to whether the leadership is involved or utilized in the designing and development of leadership workshops, seminars and conferences, a hundred percent of the senior management staff either simply agreed or totally agreed with this notion. Moreover in regard to whether the university deploys personnel in the best areas of their talents and skills sixty two percent of the senior management respondents either simply agreed or totally agreed with this notion whereas thirty eight percent either disagreed or totally disagreed with this notion. Furthermore on the issue as to whether the university continuously works towards identifying best practices, process and systems in the organization seventy six percent of the senior management staff respondents either simply agreed or totally agreed that this was the practice whereas twenty four percent, totally disagreed or simply disagreed on this notion. Moreover eighty eight percent of the senior management staff respondents either agreed or simply agreed that the university trains its employees on effective management skills and leadership whereas twelve percent either totally disagreed or simply disagreed with this notion.

Challenges of Integrating Leadership Development and Succession Planning Costs

As to whether leadership workshop, conferences and seminars are costly, a hundred percent of the senior management staff either simply agreed or totally agreed with this notion. However only 75% of the employees’ agreed to this issue and 25% refuted this practice. This is to basically say that 87.5% of the total respondents either totally agreed or simply agreed to this notion whereas 12.5% of the total respondents either totally disagreed or simply disagreed.

As to whether the university has sufficient budget allocation for training and development 87% of the senior management staff either simply agreed or totally agreed
to this notion whereas the remaining thirteen percent either totally disagreed or simply disagreed. However, interestingly only sixty seven percent of the employees' respondents agreed to this notion with the remaining thirty three percent refuting this notion. Moreover in regard to the issue of mentoring, coaching and sponsoring committing a lot of company resources, a hundred percent of the senior management staff members either simply agreed or totally agreed that this was the case. Sixty two percent of the employees' respondents either simply agreed or totally agreed that this was also the case whereas thirty eight percent either totally disagreed or simply disagreed with this notion. Furthermore in regard to training programmes being continual and tasking, a hundred percent of the senior management staff either simply agreed or totally agreed that this was the case, whereas fifty five percent of the employees' respondents either agreed or totally agreed that the training programmes are continual and tasking.

Recruitment

In regard to the issue of recruitment, seventy six percent of the senior management staff either simply agreed or totally agreed that hiring from within limits the organization exposures to diversity and specialized skills whereas thirty four percent either simply just disagreed or totally disagreed with this notion. Figure 12 illustrates these findings.

Interestingly, seventy five percent of the senior management respondents either simply agreed or totally agreed that hiring from within the organization promotes talent within the organization whereas twenty five percent of the respondents either totally disagreed or simply disagreed with this notion.

On the other hand fifty one percent of the senior management staff respondents either simply disagreed or totally disagreed that internal recruitment increases in breeding in the organization whereas forty nine percent of the senior management respondents either simply agreed or totally agreed to this notion. Moreover fifty percent of the senior management staff respondents either agreed or totally agreed that internal recruitment of employees in the organization limits the organization's pace in keeping up with the changes in the market, whereas the other fifty percent profusely disagreed or simply disagreed with this notion.

Organizational Culture

On the issue of organizational culture eighty two percent of the total respondents either simply agreed or totally agreed that the university provides an enabling environment for all staff members, whereas eighteen percent either totally disagreed or simply disagreed with this notion. Moreover eighty one point five percent of the total respondents either totally agreed or simply agreed that staff members of the university work as a team to achieve departmental objective whereas eighteen point five percent either simply disagreed or totally disagreed with this notion. As to whether the university has provided the staff members with all the equipment, sixty nine percent of the total staff respondents
either totally agreed or simply agreed that this was the case whereas thirty one percent either totally disagreed or simply disagreed with this notion. In regard as to whether the staff members at the university share a mutual appreciation of their role at the university seventy seven percent of the total respondents either simply agreed or totally agreed to this notion whereas twenty three percent of the total respondents either totally disagreed or simply disagreed to this notion.

Regarding the value system and motivation at the university, ninety two point five percent of the total respondents either totally agreed or simply agreed that the university appreciates honesty and integrity in character whereas seven point five percent of the total respondents either simply disagreed or totally disagreed to this notion. Moreover on the issue whether the organization policy manual addresses all the staff issues, sixty five percent of the total respondents either simply agreed or totally disagreed with this issue whereas forty five percent of the respondents either totally disagreed or simply disagreed to this issue. Furthermore, regarding whether the staff members are encouraged by the value system of the university seventy nine point five percent of the employees either simply agreed or totally agreed to this notion whereas twenty one point five percent of the respondents either disagreed or totally disagreed to this notion.

CONCLUSION AND RECOMMENDATIONS

Leadership Development and Succession Planning

The study revealed that there are established leadership training programmes, workshops, seminars and conferences at the Catholic university of Eastern Africa and that these programmes are aligned to the mission and the vision of the university, and are geared towards identifying the areas of great needs and skills, equip staff members in all key areas of management, expose them to the various issues of leadership and operations at the university.

Leadership Development and Succession Planning Programs

The study made the following revelations that there the leadership at Catholic university communicates and motivates its employees; instills confidence, cultivates trust and commitment and provides an enabling environment for the staff members to grow both professionally and socially.

Challenges of Integrating Leadership Development and Succession Planning

Some of the fundamental challenges that the study revealed in regard to leadership development and succession planning is the fact that leadership training, workshop, conferences, seminars, mentoring, coaching and sponsoring are costly and commit a lot of company resources, and more importantly they are continual, tasking and time involving. The study also indicated a lack of training and development policy, monitoring
and evaluation programmes or structures, poorly organized facilitation or training sessions and poor working conditions in some levels. The study also revealed challenges such as lack of transparency in appointments, recruitments, rewards and promotions, misuse of organizational funds, lack of co-operation and tribalism as some of the challenges facing organizational culture at Catholic university and consequently the leadership development and succession planning programs.

**Recommendation for Improvement**

**The Need for Integrating Leadership Development and Succession Planning**

The researchers confirmed that there is still need to integrate leadership development with succession planning at CUEA both at the concept level and practice. The integration should be inclusive, openly discussed between employees and employers. The study also recommended that the university should document its best practices in leadership development and succession planning so as to improve on them while implementing them in other departments where they have been less successful. There should be increased formal practice across all departments for leadership development while succession planning programs linked to the strategic growth of the organization should be more evident. The University may want to evaluate it organizational performance in relation to leadership development aimed at improving its implementation and succession planning strategy.

**Leadership Development and Succession Planning Programs**

There is need for more succession planning programs at the Catholic university of Eastern Africa. These programs should not be limited to top management positions but also to middle level managerial positions and should be across the organization. There is also need for the university to develop or adopt a training manual or policy document for the staff members that will ensure objective selection criteria and curriculum for training and development of the staff members at the university and more so institutions of higher learning. Such a document will deoid the organization such vices as patronage and tribalism in the selection processes and training of the staff members. The researcher further recommends the need for the university to look more into staff development outside leadership programmes. Particular focus should be on how to make the staff members be more proactive and become all leaders in their own rights and building their own capacity and skills in the areas of their operations or work.

**Challenges of Integrating Leadership Development and Succession Planning**

Another important consideration for the university is to reward and recognize all their staff members regardless to their positions in the organization, for every individual forms part of a team or department that works towards a common good for the university.
In addition the study notes that organizational culture stands at the centre of success and failure of every organization. Hence there is need for CUEA to invest heavily on the working environment to ensure that there are good working conditions, the staff members are motivated, promotions and recruitments are done on merit, and the staff members are well trained and exposed to many issues of development and finally that there are structures for growth both professionally and socially.

REFERENCES


