Succession Planning in a Two-Year Technical College System

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Abstract

The study explores the organizational characteristics of strategic planning, succession planning and career management and the processes impact on the hiring location of academic leaders from within the college, external to the college but within the system, and external to the system.

The study was conducted in the 16 college Wisconsin Technical College System. The population included the chief academic officers, academic vice presidents or provosts, deans, and associate or assistant deans. An online quantitative survey was distributed to the population of 236 individuals with a 67 percent return rate.

The study results indicate a direct relationship between the maturity of strategic planning and the maturity of succession planning. The study also explores leadership development experiences offered by two-year technical colleges and respondent satisfaction and value of the leadership development experiences. The study finds no relationship between organizational characteristics of strategic planning, succession planning and career management and the location of academic-leadership hires.

The results of this study establish a link between organizational-strategic planning, succession planning and administrative-career management within two-year technical colleges. These data further identify relationships between the academic administrators perceptions of the elements of strategic planning, succession planning and career management used within his or her respective organization. In addition, the study also explores the satisfaction of leadership experiences and identifies the point in career progression when the learning experience reflects the highest satisfaction.

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CHAPTER I

INTRODUCTION

The baby boomers are retiring and leaving gaps in organizations across American. Boomers are employed at all levels of organizations from front line positions to technical experts, sales managers, and administrative executives. The gaps left by these retirements impact all sectors from business and industry to health care, education and government. For the past 30 years, succession planning and management has been used by business and industry to address these gaps by developing internal talent to fill potential leadership and administrative openings.

Higher education is not immune to this phenomenon. Compounding this loss of talent is the knowledge that the skill set required of an academic leader today is much different from the skill set required of academic leaders 40 years ago. During the 1960s and 1970s, higher education was strongly supported by federal and state funding to initiate the building of new facilities, and there was an abundance of student funding in the form of grants. At that time, the leaders of higher education needed to know how to manage growth and expansion.

The skill set necessary for the academic leaders of the twenty-first century is much different. In addition to skills related to curriculum development and assessment, teaching and learning, personnel management, student and parent issues, and strategic planning and budgeting, added skills are required in the areas of public relations and collaboration, globalization, and securing alternative funding through grants and donations.

In the past, the typical career path to academic administration was from faculty to department chair, department chair to associate dean, associate dean to dean, and dean to academic vice president or provost. Faculty developed some skills in planning and budgeting in the department chair role; the move into the associate dean role is a step whereby these faculty became amateur administrators, often having no leadership,

administrative, or executive experience. While some individuals set a goal of being a college professor, very few individuals set their sights on becoming a dean, provost or college president. As such, most faculty do not prepare for an academic leadership position as a part of graduate work. The goal of becoming an academic leader and administrator evolves during the time as a faculty member in higher education.

This lack of preparation leads to a decreasing pool of talent ready to assume academic leadership positions. The shrinking talent pool may be due to a number of factor-s that include 1) a lack of commensurate fiscal compensation in the academic leadership role as compared to the faculty role, 2) generational differences between Generation Xer's and the Y's who want flexible hours and a 40-hour work week, and 3) fewer tenured faculty positions, 4) loss of academic activities in administrative roles, and 5) rigors of the administrative position.

Higher education needs to respond to the upcoming leadership challenge by developing a process to identify and develop potential academic leaders. One potential strategy to close the higher education leadership gap is the use of succession planning and management to develop internal talent within organizations to meet the pending leadership crisis and prepare these future academic leaders to navigate the new competitive environment of higher education.

To remain effective, all organizations must adapt to changes to meet organizational goals and objectives (Grusky, 1960). In an increasingly competitive global economy, more businesses are relying on succession planning and management as a tool by which to provide an edge and to remain viable as competitors in the marketplace.

In a recent survey, boards of multi-million dollar corporations identified succession planning as a critical issue facing corporations, third in ranking after financial achievement and strategic planning (Rothwell, 2005). Grusky (1960) states, "succession is a universal organization process" (p. 105). It is important to recognize that succession

within an organization is important, because its absence leads to organizational instability (Grusky, 1960; Heuer, 2003), and at some point in time all organizations must cope with succession (Grusky, 1960).

Chapter 1 of the dissertation defines and describes succession planning and management, and then provides a statement of the problem, a rationale for dissertation, and an overview of the dissertation.

Statement of the Problem

"Effective community college leadership is critical to meeting the societal needs of the twenty-first century" (Boggs, 2003, p. 17). As higher education moves into the twenty-first century, many two-year community colleges are facing an impending leadership crisis as individuals in high-level leadership positions retire. The literature suggests that the current leadership crisis stems from three underlying factors: the high retirement rate for community college presidents (Shults, 2001), the dwindling number of potential successors in the internal pipeline (Evelyn, 2001; Shek, 2001; Shults, 2001), and the declining number of external applicants (Evelyn, 2001; Shek, 2001). As the number of potential candidates in the internal leadership pipeline dwindles, institutions will need to explore options (Shults, 2001) to increase the number of internal candidates or look for leadership outside higher education. Identifying potential solutions for the community college leadership crisis is urgent and critical for both community colleges and community college stakeholders. Amey and VanDerLinden (2002) assert that community colleges "cannot afford to maintain a status-quo assumption about their prospective leadership pool" (p. 2).

Historically the career path to middle-level academic leadership positions began in the faculty ranks (Duvall, 2003). Higher education often asks great teachers (Heuer, 2003) or admired faculty members (Duvall, 2003) to take on leadership roles within the institution. Some faculty members are satisfied to become department chair (Duvall,

2003), while others choose to climb the administrative ladder, becoming associate dean, dean, vice president, provost, or even president (McCarthy, 2003). As a result, Filan (1999) believes that the department chair should be the leadership and succession planning focus of the community college sector of higher education.

Often higher education asks individuals to take on leadership roles for which they are not trained and for which the expectations of the positions are not clearly articulated until the individuals are failing (Heuer, 2003). Great faculty members do not necessarily have the skills to become capable leaders (Hoppe, 2003), because the skill set necessary for success as a professor is very different from the skill set required to become a successful college leader. Most faculty members moving into administration find themselves unprepared for their new administrative roles and must acquire the required skills through on-the-job experience and leadership training (Duvall, 2003; Filan, 1999; McCarthy, 2003; Piland & Wolf, 2003; Spangler, 1999). Until recently, faculty members willingly took their rotation as department chair and then chose either to return to faculty ranks or pursue additional leadership opportunities (Hoppe, 2003).

Piland and Wolf (2003, p. 96) sum up the challenge facing community colleges: Let us be clear about the consequences of a failure of community colleges to assume this central responsibility. . . . . The steady decline in the willingness of talented faculty to assume leadership positions, the decline in the number of candidates presenting themselves for middle and senior administrative assignments, and the relatively poor preparation that many of these candidates have received are all indices of the current problem.

Senior leaders in higher education could apply information on succession planning to prepare and position their organizations for future vacancies at the dean level. The objective of this dissertation is to investigate how chief academic officers, academic vice presidents, provosts, deans, and associate or assistant deans in the Wisconsin Technical College System perceive the relationship between strategic planning and

succession planning and the to identify existing succession planning elements within their organizations.

The dissertation measures the relationship between strategic planning and succession planning and the extent to which variables related to institutional-strategic planning and succession planning affect the percentage of internal hires for academic leadership positions. Variables for this study were drawn from the literature on strategic planning, succession planning, leadership development, and career management.

Rationale

The purpose of this research is to investigate the relationship between the organizational characteristics of strategic and succession planning and the impact of the two processes on the career management of academic leaders in two-year technical colleges. In higher education, the topic can be somewhat controversial. Although succession planning has been used successfully in business, faculty tenure and unions along with elected officials serving on boards can provide challenges for the implementation of succession planning in public higher education (Rothwell, 2005). In addition, implementation of the succession planning process within higher education is complicated by multiple stakeholders and forces both within and outside higher education (Barden, 2006).

There are multiple perspectives on succession; therefore, it is important to define succession planning and succession management clearly. Heuer (2003) simply defines succession planning as "preparing people for leadership positions" (p. 3), while Rothwell (2002) defines succession management as "a process for preparing people to meet an organization's needs for talent over a long period of time" (p. 30). For purposes of the dissertation, succession planning will be defined using Rothwell's definition.

While there is a large body of literature that explores career development of faculty members and faculty transition into academic leadership roles, there is little

research that has explored career development activities as part of systematic succession planning process in higher education. Successful succession planning processes are driven by strategic planning (Rothwell, 2005). Little research that explores the characteristics of institutional-strategic planning and strategic planning's relationship with institutional succession planning and career management.

It is interesting to note that three years ago a review of leader succession literature since 1994 indicated a lack of hypotheses in the literature (Giambatista, Rowe, & Suhaib, 2005). Giambatista et al. (2005) speculate that lack of hypothesis development may be hampering theory development related to succession and recommend that future scholars increase the usage of theoretical lenses such as organizational learning and adaptation. The dissertation explores succession planning and management from the organizational development and learning perspective.

There is a small body of research on succession planning in higher education. In four-year settings, Heuer (2003) focused on succession planning at the presidential level at Ivy-League universities, Bisbee (2005) explored leadership development of deans at land grant universities, and Geller (2004) examined succession planning and development for student affairs professionals at a single four-year university. Montague (2004) and Cembrowski (1997) utilized qualitative approaches to explore succession planning at a two-year community college and a two-year Canadian technical college, respectively. Hull (2005) employed a quantitative approach to investigate leadership development in American two-year community colleges. The researcher was unable to identify research conducted in two-year institutions related to succession planning for middle-level academic leaders such as deans and associate deans. Outside of higher education, the primary focus of research on succession planning is at the level of senior leadership, president or chief executive officer of organizations, with very little research concentrated on succession planning at mid-levels within an organization.

Overview of Dissertation

Succession planning is an effective strategy used over many years by business and industry to address leadership challenges facing organizations. Higher education is facing the same leadership challenges and aging demographics as business and industry and needs to develop strategies to cultivate and nurture leadership within its ranks. In an attempt to close some of the gaps in literature, this study explores the characteristics of strategic planning and succession planning in two-year technical colleges as related to the number of internal hires for academic leadership positions.

The remainder of this dissertation presents a review of literature, outlines the research methodology, provides results and analysis, and summarizes conclusions and recommendations. Chapter 2, the Review of Literature, offers a summary of literature on succession planning, leadership development in higher education, strategic planning, the integration of strategic planning and succession planning, and an overview of recent research on succession planning in higher education. The review of literature provides the foundation for the development of the conceptual framework and the survey instrument used to gather the data to answer the research questions.

Chapter 3, the Research Method, outlines a methodology for the proposed research along with a conceptual framework. The chapter describes the research setting, the 16-college Wisconsin Technical College System, and the study population. The total population surveyed includes 220 deans and associate or assistant deans and 16 chief academic officers, academic vice presidents, or provosts. In addition, the chapter provides a description of the online survey instrument developed based upon the review of literature that addresses the topics of strategic planning, succession planning, and career management in higher education. The survey is quantitative and uses a Likert scale format.

Chapter 4, Results of the Study, includes a summary of respondent demographics, data analyses of the eight research questions, and a chapter summary. The demographic

section provides information related to the research setting along with individual respondent demographics. The next portion of the chapter addresses the eight research questions. Each research question is defined, and the appropriate survey responses are analyzed to answer the research question. Tables and figures are provided to support the analyses and conclusions. The chapter concludes with a summary of the results of the study.

Chapter 5, Discussion and Conclusions, provides a summary and discussion of the study findings; identifies the implications of the study on policy and practice for two-year colleges, administrators, and faculty; suggests recommendations for future research; and outlines the limitations of the study.

CHAPTER II

REVIEW OF LITERATURE

Chapter 2 of the dissertation presents a review of literature on the characteristics of succession planning and strategic planning in two-year technical colleges as it relates to the hiring of internal candidates for academic leadership positions. The review of literature provides a discussion on the topics of succession planning, leadership development in higher education, strategic planning in higher education, and the integration of strategic planning with succession planning. In addition, the review of literature includes a brief synopsis of six studies focusing on succession planning in higher education. To meet the educational needs of the twenty-first century, higher education must develop strategies to meet the impeding leadership crisis (Boggs, 2003). Succession planning is one strategy used by business and industry to address and close leadership gaps. Succession planning is a strategy designed to groom individuals for future leadership positions with organizations.

To appreciate the issue fully, it is important to understand the research that currently exists on the topics of strategic planning and succession planning and how those processes support leadership development and career management in higher education. The first section of the review of literature describes and defines succession planning and also summarizes the reasons why organizations have an increased interest in the succession planning process. The second section identifies ten elements common to succession planning processes and discusses the use of succession planning in higher education; the ten elements provide the framework for the survey section addressing succession planning. The third section explores leadership development in higher education. The fourth section defines strategic planning and examines the use of strategic planning in higher education and highlights a conceptual framework for developing an academic strategy. The strategic planning section also identifies elements common to strategic planning processes and provides the foundation for the survey section focused

on strategic planning. The relationship between strategic planning and succession planning is described to illustrate the dependent relationship between the two processes in order for both to be effective. The final section explores research on the use of succession planning and management in higher education by summarizing six case studies on the topic.

Succession Planning

In the past decade, effective succession planning and management has become more important to both business and industry (Kesner & Sebora, 1994; Leibman, Bruer & Maki, 1996; Rothwell, 2005) and scholars (Giambatista et al., 2005). Rothwell (2005) suggests that leadership crises draw attention to the need for a systematic approach for leadership identification and development. As a result, succession planning and management becomes attractive in the face of problems such as delays in filling critical positions, a lack of qualified internal candidates, departure of talented employees to further career goals, or failure of internal replacements in new leadership roles within the organization (Rothwell, 2005).

Many organizations have informal processes that are used to groom and bring individuals along, which may or may not include a list of high-potential candidates. Succession planning and management is not simply a list of employees with possible leadership potential. Rather, it is a system of development activities and opportunities that are aligned with organizational goals so employees can practice needed skills (Fulmer & Conger, 2004).

In the past, succession planning tended to focus on high-level positions within the organization (Leibman et al., 1996). Robb (2005) states that a new trend in succession planning and management is the movement away from succession planning for only the top executives; "companies are pushing it down in the organization and using succession planning more as a development tool as opposed to a disaster recovery tool" (p. 89)

because the organizations recognize the value that an effective succession planning and management strategy adds to the organization.

Individual understanding of succession is blurred by multiple perspectives and disciplines conducting research on the subject. Research on succession planning and succession management falls into one of three categories: sociological, organizational development, and strategic (Kesner & Sebora, 1994). Sociological researchers focus on the change process and the shift of power from an organizational perspective. Scholars in the fields of organizational development or human resources give attention to the stages of the process and management of the process from an individual viewpoint. Conversely, strategists concentrate on organizational outcomes and the competitive environment and view succession from a corporate standpoint.

The literature points to five reasons for increased interest in succession planning and management. First, although succession planning has been implemented for thirty years, companies today are converting succession planning programs into succession management programs to remain competitive in a global society and to become innovative and adaptable so as to respond to uncertainty in the marketplace (Heuer, 2003; Leibman et al., 1996; Rothwell, 2005). In general, succession planning is viewed as a stand alone process, while succession management implies an ongoing, integrated, systematic approach that takes into consideration items such as newly negotiated employment contracts, managers at all organizational levels, and depth of expertise in non-management technical, front-line, and production positions. Second, the decades of a plentiful labor supply are gone. In 1965 the largest segment of American citizens was 25- to 30-year-olds. In 1995, 45- to 50-year-olds comprised the largest age group, while 55- to 60-year-olds are projected to be the largest segment of the American population by 2015 (Rothwell, 2005). America is facing an aging workforce with decreasing numbers of prospective employees. Third, while layoffs have touched all segments of the organization, middle-management and front-line workers were the major casualties of

previous organizational downsizing. As a result, organizations have decreased the overall pool of talent from which to draw upon since business and industry historically looked to the middle-management ranks for new leaders (Rothwell, 2005). Fourth, the attacks on the World Trade Center wiped out entire divisions or world headquarters for some corporations. Loss of both employees and organizational knowledge as a result of September 11, 2001 forced organizations to examine the organizational "bench strength" of potential leaders. Succession planning and management will help organizations develop flexibility by responding to unanticipated events from both internal and external environments via organizational collaboration and creativity (Kerr & Jackofsky, 1989). Finally, corporate boards are becoming more involved in the succession planning process as they recognize the consequences of overlooking the ethics, morality, and values of their leaders and now appreciate the importance of selecting future leaders who model the qualities and traits desired (Baldrige National Quality Program, 2007; Rothwell, 2005) .

Supporters of succession management cite a number of benefits of the succession planning and management process. Getty (1993) observes that the involvement of a number of leaders from across the organization, rather than just the senior leaders, ensures that potential leaders in one unit have the ability to move across the organization. Exposure to multiple functions in an organization helps future leaders develop a systems perspective when making decisions and expands the pool of potential leaders for all areas of the organization. Second, succession management assures continuity of leadership within an organization (Leibman et al., 1996; Rothwell, 2005) and helps to identify "appropriate leaders when a change in business strategy is necessary" (Rothwell, 2005, p. xxiii). Although all organizations experience a delay under new leadership, transition time is minimized when a leader is promoted from within the organization. Third, by aligning succession management with organizational initiatives, the organization increases the chance of achieving its goals while simultaneously utilizing the talent of rising future leaders (Leibman et al., 1996; Walker, 1998). Finally, succession

management involves senior leadership in a systematic process to review potential talent (Leibman et al., 1996) and pushes senior leadership to scan the business horizon for potential organizational leadership gaps. Though not perfect, succession planning can minimize the risk of organizations placing the wrong individual in the wrong job (Heuer, 2003).

Elements of Succession Planning

Literature in the 1980s and 1990s discussed the basics of succession planning. Later research by Fulmer and Conger (2004), Kesler (2002), Leibman et al. (1996), and Rothwell (2005) identifies essential components of a successful succession planning and management system. An analysis of the recent literature establishes the presence of ten elements of an effective succession planning management process. The ten elements identified through the synthesis of the literature include the articulation of expectations via organizational commitment; transparency of the process; assessment of organizational needs; establishment of knowledge, skills and abilities; assessment of individual talent; development of individual growth plans; individual feedback; accountability; evaluation of process; and integration of process throughout the organization.

Articulation of Expectations

To have a successful succession planning and management process, organizational leaders must clearly articulate the goals and objectives of the process (Kessler, 2002) and actively participate in and contribute to the process (Fulmer & Conger, 2004; Getty, 1993; Kesler, 2002; Rothwell, 2005). The chief executive must communicate the principles and philosophy that will guide the process (Kesler, 2002). A lack of interest or buy-in by senior leadership most certainly dooms its success (Heuer, 2003). Communications from the chief executive should discuss the expectations for assessing talent, the role of junior leaders in the development of talent, the philosophy

regarding the movement of talent across the organization, and the organizational beliefs on hiring for potential as opposed to hiring for the position (Kesler, 2002).

Senior leaders need to be actively involved in the process and encourage leaders below them to participate in the process (Heuer, 2003). Active participation gives senior leaders the knowledge to facilitate the development of relevant individual development plans that not only benefit the employee but also assist the organization in achieving its business goals.

Transparency of Process

If an organization has an effective succession management process, the process and steps in the process are well known across the organization (Conger & Fulmer, 2003; Getty, 1993). Succession planning also needs to be well communicated up, down, and across the organization (Heuer, 2003; Kerr & Jackofsky, 1989; Rothwell, 2005). In addition, respondents need to understand that succession management does not guarantee promotions. Management development contributes to this process via mentoring and networking that broaden individual relationships within the organization. The relationships establish new pathways of communication to communicate opportunities for the organization (Kerr & Jackofsky, 1989).

Previously, succession plans were cloaked in secrecy (Getty, 1993), and while this strategy may have worked effectively in the past when organizations were more paternalistic and organizational loyalty was high, a more open and honest approach encourages individuals to contribute more if they know where they stand in the organization in the current era of pay-for-performance, (Conger & Fulmer, 2003). In addition, organizations fear the transparency of the succession management process and worry that high-performing employees not identified as part of the process may become less motivated or leave the organization (Getty, 1993). Finally, because employees are aware of both the process and the data utilized in the process, companies have observed

increased accuracy in the data used "since nobody cares more about an accurate résumé than the employee" (Conger & Fulmer, 2003, p. 81).

Identify Organizational Needs and Key Positions

One of the critical elements of the succession planning and management process is the identification of key positions within an organization (Fulmer and Conger, 2004; Rothwell, 2005). Rothwell identifies six strategies that may be used to identify key positions within an organization. These six strategies include the analysis of the consequences as a result of a vacancy, organizational charting, discussions with senior leaders, previous experience as vacancies occurred, network charting (tracing communication pathways), or a combination of two or more of the approaches.

Rothwell (2005) suggests that key positions influence the organization strategically or operationally or, in some instances, both. Decentralization of organizations means that key positions may be dispersed throughout the organization. These positions are not necessarily top-level positions, but still may be challenging to fill. Organizations may want to utilize an environmental scanning process, in addition to internal assessments, to provide information on upcoming changes occurring within the industry sector. (Rothwell, 2005).

Establish Knowledge, Skills, and Abilities

According to Rothwell (2005) organizations should have competencies defined within specific job categories or occupations. Often as organizations identify the knowledge, skills, and abilities desirable in a potential successor, the focus tends to be on skills required today as opposed to skills required in the future (Kesner & Sebora, 1994). Leibman et al. (1996) suggest that organizations identify the leadership competencies of the future and provide appropriate opportunities to obtain these skills. Kerr and

Jackofsky (1989) assert that the skills required of all future leaders are flexibility, communication, and teamwork.

Rothwell (2005) recommends the use of a number of approaches to determine the required knowledge, skills, and abilities of future organizational leaders. Creating an inventory of individual attributes and job requirements removes the bias and favoritism from the selection process and tends to subdue overt political positioning. An assessment of this type is usually compiled by human resource professionals in conjunction with organizational leaders (Rothwell, 2005). Traditional annual performance appraisals also provide critical information that may be of use in this process (Kesner & Sebora, 1994). Other strategies include the utilization of a job or task analysis, development of a competency model, or creation of a DACUM (Develop a Curriculum), all of which are facilitated by a human resource professional.

Assessment of Talent

According to Sahl (1987),an appropriate assessment should consider aspirations of the individual, organizational opportunities as compared to individual aspirations, intellectual capacity, level of managerial expertise, job-related traits, or personality items. Management selection implies a pairing of job requirements and individual attributes. "Selection makes the assumption that both sets of variables, individual and job, are essentially stable, i.e. once made, the match remains valid for some period of time" (Kerr & Jackofsky, 1989, p. 162).

Fifteen years ago Kesner and Sebora (1994) suggested that little or no research existed on choice issues relative to the succession event. Organizations may utilize criteria or processes to identify high-potential employees (Kesner & Sebora, 1994). Some organizations choose to use a multi-rater or 360-degree assessment that relies on a rating and evaluation tool of employees that elicits feedback from above, below, and across the organization (Rothwell, 2005).

Giambatista et al. (2005) believe that heir-apparent succession planning results in a managerial leader who is very concerned and involved in day-to-day internal operations. Other organizations rely on a more global assessment of employees conducted by top management that may include scrutiny of accomplishments, overall performance, and long-term potential (Heuer, 2003; Kesner, 2002; Rothwell, 2005). Kesner (2002) refers to "calibration committees" that perform this assessment. Organizations utilizing this more competitive selective process, overseen by the current CEO and board, are more likely to choose visionary leaders who think strategically (Giambatista et al., 2005).

Individual Developmental Planning

Individual development planning can assist the organization in the achievement of organizational strategy by matching individual abilities to a specific strategy challenge, while promoting organizational flexibility and providing an objective approach to job assignment (Kesner & Sebora, 1994). In a fast-paced competitive environment, identifying an internal candidate in the organization with the right arsenal of skills and attributes to tackle a strategic issue is beneficial because the issue can most likely be resolved in a timely and often cost-effective manner (Kesner & Sebora, 1994).

In developing an individual development plan, organizations must recognize the difference between task learning and personal learning. Task learning often results in a short-term performance gain for the organization, while personal learning is a long-term investment in shaping individual attitudes and understanding within the organization (Heuer, 2003). Two examples of task learning could be the acquisition of project management skills or development of a business plan. Personal learning can be fostered by ensuring opportunities for the individual to socialize within the leadership group, which promotes a shared set of values, common language, and experience (Kerr & Jackofsky, 1989).

After assessing talent within the organization, each individual is given the opportunity to review the assessment and identify individual strengths and opportunities for improvement (Rothwell, 2005). Rothwell advocates the creation of a learning contract to close the knowledge, skills, and abilities gap and document learning expectations. The learning contract provides a framework by which to record learning achievements and to guide individual feedback.

It is important to note that organizations and individuals can have differing perspectives regarding individual development plans: "organizations plan succession, but individuals plan careers" (Heuer, 2002, p. 10). It is through the development of individual learning plans that organizations promote flexibility for individual employees and agility for the system by drawing upon a pool of talent (Kesner & Sebora, 1994).

Individual Feedback

It is the organization's responsibility to provide feedback to individuals. Often reviews are quite positive, focusing on the strengths of an individual. While it is important to recognize individual strengths, an effective succession planning and management process also needs to identify opportunities for improvement and map out strategies to rectify those individual gaps (Heuer, 2003; Kesler, 2002).

When individuals are given assignments designed to stretch their skills (Rothwell, 2005) and develop their leadership skills, measurement and feedback must occur on a regular basis. Too often, individuals are not provided feedback of any type or the feedback is not given in a timely manner.

Accountability

While it is no one individual's responsibility to monitor the progress of leadership candidates (Getty, 1993), effective organizations develop systems to ensure follow-up and follow-through on the completion of individual goals and the identification of

additional learning opportunities (Heuer, 2003). Failure to hold individuals accountable may result in the process becoming simply an exercise on paper and a drain of organizational energy (Getty, 1993).

Kesler (2002) cites the plight of a corporation that was grooming 38 candidates for future leadership positions within the organization. In support of the talent development process, the company hired an external contractor to provide job coaching for select individuals throughout the organization. The external contractor told the chief executive that over 75 percent of the 38 high-potential candidates had not received any substantive feedback in five years, and over two-thirds of the candidates stated a strong desire to receive more feedback. Although the human resource department facilitates the learning process, senior leaders must be held accountable for the process outcomes (Kesler, 2002).

Evaluation of Process

Regular evaluation of the succession planning and management process is critical (Fulmer & Conger, 2004; Rothwell, 2005). Just as profit margins, acquisitions, and physical assets are reviewed and analyzed, analysis of human resource assets deserve an equal amount of time and effort. The evaluation includes an update on the progress relative to individual development plans and affords the organization an opportunity to quickly identify new talent as organizational needs evolve (Rothwell, 2005). The evaluation process requires senior leaders to identify business opportunities that are critical for leadership development, to delegate assignments that are challenging, and to mentor individuals who may become future leaders. Although organizations utilizing the succession management process conduct evaluations on a monthly, quarterly, or semi-annual basis (Leibman et al., 1996), the literature recommends a minimum of quarterly reviews (Fulmer & Conger, 2004; Kesler, 2002; Rothwell, 2005).

Integration of Process

Succession planning cannot be effective as a stand-alone process (Fulmer & Conger, 2004; Getty, 1993; Kesler, 2002; Rothwell, 2005). An effective succession planning and management process within an organization is well integrated (Fulmer & Conger, 2004; Kesler, 2002; Leibman et al., 1996; Rothwell, 2002), systematic (Rothwell, 2005), continuous (Leibman et al., 1996; Rothwell, 2005), aligned with strategic planning, and matches available talent to projected talent needed for the future (Kerr & Jackofsky, 1989; Rothwell, 2005). Integration can be challenging, because as organizations grow and merge, the decision-making process can become more decentralized, thus making strategic planning difficult (Heuer, 2003).

Summary of Succession Planning Elements

Together, these ten elements of succession planning provide the foundation of a sound framework for the development of leaders within an organization. Rothwell (2005) indicates that succession planning and management has an overall goal of creating a pool of potential leaders for vertical or horizontal advancement, which helps ensure the continuity of focus and the achievement of strategic goals. "Succession planning and management should support strategic planning and strategic thinking and should provide an essential starting point for management and employee development programs" (Rothwell, 2005, p. xxiii). Table 1 provides a matrix showing the relationship between the ten elements of succession planning and the literature. The matrix reveals that three of the elements - development of individual growth plans, accountability, and the integration of the succession management process with organizational business goals - are the most common elements cited in the majority of the literature.

Table 1: Elements of an Effective Succession Planning Process

Elements of Succession Planning	Conger and Fulmer 2003	Kesler 2002	Leibman, Bruer and Maki 1996	Rothwell 2005
Organizational commitment with articulation of expectations	X	X		X
Assessment of organizational needs	X			X
Establish knowledge, skills, and abilities		X	X	X
Assessment talent		X		X
Develop individual growth plans	X	X	X	X
Individual feedback		X	X	
Accountability	X	X	X	X
Evaluation of process	X	X		X
Transparency of process	X	X	X	
Integration of process	X	X	X	X

The researcher placed the ten elements together in a logical format to illustrate an effective succession planning process framework shown in Figure 1. The succession-planning framework merely summarizes the literature review and does not represent the conceptual framework for the dissertation. The succession planning framework follows a continuous, quality improvement Plan, Do, Check, Act (PDCA) cycle (Tague, 2004) .

The assessment of organizational needs and the establishment of the required knowledge, skills, and abilities of future leaders form the PLAN portion of the cycle. The assessment of individual talent within the organization and the creation of individual growth or development plans for these selected individuals form the DO portion of the PDCA cycle. It is then the responsibility of the supervisors of these selected individuals to provide constructive feedback and also to hold the individuals accountable for their progression towards the goals in the development plans. These steps encompass the CHECK portion of the PDCA cycle. Ultimately, it is the larger organization that must evaluate the effectiveness of the process. Changes to the process are made and the organization moves forward with its commitment to continue and enhance the process. These two final steps form the ACT portion of the PDCA cycle

Supporting and sustaining the entire process are the transparency and integration of the process. The transparency of the process within the organization means that all individuals in the organization have an awareness of the process, while the integration of the succession planning process requires succession planning to have interaction with the strategic planning, training and development, performance management, and communication processes.

Figure 1: Framework for an Effective Succession Planning Process
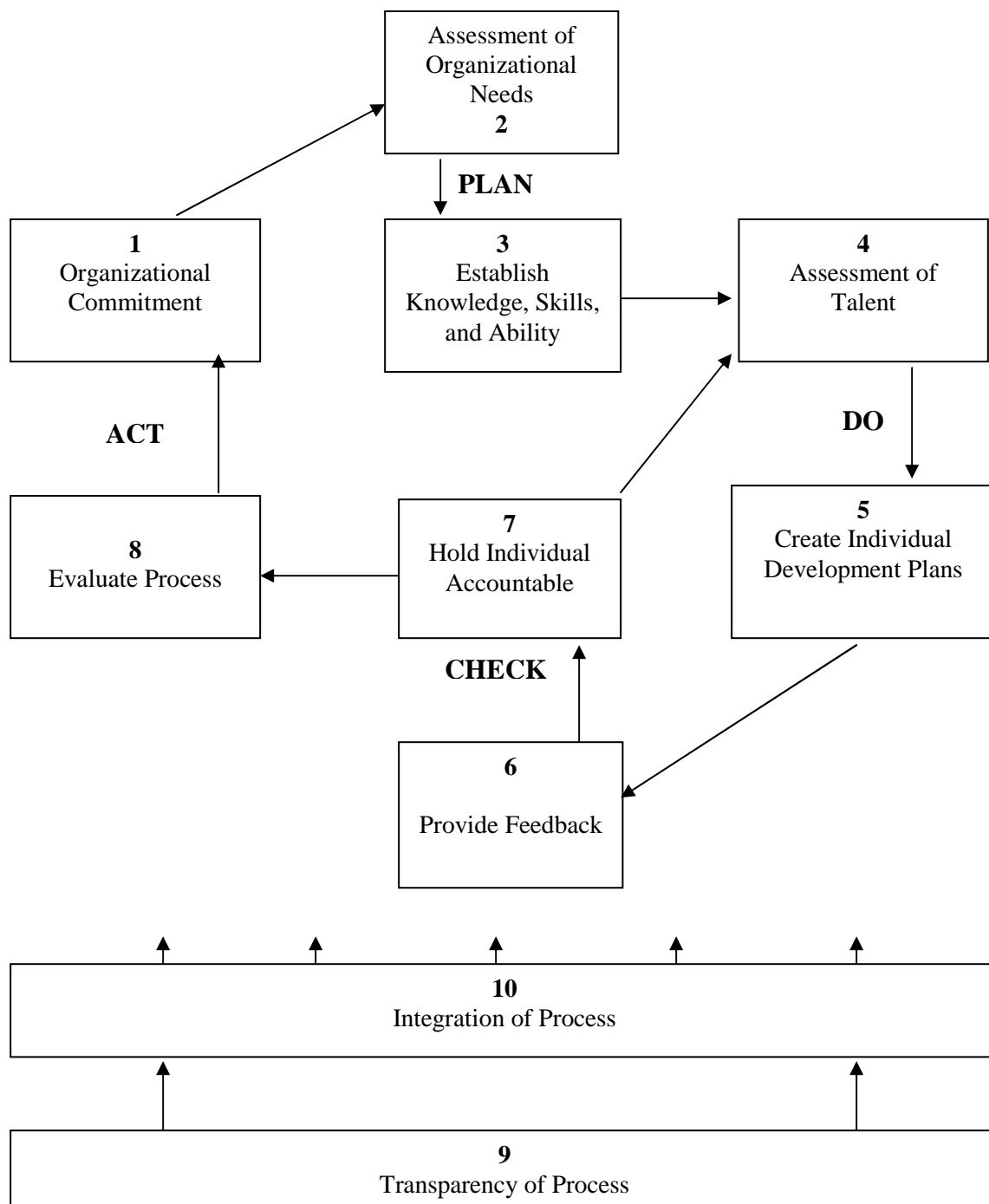
Without a formalized succession planning and management process, informal processes are used within the organization. Through these informal processes, leaders identify and groom potential successors with qualities, abilities, and traits similar to those of current leadership. Although a strong management development process within an organization can provide strength, it is important for organizations to recognize that such a process may promote too much homogeneity within the organization, that may then stifle new ideas that can foster organizational innovation (Kerr & Jackofsky, 1989) and tend to limit diversity of new leadership within the organization (Leibman et al., 1996; Rothwell, 2005).

Implementation of Succession Planning in Higher Education

The only constant in the future of community colleges is change. Boggs (2003) views the upcoming change in community college leadership as an "opportunity to bring greater diversity, new energy, and new ideas to community college faculty and leadership" (p. 15). People are the most valuable asset in successful organizations (Heuer, 2003; Leibman et al., 1996; Rothwell, 2005), and higher education leaders need to recognize the need to invest in the future by investing in its people. In higher education, succession planning is more critical today than it was a decade earlier, given the retirement exodus and coupled with the fact that higher education leadership requires complex relationships that must be developed with diverse internal and external stakeholders. Individual higher education institutions can expand the leadership pool of internal talent by looking more deeply within its ranks to identify potential successors using a succession management process.

Historically, government agencies, academic institutions, and non-profit organizations have approached succession via a talent-pool approach (Rothwell, 2005). Many organizations, including higher education, rely on an approach to succession planning in which a talent pool is developed. Rothwell (2005) observes that

organizations utilizing a talent-pool approach are satisfied with minimum competencies within their organizations. Rothwell (2005) asserts that organizations should instead have a goal of "developing people to the level of exemplary performers . . . given that the organization knows who the exemplary performers are, based on objective performance measures" (p. 200). The problem is compounded further by the fact that these sectors are often hampered by laws, regulations, and organizational cultures "which require competitive job searches, postings, and preferences based on items other than individual performance" (Rothwell, 2005, p. 321).

One of the many challenges faced by community colleges is disconnected training or development initiatives that are unrelated to on-the-job training, graduate programs, and leadership development offered via professional organizations (Piland & Wolf, 2003). In addition, high levels of independence for departments and department leaders mean that succession planning in higher education is decentralized and often becomes another inefficient process (Heuer, 2003).

Some community colleges though have been successful in utilizing succession planning and management. Since 2000 Daytona Beach Community College embraced succession planning and management as a tool to drive leadership development within the organization. Daytona Beach promoted succession planning and management by using the philosophy that replacement planning was more expensive than succession planning. As a result, succession planning fostered a systematic approach for organizational development, encouraged employee involvement in the succession planning process, and afforded the institution the opportunity to identify employee knowledge gaps and to develop strategies to fill those gaps (Carroll, 2004).

Filan (1999) asserts that succession planning must be regarded as a strategic issue critical to the stakeholders of higher education. It is the responsibility of community college leaders to "proactively identify and cultivate" future leaders among the faculty, administrators, and support staff in their college (Piland & Wolf, 2003, p. 97) by

promoting and supporting succession planning from the start, not as an afterthought. Clunies (2007) along with Vaughan and Weisman (2003) recommend that presidents and boards of trustees become actively involved in leadership development within their own institutions; failure to take on this role is to "shirk a critical responsibility of senior leaders" (Vaughan & Weisman, 2003, p. 60).

<center>Leadership Development in Higher Education</center>

Leadership development is a critical component of the succession planning and management process in higher education. In order to meet the need for leadership development for future leaders, community colleges can utilize external or formal graduate programs focused on community college leadership, internal talent development programs tailored for the unique environment of each community college, or collaborative leadership development programs.

During the mid-twentieth century, community colleges grew rapidly, and the need to develop leaders familiar with the community college system was great. As a result, universities responded by developing a number of graduate-level programs focused on community college leadership. In the past, many of these graduate-level programs were funded by private foundations such as the W. K. Kellogg Foundation, but as private funding diminished, the number of community college leadership programs and graduates also decreased (Evelyn, 2001). Some community college leaders advocate increasing the number of community college leadership programs; while this focus may be a step in the right direction, it is a long-term solution to an issue with a short-term timeline (Boggs, 2003; Duvall, 2003).

A second approach is to develop and use the succession planning within higher education (Carroll, 2004; Clunies, 2007). Clunies (2007) envisions the succession planning process being flexible in order to support the organization's strategic plan and yet providing relevant learning experiences for potential new leaders, via internal

learning opportunities or temporary job assignment. By having a focused approach to leadership development, higher education organizations can identify the skills necessary for effective leadership in the upcoming years. While all leaders need skills such as vision, integrity, confidence, and courage, higher education leaders of the future will also need to develop and hone skills in fundraising (Hockaday & Puyear, 2000), understanding organizational culture (O'Rourke, 1997), and recognizing our growing multicultural and global society (Hockaday & Puyear, 2000; O'Rourke, 1997). By developing first, the organization can then select potential leaders from the group.

A third strategy includes the development of in-house leadership development programs. In Amey and VanDerLinden's 2000 survey of current community college leaders, the majority of the respondents believe that internal leadership development initiatives were critical to leaders' professional development (2002). While in-house leadership development programs are usually driven top-down, in some instances, the program can be initiated from the bottom up.

In 1992 the Maricopa Community College District held its first Chair Academy conference, which was designed to appeal to department chairs at the community and technical college level. The goal of the conference was to provide comprehensive leadership training for department chairs and to assist them in becoming better leaders within their organizations. The Chair Academy has evolved and now includes a sister program called the Academy for Leadership Training and Development. The year-long, skills-based leadership development program starts with a five-day workshop, followed by a practicum experience (Filan, 1999).

The foundational curriculum of the Chair Academy was informed by a survey of 426 chief instructional officers of community colleges from across the nation. The chief instructional officers identified a number of areas of focus that included faculty evaluation, strategic planning, managing budgets, curriculum planning, conflict

management, complexity of academic and administrative roles, legal issues, time management, and implementing educational technology (Filan, 1999).

Although national conferences such as the Academy for Leadership Training and Development may afford the opportunity for an institution to send one staff member to participate, little is done within individual colleges to educate a "cohort of individuals already in mid-level positions or interested in moving into such positions" (Spangler, 1999, p. 22). Some two-year colleges have built upon the success of the Chair Academy and have collaborated to re-create the curriculum on a statewide or regional level, thus allowing colleges to send multiple respondents as part of an educational cohort model. Examples have been created as the New Jersey Regional Academy (Filan, 1999) the Wisconsin Leadership Development Institute , or for Illinois community colleges (Hull, 2005).

In general, too many community colleges are not actively involved in the development of their future leaders (Piland & Wolf, 2003). Amey (2004) argues that while community college leaders often support the professional development of staff and faculty, the organization often fails to articulate and identify the skills required of potential future leaders. Community colleges need to identify the skills and experiences that will prepare individuals for more senior leadership roles within the institution (Amey & VanDerLinden, 2002).

Colleges that do have some type of development process for internal staff see themselves as responsible for grooming leaders for their own institutions, as opposed to preparing future community college leaders (Piland & Wolf, 2003). Heuer (2003) observes that if more higher education institutions "accepted the concept that they might lose their investment to a colleague institution, the net result may be that, in the long run, all institutions would gain, as opportunities would be expanded" (p. 62).

As higher education strategically plans for the future, all players recognize the need to plan and develop strategies to address the pending leadership vacuum. By

"identifying, nurturing, and supporting potential leaders" (Hoppe, 2003, p. 10), community colleges can maintain a pipeline for continuity and infuse new talent into academic administration. Kerr and Jackofsky (1989) compared the roles of management development and management selection with respect to implementation of organizational strategy and concluded that management selection and development processes "contribute to strategy implementation by matching managers with task demands" (p. 167).

According to a 2004 survey on succession planning and management practices conducted by Rothwell (2005), the most important reason organizations utilized succession planning and management programs was to contribute to the implementation of the organization's strategic plans. For higher education to be successful in meeting leadership challenges and gaps, individual institutions will need to make leadership succession a strategic priority within the organization.

Strategic Planning

The term "strategic planning" implies the assumption that the process is a formalized (Mintzberg, 1995) analysis which then can be synthesized into a set of strategies. Strategic planning attempts to predetermine organizational outcomes. To predetermine the fate of the organization, planning must be attuned to its environment so the organization can accurately forecast and respond to changes within the environment.

Effective strategic planning must be conducted in a comprehensive, systematic manner in order to define organizational goals and determine the allocation of organizational resources, including capital and human. To be successful, an organization must seek out accurate and timely information related to the internal and external inputs into the strategic planning process. Strategic planning may vary from organization to organization, but many elements are common to the public and private sector and to business and education (Eadie & Steinbacher, 1985; Shapiro & Nunez, 2001).

Strategic Planning in Higher Education

Historically, individual academic units or departments in higher education often have their own individual agendas that may or may not align with the overall strategic goals of the institution (Shapiro & Nunez, 2001). Planning done in a vacuum and in isolation is not useful to highly complex organizations (Eadie & Steinbacher, 1985) such as higher education. Colleges and universities are complex entities undergoing constant change due to the environment in which they exist (Shapiro & Nunez, 2001). More often than not, higher education organizations are made up of a number of academic silos in which the institution is a "loose collection of ideas" (Cohen, March, & Olsen, 1972, p. 1) as opposed to a logical collaborative environment. As such, individual units or departments function as "organized anarchies" (Cohen et al., 1972, p. 1) within higher education that often operate independently of one another and jockey for position for both internal and external funding. A competitive environment helps to preserve the autonomy of the academic department or unit and bolsters academic distinction of the academic department or unit within the institution and among peers.

The use of strategic planning in higher education is a fairly new concept. During the years following World War II and through the 1960s, higher education grew by leaps and bounds seeing dramatic increases in enrollment and facilities (Dooris, Kelley, & Trainer, 2004). It was at that time that higher education leaders began to recognize the need to utilize some type of planning process to facilitate a more organized approach to institutional growth (Keller, 1983). During the late 1970s and early 1980s, the costs of higher education began to increase faster than inflation (Dooris, et al., 2004), which in turn prompted higher education leaders to look more closely at strategic planning as a tool to guide organizational direction, given the fiscal restraints that organizations were facing.

Twenty-six years ago, George Keller (1983) wrote his classic analysis *Academic Strategy: The Management Revolution in American Higher Education* which changed

higher education's perception about planning. Keller encouraged academic institutions to utilize and adopt management principles that would help institutions navigate the upcoming turbulent years and forecasted decreased enrollments and funding, increased costs, and a shift in priorities for higher education. Academic leaders were urged to spend their time not planning for the present, but planning for the future, with their eyes intently focused outward, yet planning inwardly.

Keller's model for the development of an academic strategy emphasizes scanning both the internal and external environments (1983). Both the internal and external environments are composed of three sectors. The internal environmental scanning activity draws upon organizational traditions, values, and aspirations; for example, the traditions and values of a public comprehensive university will be much different from the traditions and values of a private, historically black college. Differences in traditions and values will shape and impact the academic strategy. The second component of the internal scan requires an assessment of organizational strengths and weaknesses from both an academic and financial perspective. This assessment can help identify areas for program growth or discontinuance. The third component of the internal scan calls upon the president or chancellor and board of trustees to assess abilities and priorities.

The external scanning portion of the model focuses on environmental trends and allows the organization to assess threats, such as a decreasing number of high school graduates, and to envision opportunities. The second external component looks holistically at the marketplace to learn about preferences, perceptions, and future directions. Planners might answer the question, is the market growing in undergraduate degrees or graduate degrees? The final component is the assessment of the competition. In years past, most higher education institutions defined their competition by geographic region or Carnegie classification. In higher education today, the competition is global, given the advent of the World Wide Web and online learning.

Together the three internal forces and three external forces feed into the development and implementation of an academic strategy that provides a framework for organizational success. Keller (1983) believed that the development of an organizational strategy places the organization in charge of its destiny. An organization takes charge by developing a proactive approach whereby the institution draws upon its organizational intelligence and determination, in conjunction with relationships or partnerships in its environment as opposed to becoming an organization reacting to the external forces in its surrounding environment.

From an academic perspective, the literature identifies critical inputs into the strategic planning process for higher education. The critical inputs include information related to educational reform, technology, student needs, community demographics, marketplace, competition, regulatory environment, competition, organizational goals, strengths, weaknesses, leadership abilities and priorities, organizational traditions, and organizational values. Together, these inputs are often termed an environmental scan. Dooris (2003) observed that by the late-twentieth century strategic planning had been embraced by most of higher education and that the strategic and long-range planning processes incorporated an environmental scan of the postsecondary environment (Peterson & Dill, 1997). Table 2 shows the relationship of these critical strategic inputs and the literature.

Table 2: Elements of an Effective Strategic-Planning Process

Strategic planning Elements	Baldrige (2007)	Bryson (1995)	Keller (1983)	Peterson & Dill (1997)	Shapiro & Nunez (2001)
Educational Reform	X	X	X	X	X
Technology	X	X	X	X	X
Student need	X	X	X	X	X
Community Demographics	X	X	X	X	X
Marketplace	X	X	X	X	X
Competition	X	X	X	X	X
Regulatory Environment	X	X			X
Organizational Goals	X	X			X
Strengths and Weaknesses	X		X		X
Leadership Abilities and Priorities			X		X
Organizational Traditions		X	X		
Organizational Values	X	X	X		X

Peterson and Dill (1997) recognize that postsecondary education now exists in a competitive environment. As such, higher education institutions must be more cognizant to the forces shaping their competitive environment. These forces include 1) the threat of new institutions into the marketplace, 2) the bargaining power of suppliers, 3) the bargaining power of customers, 4) the threat of substitute services, and 5) innovation of core technology. Together, these forces lead to a heightened intensity of the competitive environment. These competitive marketplace forces herald the "growth of a postsecondary knowledge industry that delivers knowledge, information, and the capacity to teach and learn in a vast and flexible knowledge network" (Peterson & Dill, 1997, p. 4).

The new competitive higher education environment gives rise to three common strategic planning themes within higher education. First, Bryson (1995) observes that strategic planning in non-profit institutions occurs as a process whereby the rationale and logical aspects of strategic planning interact constantly and in parallel with the political planning process that is not systematic and rational. Managing and navigating these two simultaneous processes is challenging. Secondly, a strategic planning process involves creativity and innovation, and institutions must begin to see themselves as entrepreneurial (Clark, 2000; Dooris et al., 2004). Finally, institutions must move from planning to implementation and practice (Dooris et al., 2004; Mintzberg; 1995) to affect change within the organization; in the past, strategic planning documents were often static documents that sat on a shelf and were never operationalized.

Keller (1983) asserts that in the academic setting strategic planning must 1) have leadership that takes an active role in relation to the institution's position in history, 2) look outwardly in order to stayed attuned with the changing environment, 3) take a competitive stance, recognizing market-driven conditions, 4) focus on decision-making, as opposed to the creation of documents and plans, 5) blend rational, economic,

psychology and political elements into a single purposeful strategy, and 6) ultimately, concentrate on the long-term fate of the institution.

Integration of Succession Planning and Strategic Planning

Rothwell (2005) identifies a number of approaches that organizations use to integrate succession planning and management with strategic planning. The three integration approaches used are described as top-down, market-driven, and career planning. The top-down approach relies on corporate strategy to inform and guide the organization's succession planning and management process, while a market-driven approach responds to changes in the competitive environment (Rothwell, 2005). A career planning approach is driven from within and relies on leaders to align career development and corporate strategy in order to optimize advancement opportunities throughout the organization (Kerr & Jackofsky, 1989; Rothwell, 2005). The third strategy must provide the individual with the "organizational and political sophistication necessary to be an effective implementer" (Kerr & Jackofsky, 1989, p. 161), and the development process can be strengthened by including the individual in the strategy development process. No single approach is used consistently in any one organization; rather organizations use multiple approaches to integrate the succession planning process with strategic planning and organizational strategy.

Twenty-seven years ago, in 1981, Nkomo (1987) surveyed *Fortune's* top 500 organizations to determine if human resource planning had a positive impact upon organizational performance. While the research was inconclusive, Nkomo (1987) suggests that it ispossible that the mere usage and robustness of succession planning is not as important as the alignment of succession planning with organizational strategy. Since then, a number of authors cite the significance of the relationship be strategic planning and human resource or succession planning (Jasinki, 2004; Keller, 1983; Leibman et al.,1996; Rothwell, 2005).

As early as 1983, Keller observes early on that people are critical of the role of academic strategy in higher education; as such, departmental processes often do not contribute to the larger goals of the organization. Leibman et al. (1996) view succession planning as critical to the achievement of organizational goals because the process must integrate with the organization's strategic initiatives in order to help the organization remain viable and competitive in the rapidly changing global environment. Jasinki (2004) identifies the best practices of Baldrige award-winning organizations and observes that strategic planning in these organizations demonstrates clear linkages between human resource plans and organizational goals at all levels of the organization.

Research on Succession Planning and Management in Higher Education

Research has been conducted on succession planning in higher education within the last ten years. At the two-year level, Cembrowski (1997) studied faculty and staff perceptions of succession planning at a Canadian technical college, while Montague (2004) and Hull (2005) explored the leadership development practices in American community colleges. At the four-year level, Heuer (2003) focused on the succession planning and management process for presidents at well-known private universities; Bisbee (2005) explored succession planning and career development for deans at four-year land grant universities, while Geller (2004) studied succession planning for student affairs professionals in a large public university and created a professional development model. The next section of the dissertation briefly summarizes each of these six studies.

Case Study 1: Succession Planning at a Canadian Technical College

Cembrowski (1997) studied management staff perceptions of career development at a Canadian technical institute. Cembrowski (1997) focused on identifying the forms of succession planning, both formal and informal, that helped individuals at the technical college advance their careers.

Cembrowski created a conceptual framework utilizing a linear input, process, and output model. Inputs to the process included costs, materials, and human capital. The Process portion identified seven forms of succession planning: 1) administrative internship programs, 2) employee exchange programs, 2) formal training programs, 4) job rotation, 5) lateral job movement, 6) mentorship, and 7) secondments, which were defined as situations when the individual is placed on temporary assignment in another position in the organization. The Output portion of the model listed benefits to the individual and the institution. Cembrowski (1997) also indicated that both internal and external forces impacted the succession planning process.

Cembrowski (1997) used a qualitative case study approach, interviewing seven management staff members of the institution who had moved up the career ladder within the institution. The transcripts of the semi-structured interviews were then analyzed deductively and inductively. Cembrowski observes that the management staff perceived that there were five forms of effective succession planning within the organization. The five forms include job rotation, formal training programs, mentorship, secondments, and administrative internship programs. Employee exchange programs and lateral job movements are not deemed important within the organization studied.

The results of the study led Cembrowski (1997) to make further recommendations suggesting that the institution 1) encourage and implement theoretical and experiential learning opportunities for management staff, 2) implement succession planning that could serve as a potential management staff model, 3) increase the use of job rotation within the organization, 4) ensure that the learning needs of current management staff are met, and 5) view career paths as a web, not a ladder.

Case Study 2: Leadership Development Practices in the Community College

Research by Montague (2004) explored the leadership development practices in the community college setting. The study focused on leadership development practices

in a single community college. To identify organizations for the study, three criteria were required for inclusion. The college 1) had to be a participating member of the League for Innovation in the Community College 2) have undergone some recent leadership changes and be considered a stable organization and 3) be known for participation in significant leadership development activities.

Montague's (2004) research focused on three questions involving the processes used to develop future organizational leaders, to identify tensions between organizational and individuals development needs, and to recognize challenges or barriers to succession planning. The researcher used a qualitative case study approach and interviewed six staff members at two levels within the organization. Three of the four vice presidents in the organization were interviewed along with the dean of Teaching and Learning, the dean of Student and Educational Services, and the director of Admissions and Records. These six leaders were chosen "based on the assumption that they would have an understanding of institutional items relative to leadership development" (Montague, 2004, p. 26).

Montague's (2004) key findings indicate that leadership development in the community college setting was a "combination of both formal and informal processes, with a heavier reliance on the latter" (p. 84) because only one participant used the term succession planning when referring to the development of future organizational leaders. Montague's (2004) results of the study suggest that formal processes are lacking because solid organizations with long-tenured individuals somehow "insulated the organization from having to make critical decisions about the long-term leadership of the organization or even cultivating a 'next generation' of leaders" (p. 85).

Montague (2004) also observes that these leaders were extremely frustrated that the organization lacks formal approaches to develop future leaders and voiced concern over future organizational strength. While some of the leaders interviewed believe that they did a good job of cultivating and grooming potential new leaders, the majority felt that they lacked the skills or time to focus on leadership development. Montague (2004)

observes that "leadership development . . . is not a 'one-size fits all' process and as such it is difficult to develop approaches that apply to all individuals and organizations" (p. 107).

Case Study 3: The Nature and Status of Leadership Development in United States
Community Colleges

Given the pending leadership crisis in American Community Colleges, Hull (2005) surveyed 286 community college presidents. The survey explored the type of leadership development initiatives being used to prepare future administrators and determined the perceived effectiveness and value of the leadership development initiatives. The researcher identified and used a stratified sample and obtained a 74 percent response rate.

The results show about half of the presidents anticipated that approximately 25 percent of their senior administrators would retire between 2005 and 2010. Hull (2005) defined senior administrators as deans, associate vice presidents, vice presidents, and presidents. In addition, 86 percent of the presidents indicate that they had initiated some form of formal leadership development to address the anticipated succession gap and 64 percent use some form of internal leadership development program. Not surprisingly, Hull (2005) finds that smaller institutions, defined as serving less than 3000 full-time equivalent students, provide fewer opportunities for internal leadership development programs as compared to larger institutions and suggests this gap may be due to funding and resource challenges. Hull (2005) made a number of recommendations as a result of the study. Two recommendations are that colleges provide leadership opportunities for faculty members and staff who demonstrate leadership potential and that the institutions implement a formal succession planning process.

Case Study 4: Succession Planning for Key Administrators at Ivy-Plus Universities

Heuer (2003) investigated succession planning for top leaders at private American universities with wealthy foundations and endowments. The researcher explored three questions via the research to determine why succession planning is important, to identify the barriers to succession planning in higher education, and to explore what succession planning models could fit the higher education environment. The qualitative research model utilized a purposeful sampling of human resource officers at seven Ivy-plus institutions. Ivy-plus institutions were defined by Heuer (2003) as "similarly selective admissions and high endowments" (p. 2) and included Columbia, Cornell, Harvard, Massachusetts Institute of Technology, Stanford, University of Chicago, and Yale. Heuer (2003) also reviewed organizational documents to collect data relevant to the research topic. Pre-interviews with seven human resource officers indicated that succession planning was not occurring within the institutions, but was deemed very important. Interview questions were based upon the review of literature and included the themes of organizational succession requirements, talent identification, assessment of capabilities and development planning processes utilized for succession, implementation of plans, and external recruiting.

Heuer's (2003) findings indicate that Ivy-plus institutions "do not have adequate bench strength talent in key jobs" (p. 62) and that the future challenge is to identify the skills and attributes of potential leaders, as opposed to developing a plan to meet the needs of the organizational chart. The results reveal a number of process barriers including the lack of leadership support for the process and the perception that there are no strong leaders in higher education were the most compelling. The study concludes that basic organizational and political design may hinder the implementation of succession planning and management in higher education, but also suggests strategies to improve the likelihood that succession planning and management could succeed. Potential strategies to promote the use of succession planning and management in higher

education include the use of performance management, career coaching, development of internal talent, identification of broad organizational leadership competencies, and the use of pilot programs within discrete units of the institution.

Case Study 5: Current Practices of Land Grant Universities for Identifying and Training Academic Leaders

Bisbee (2005) explored internal academic leadership development practices in four-year land grant universities at the dean level with the purpose of gaining better insight as to how these higher education institutions identified potential leaders, how academic leaders were trained, and to determine the overall institutional commitment to leadership and succession planning. A survey instrument was created based upon current research and was administered to a stratified random list of deans and provosts at land grant universities. The study used a web-based survey format, and obtained a 64 percent response rate.

While the literature indicates that most individuals moving into leadership positions felt unprepared (Wolverton et al., 2001), Bisbee (2005) found about half of the respondents felt well prepared and another quarter felt somewhat prepared. The study also reveals that over half of the respondents indicates that their institution had no established leadership program, and only a few respondents identify succession planning being used within their institution. Analysis by department group showed that Agriculture had a higher response for a leadership program than the areas of Arts/Science, Education, or Business. Bisbee (2005) suggests the results may be accounted for by the fact that the Agriculture respondents indicate greater fiscal support from respective departments, the respective college, and the institution.

Respondents felt that there was a need for institutions to identify potential leaders at an earlier point in time, place a greater value on leadership training, provide more opportunities, and include mentoring as a part of the leadership development process.

Bisbee (2005) indicates that a challenge for higher education is to "fund, identify, develop, and reward individuals who are effective and efficient leaders" (p.103).

Case Study 6: Building Talent Pools in Student Affairs: A Professional Development Model for Succession Planning

The average tenure of a student affairs professional in higher education is about six years, and Geller's (2004) research attempted to design a professional development program to build talent pools to meet the succession planning needs of a large public university. The study used a mixed-method approach that included:

- interviews of seven promoted student affairs professionals within the university

- survey responses from 181 student affairs professionals to determine issues that impact perceptions related to promotional opportunities, professional development, and management's attitude regarding staff interest in development and advancement

- a review of documents to obtain a better understanding of the organizational environment.

Geller's (2004) findings indicate that education, money, and reputation are critical items that impact the career ladder in student affairs. Not surprisingly, individuals obtaining advanced degrees are more likely to move into management positions in student affairs. Secondly, retention appears to be an issue in this arena, which can be attributed to both lower salaries as compared to instruction and poor working conditions associated primarily with travel for recruitment purposes. The final element related to career advancement appears to be the ability to network and to develop a positive reputation in the student affairs community. A current student affairs leader indicates that individuals wishing to climb the career ladder should take on additional responsibilities without additional pay to demonstrate their ability to complete projects

and to develop a reputation for working with other middle-level managers. As a result of the study, Geller (2004) developed a proposal for a pilot, internal leadership development program for student affairs staff at a large, multi-campus university.

Chapter Summary

The chapter presented a review of literature to support research on the characteristics of succession planning and strategic planning in two-year technical colleges as it relates to the hiring of internal candidates for academic leadership positions. The review of literature provided a discussion on the topics of succession planning, leadership development in higher education, strategic planning, and the integration of strategic planning with succession planning. In addition, the review of literature included a brief synopsis of six studies focusing on recent research in higher education related to succession planning.

CHAPTER III

RESEARCH METHOD

This study focuses on exploring the characteristics of strategic planning and succession planning that are associated with internal academic-leadership hires, specifically in two-year technical colleges. The research includes the measurement of strategic-planning and succession-planning elements that appear to be indicators of the effectiveness of those processes, as well as the leadership-development activities that the academic leaders perceive as adding the most value to their development as academic leaders.

The chapter describes the research method used in this study. First, the primary research question and the seven secondary research questions are presented. Second, the conceptual framework of the research is described showing the relationship between organizational-strategic planning and succession planning. The chapter then describes the research setting of the Wisconsin Technical College System, provides insight into the governance of the system and the individual technical colleges, and outlines funding sources for the colleges. Next, the survey respondents are identified, and the survey instrument is presented with a description of the survey items for each of the six survey sections. The six survey sections incorporate the topics of strategic planning, succession planning, career management, personal leadership preparation, strategic and succession planning linkage, and demographic information.

Research Questions

Succession planning is an important process within many organizations. While some institutions of higher education indicate that they use succession planning as a strategy to address future leadership challenges, it appears that higher education faces challenges related to the creation of a systematic leadership development process (Amey, 2004; Piland & Wolf, 2003; Spangler, 1999). Montague (2004) states that leadership

development in the two-year community college setting relies on a combination of formal and informal processes, and he observed a lack of formal leadership development processes within community colleges. The primary research question for this study is:

- How do institutional-strategic planning, succession planning, and leadership development affect the pattern of academic-leadership hires from within the institution, from within the system but outside the institution, and from outside the system?

Specifically, this primary research question investigates formalized processes of succession planning within the Wisconsin Technical College System, and also asks whether or not institutions with a more formalized process have a higher number of internal hires for academic leadership positions. Additional research questions include:

- To what extent do institutional-strategic planning and leadership development support academic-succession planning within the institution?
- What elements of succession planning are utilized in Wisconsin two-year technical colleges?
- What relationship is there between institutional size and maturity of succession planning?

These secondary questions will assist in determining the alignment of succession planning with other processes in the college. The literature indicates that organizations with more formalized succession planning processes also have a more formalized strategic planning process. The maturity of a process is determined by the connectedness of elements in the process within a framework of a continuous improvement cycle. While the overall succession planning process is important, it is also of great interest to determine how colleges promote leadership development within the organization. Leadership development is addressed via the remaining questions:

- How do two-year technical colleges identify potential academic leaders?

- What organizational factors are associated with how two-year technical colleges develop future academic leaders?

- What strategies are used to develop potential academic leaders?

- What is the career pathway for academic leaders within the Wisconsin Technical College System?

Analysis of these research questions will provide insight into a critical element of the succession planning process.

Conceptual Framework

For the purpose of this study, succession planning is defined as a formal process designed to prepare and develop internal employees to meet an organization's need for talent (Rothwell, 2005). While most succession-planning processes are facilitated by human resources, it is not critical that the process be centralized within an organization. Rather, the process needs to 1) be systematic and implemented across and throughout an organization, 2) provide opportunities for upward and lateral movement in the organization, and 3) reward leaders for promoting (rather than holding on to) their best employees (Rothwell, 2005). While the exact steps and elements of an effective succession planning may vary somewhat, the literature indicates the process should demonstrate organizational commitment (Conger & Fulmer, 2003; Kesler, 2002; Rothwell, 2005) ; assess organizational needs (Conger & Fulmer, 2003 Rothwell, 2005) ; establish knowledge, skills, and abilities of future leaders (Kesler, 2002; Leibman, Bruer, and Maki,1996; Rothwell, 2005); assess current talent (Kesler, 2002; Rothwell, 2005); develop individual growth plans (Conger & Fulmer, 2003; Kesler, 2002; Leibman, Bruer, & Maki,1996; Rothwell, 2005); provide clear feedback to the individual (Kesler, 2002; Leibman, Bruer, & Maki, 1996) hold the individual accountable (Conger & Fulmer, 2003; Kesler, 2002; Leibman, Bruer, & Maki,1996; Rothwell, 2005); and evaluate the process (Conger & Fulmer, 2003; Kesler, 2002; Rothwell, 2005). In addition, the process

should be transparent to individuals within the organization and should be integrated into other processes within the organization (Conger & Fulmer, 2003; Kesler, 2002; Rothwell, 2005).

Strategic planning is a tool and a process that utilizes a continuous, systematic approach to prioritize future organizational directions. Strategic planning draws upon a number of internal and external inputs. Internal inputs include the assessment of organizational strengths and weaknesses, organizational culture and values, and the abilities and priorities of leadership (Keller, 1983). External inputs include the assessment of threats and opportunities from both the competition and environmental trends, and market preferences, perceptions and directions (Keller, 1983). Both assessments are relevant in relation to the political, environmental, socio-cultural and technological context of the organization. Development of a strategic plan is ongoing and fluid, but organizations often develop strategic plans for 3- to 5-year time frames.

The literature suggests that the current leadership crisis in two-year community colleges stems from three underlying factors: the high retirement rate of community college presidents (Shults, 2001), the dwindling number of potential successors in the internal pipeline (Evelyn, 2001; Shek, 2001; Shults, 2001), and the declining number of external applicants (Evelyn, 2001; Shek, 2001). As the number of potential candidates in the internal leadership pipeline dwindles, institutions will need to explore options (Shults, 2001) to increase the number of internal candidates or look for leadership outside higher education.

Leaders emerge from all levels of an organization. Within higher education, faculty members can lead informally within a department or formally as department chairs or committee chairs (Wolverton, Gmelch, Montez, & Nies, 2001). Academic leaders will be defined as those individuals in administrative positions within the academic or educational arm of the institution. Examples of positions are: academic vice president, provost, vice president of learning, dean, associate dean, or assistant dean.

As colleges make decisions regarding the hiring of academic administrators, there are a number of items and processes in place that ultimately culminate in the hiring process. The researcher developed a conceptual framework derived from and based upon the review of literature. The conceptual framework (see Figure 2) shows the relationship between strategic planning and succession planning processes shaped by the internal and external environments within an organization that ultimately results in the hiring of administrative academic leaders.

The conceptual framework assumes that higher education institutions consider and evaluate the internal and external forces in their surroundings through an environmental scanning process. The environmental scanning process considers both the internal and external forces as suggested by Keller (1983). The internal forces include organizational traditions, values and aspirations; organizational strengths and weaknesses, both academic and financial; and leadership abilities and priorities. The external forces include an assessment of threats and opportunities as related to environmental trends; market preferences, perceptions, and directions; and an assessment of the threats and opportunities as related to competition. These internal and external forces drive the development of both academic-strategic planning and organizational-succession planning.

As shown in Figure 2, an effective strategic planning process draws upon the environmental scanning process for guidance. The academic strategy then is developed and should address and consider items pertinent to higher education such as educational reform, technology, student needs, community demographics, marketplace, competition, regulatory environment, organizational goals, institutional strengths and weaknesses, leadership abilities, and organizational traditions and values.

Simultaneously, succession planning draws upon the environmental scan and academic strategy for direction. An effective succession planning process includes the following elements: organizational commitment, assessment of organizational needs,

Figure 2: Conceptual Framework

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┌─────────────────────────────────────────────────────┐
│          Internal Forces and External Forces         │
│                                                       │
│     Organizational Traditions, Values, & Aspirations  │
│        Organizational Strengths & Weaknesses          │
│           Leadership Abilities & Priorities           │
│                                                       │
│     Environmental Trends: Threats & Opportunities     │
│      Market Preferences, Perceptions & Directions     │
│          Competition: Threats & Opportunities         │
└─────────────────────────────────────────────────────┘
              ↓                         ↓

┌──────────────────────────┐   ┌──────────────────────────┐
│ Academic or Strategic     │   │   Succession Planning     │
│ Planning Considerations   │   │   Process Framework       │
│                           │   │                           │
│    Educational Reform     │   │ Organizational Commitment │
│       Technology          │⟷  │ Assessment of Organizational Needs │
│     Student Needs         │   │ Establish Knowledge, Skills, & Abilities │
│  Community Demographics   │   │   Assessment of Talent    │
│      Marketplace          │   │ Create Individual Development Plans │
│      Competition          │   │ Provide Individual Feedback │
│  Regulatory Environment   │   │ Hold Individual Accountable │
│  Organizational Goals     │   │     Evaluate Process      │
│  Institutional Strengths  │   │                           │
│  Institutional Weaknesses │   │                           │
│   Leadership Abilities    │   │                           │
│ Organizational Traditions │   │                           │
│  Organizational Values    │   │                           │
└──────────────────────────┘   └──────────────────────────┘
              ↓                         ↓

┌─────────────────────────────────────────────────────┐
│       Administrative Academic Hiring Decisions        │
└─────────────────────────────────────────────────────┘
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establishment of knowledge, skills and abilities, an assessment of talent, creation of individual development plans, feedback to the individual, individual accountability, and the evaluation of the process. In turn, the succession planning process informs academic strategy by identifying gaps or opportunities in human talent.

While an academic strategic plan is the primary road map for an educational institution, there is a strong reciprocal association between the strategic plan and other planning processes within the organization. Planning processes supportive to the academic strategic plan include technology planning, facilities planning, and succession planning. The interaction between strategic-planning and succession-planning processes culminates in the hiring of academic administrators. The literature suggests that organizations with appropriately aligned and effective strategic and succession planning processes show an increase in the number of internal hires for leadership positions.

Together these elements form the conceptual framework and provide a foundation for the construct of the survey instrument designed for this study. The survey instrument assesses all 13 of the considerations of academic-strategic planning and 8 of the 10 elements of a succession planning process framework.

Research Setting

Data for this study are drawn from colleges in the Wisconsin Technical College System (WTCS). The system includes 16 two-year colleges that offer the associate of applied science and the associate of applied arts degrees; five of the 16 colleges also offer an associate of science degree. Each college also provides occupational programs that lead to short-term certificates and one- and two-year vocational diplomas. In addition, the colleges provide pre-college coursework that prepares students to obtain their general education diploma or high school equivalency diploma, customized training for business and industry, and advanced technical certificates and apprenticeship programs (Wisconsin Technical College System, 2006). The Higher Learning Commission

accredits all colleges in the WTCS. Each college maintains individual transfer agreements with the four-year institutions in the University of Wisconsin System (Wisconsin Technical College System, 2004).

The 16 colleges are distributed across the state, serving distinct geographic districts. Some of the colleges are located in large urban areas serving a single county, while others are located in more rural areas and serve 10 or more counties. During the 2006-07 academic year, the WTCS educated 68,358 full-time equivalent (FTE) students ranging from a low of 1,474 FTEs at one college to a high of 12,661 FTEs at another college (Wisconsin Technical College System, n.d.).

Governance and Planning

The WTCS is governed by a 13-member board, appointed by the governor. The WTCS stakeholders include business and industry and other educational partners, and the prescribed board membership includes representatives who are employees, employers, and farmers, along with representatives from the Department of Public Instruction, Department of Workforce Development, the University of Wisconsin Regents, and a WTCS student (Wisconsin Technical College System Board, n.d.). Appointees serve three-year terms. In addition, each of the 16 technical colleges is governed by a local district board.

By state statute, the WTCS is not required to develop a strategic plan. According to L. Rasch (personal communication, May 15, 2008), the WTCS conducts strategic planning for the system using an environmental-scanning process comprised primarily of internal stakeholders who represent the WTCS Boards Association, the WTCS Presidents Association, and the WTCS labor unions. In addition, the most recent process included feedback from the Department of Workforce Development and alignment with the governor's "Grow Wisconsin" initiative.

Recent WTCS strategic-planning initiatives are facilitative and collaborative in nature. Examples of recent state initiatives include the creation of a common marketing and public relations campaign; development of purchasing consortia for hardware, software, and general supplies; identification of a common course numbering system for General Studies to promote transferability; and establishment of common program curricula for most health and some business programs to streamline articulation agreements with four-year colleges.

It is important to recognize the relationship between implementation of strategic plans and revenue sources. Historically, funding for the WTCS was acquired via three primary revenue sources. Approximately one third was provided by the state, another third was levied upon the property taxpayers of the local technical college district, and the final third was collected via student tuition and fees. The state legislature controls the allocation of state funds, and the WTCS Board sets student tuition annually. The local technical college district board generates the remaining revenue via annual property tax levies (capped at a 1.5 mill rate per state statute). The strength and effectiveness of central planning from the WTC System office has diminished in recent years, as state funding for the WTCS has decreased, forcing local district boards to increase the property taxation mill rate in an effort to close the funding gap.

As a result of the shift in funding percentages, local district boards are exerting more political control over individual technical colleges as compared to the WTCS Board. While colleges attempt to integrate WTCS goals into their individual College strategic plans, many colleges tend to focus strategic planning on initiatives of value to the taxpayers in the local district. As such, the strategic-planning process within the WTCS tends to be decentralized. The WTCS does not require each technical college district to conduct strategic planning or submit a strategic plan. The WTCS Board only requires each College to submit a facilities master plan at specified intervals for approval.

According to the WTCS Factbook (Wisconsin Technical College System, n.d.) , state aid to the WTCS has decreased from $118,415,000 during the 2001-02 academic year to $117,815,000 for academic year 2006-07. In that same time frame, one college's state aid decreased from $11,826,200 to $9,351,700. In 2001-02 state aid contributed 31 percent of the revenue. In 2006-07, state aid contributed only 23 percent of the revenue. During the same five-year time frame, local taxation revenue rose from 38 percent to 47 percent to compensate for the decrease in state funding. Table 3 demonstrates the changes in Funding Allocations. For some Wisconsin technical colleges, the revenue generated from student tuition and fees is fast approaching or exceeding the state funding revenue.

Respondents

The population studied is the academic leaders of the Wisconsin Technical

College System (WTCS). The researcher surveyed the entire population within the

WTCS: 16 chief academic officers, academic vice presidents or provosts; and 223 deans

and associate or assistant deans. The majority of the chief academic officers, academic

vice presidents or provosts have doctoral degrees. The majority of the deans and

associate or assistant deans have a masters or doctoral degrees. The researcher obtained

email contact information for the respondents via the chief academic officers, academic

vice presidents, or provosts of each College.

Survey Instrument and Rationale

The purpose of the research is to investigate the extent to which strategic

planning, succession planning, career management, and leadership preparation influence

or predict the distribution of hires for academic leadership positions from within the

college, outside the college but within the Wisconsin Technical College System (WTCS),

and outside the WTCS. As stated earlier, the research will examine the characteristics of

strategic planning and succession planning associated with academic-leadership hires

from within the College, within the system, and outside the system. Creswell (2003)

indicates that a quantitative approach is used when "the problem is identifying items that

influence an outcome" (p. 21).

Description of Survey Instrument

The section describes the survey sections, survey items, and response scales. A

copy of the proposed survey appears in Appendix A. The survey instrument was

developed for this research based upon themes within the literature. Survey items are

grouped into six sections to measure the dependent and independent variables. The

independent variables are measured in the first four sections of the survey in sections

addressing strategic planning, succession planning, career management, and leadership

preparation and satisfaction. Section 5 explores the relationship between strategic

planning and succession planning. Section 6 captures respondent demographic

information and includes an item relating to the dependent variable. The instrument is

designed to gather quantitative data using a Likert scale in addition to descriptive

demographic questions for the respondent and his or her college.

Section 1 – Strategic Planning

The first independent variable, strategic planning, is measured by the Strategic

Planning Index in Section 1 of the survey. These items are based upon the literature and

are designed to determine the extent to which these characteristics are incorporated into

the strategic-planning process at the respondent's college. Section 1 asks respondents to

determine to what extent certain issues are included in college-wide strategic planning.

There are 13 issues included in the section, such as educational reform, institutional

strengths, and technology. The section utilizes a Likert scale format with four possible

responses: to a great extent (3), to some extent (2), very little (1), or not at all (0).

Appendix B demonstrates the relationship between the issues included the Strategic

Planning Index and the literature.

Section 2 – Succession Planning

The Succession Planning Index gathered in Section 2 of the survey measures the

second independent variable, succession planning. These items are based upon the

literature and are designed to determine the extent that the respondents perceive these

elements are incorporated into the succession-planning process. Section 2 asks

respondents to determine to what extent the following statements reflect activities at their

college. There are 11 statements included in the section; sample issues include tracking

administrative retirements, creation of a personal development plan, and supporting the

achievement of strategic goals. The section utilizes a Likert scale format with four possible responses: to a great extent (3), to some extent (2), very little (1), or not at all (0). Appendix C demonstrates the relationship between the statements included in the Succession Planning Index and the literature.

Section 3 – Career Management

The third independent variable, career management, is measured by the Career Management Index in Section 3 of the survey. These items are based upon the literature and are designed to determine the extent to which the respondents perceive that these elements are incorporated into the college's career-management process once a potential academic leader is identified. There are nine statements included in the section; sample issues including assessment of the individual's competencies, appointment to temporary administrative or leadership position, and the encouragement of enrollment in formal external leadership training program. The section utilizes a Likert scale format with four possible responses: to a great extent (3), to some extent (2), very little (1), or not at all (0). Appendix D demonstrates the relationship between the statements included in the Leadership Development Index and the literature.

Section 4 –Personal Leadership Preparation

The fourth independent variable, leadership preparation, is measured by the Personal Leadership Preparation Index in Section 4 of the survey. These items are based upon the literature. An additional element, the Wisconsin Leadership Development Institute, was added to the index since this is a leadership development program sponsored by the WTCS and utilized by many of the 16 technical colleges.

The first half of the section is designed to determine the leadership preparation and training that respondents obtained: a) prior to being identified as a potential academic leader, b) prior to obtaining their first academic position, or c) after obtaining their first

academic position. Sample items include attending a national leadership institute, mentoring, or personal reading.

The second half of the section is designed to determine the respondent's perceived value that the experiences contributed to his or her personal development as an academic leader. This portion repeats the items from the first half of the section. The section utilizes a Likert scale format with four possible responses: most value (3), some value (2), little value (1), no value (0), or did not have (null). Appendix E demonstrates the relationship between the items included in the Personal Leadership Preparation Index and the literature.

Section 5 – Strategic and Succession Planning Linkage

Section 5 seeks to ascertain directly respondents' perceptions of the strategic planning and succession planning processes. These survey items are based upon the literature and are designed to validate responses in previous sections. The section asks questions that are answered, Yes, No, or Does not apply. A sample question is "Does your College have a leadership succession plan?" Appendix F demonstrates the relationship between the items in the Strategic- and Succession-Planning Linkages and the literature.

Section 6 - Demographics

Section 6 comprises demographic information related to the respondent and the respondent's institution. Items 13.1 and 13.2 ask questions related to years of employment at the college and in their current position. Item 14 determines current academic position. Item 15 asks for the area of academic discipline; this information may be helpful in exploring potential pockets of leadership development within the colleges. Previous research indicates that while succession planning may not be systemic within an

organization, certain areas do a better job of preparing individuals for academic leadership.

Item 16 identifies the respondent's position immediately prior to his or her current position. Item 17 asks if the respondent has had previous leadership experience outside academe. Item 18, identifies the respondent as an internal (college or system) hire or external hire for their current academic leadership position. Items 19 and 20 identify the size and location of the college in which the respondent is employed. These items will allow the researcher to aggregate responses to explore data in two ways. First, potential relationships between institutional size and location may be present, and, secondly, institutional aggregation affords the researcher the opportunity to explore perceptions between respondents at similar institutions. Item 21 asks how the individual believes they were identified as a potential academic leader. Finally, Items 22 and 23 capture respondent age and gender, respectively.

Survey Validation Procedures

The survey was newly developed for this study, and as such the validity and reliability of the instrument was not established beyond this study. The researcher demonstrated validity and reliability via piloting of the instrument (Creswell, 2003) and data analysis at the completion of the research.

First, the validity of the survey was established by clearly articulating the goals of the survey and via the identification of dependent and independent variables and their relationship to the survey items and the literature. Secondly, the instrument was piloted or field-tested for content validity with three academic leaders outside the Wisconsin Technical College System. The pilot process checked the content validity of the instrument and allowed the researcher to revise and enhance survey items or scales (Creswell, 2003).

Pilot Process

The researcher identified potential pilot participants as individuals with experience as 1) an academic vice president of instruction or provost, or 2) an academic dean or associate dean. The researcher phoned four potential pilot participants and asked them to participate in the pilot process. Three accepted and one declined because of an upcoming work commitment outside the country. The researcher piloted the survey with two deans outside the Wisconsin Technical College System and one former vice president from the Wisconsin Technical College System. During the telephone contact, the researcher outlined the pilot process and scheduled a one-hour telephone interview with the participant. The researcher explained that an email containing a survey link would be sent to the participant prior to the telephone interview and asked the participant not to open, complete, or review the survey prior to the telephone interview. The pilot interviews were scheduled within four days of one another.

The researcher phoned the participant at the designated time and used a cognitive interview to gather feedback during the pilot process. The cognitive interview is an investigative tool in which the researcher listens to comments and asks the respondent direct questions about the survey questions and response options (Willis, 2008).

As the participant completed the online survey, the researcher encouraged the subjects to share thoughts about the survey questions and navigation. The researcher asked probing questions related to:

- Clarity of the instructions
- Clarity of questions
- Difficulty in understanding what kinds of responses were expected
- Difficulty in answering questions because the desired response was not an option
- Layout or navigation of the survey

As a result of the pilot surveys and the cognitive interviews, the researcher made the following modifications to the survey:

1. Minor word changes to the initial contact letter

2. Minor wording changes to questions for clarification

3. Correction of spelling errors

4. Additional response choices for selected questions

5. Additional directions within the survey to ensure proper format of responses

6. Programming changes in Surveymonkey™ to allow for multiple responses on a selected question or a limitation of a single response for other questions

Administration of the Survey

The survey instrument was delivered via the web utilizing the Surveymonkey™ program. Prior to distribution of the survey, the researcher received approval from the Institutional Review Board (IRB) at the University of Minnesota under the exempted review process in accordance with IRB guidelines because the administration of this survey presents a low risk to subjects (See Appendix G).

The first step in the administration of the survey was to seek the approval of the Instructional Services Administrators (ISA) of the Wisconsin Technical College System (WTCS). The group comprises the chief academic officers, academic vice presidents, provosts, or those individuals with similar job duties at the 16 technical colleges, along with the Vice President of Teaching and Learning and the Associate Vice President of Instruction from the WTCS office. The group meets six times per year.

The researcher asked an academic vice president of one of the technical colleges to introduce the researcher's request as an agenda item at the February 2008 meeting. The researcher wrote a brief proposal outlining the purpose of the research and requested

the group's support of the research, contingent upon IRB approval via the University of Minnesota (which was ultimately granted on March 17, 2008). The proposal was distributed at the Instructional Services Administrators(ISA) meeting. The researcher agreed to be available by phone, should questions arise related to the proposal. The ISA group agreed to support the researcher's request as indicated in the ISA meeting minutes).

Once approval was granted by the group, the researcher contacted the 16 academic vice presidents and obtained a list of email addresses for their respective academic deans and associate or assistant deans. The researcher reminded each academic vice president that the ISA group agreed to support the research. The researcher asked each academic vice president to communicate two items to their respective academic deans and associate or assistant deans: notify the group that they would be receiving an email survey from the researcher within the next few days, and encourage the completion of the survey. All the academic vice presidents complied. Two colleges required verification of IRB approval, and the researcher supplied that information via email when requested.

The rationale for administering the survey electronically was based upon ease and convenience for the participants. The population is accustomed to utilizing the web to provide feedback to the Wisconsin Technical College System Office on issues common to the system. Bisbee (2005) conducted similar research on succession planning for deans at land grant universities and justified the utilization of a web-based survey because the respondents were all higher education graduates and used computers in their daily activities. Bisbee (2005) surveyed 264 deans, obtained a 64 percent response rate, and projected that a response rate of 30 percent was adequate for the population.

On April 23, 2008 an initial email contact was sent to the designated sample population describing the research and inviting them to participate via a survey link embedded within the initial email. Respondents were asked to complete the survey

within two weeks. A second contact email was sent to non-responders a week later on May 1, 2008, with a third and final contact email sent to the remaining non-responders on May 6, 2008.

<div align="center">Survey Results</div>

A total population of 236 individuals was identified as possible respondents. The population included 16 academic vice presidents and 220 deans and associate or assistant deans. A total of 161 surveys were returned for an overall response rate of 68 percent. The initial contact via an email introduction elicited 77 responses within the first week. A second email reminder was sent eight days after the first contact which garnered an additional 33 responses over the next 5 days. A third and final email reminder was sent a week later with a close response date, capturing 51 additional responses bringing the total to 161 responses. Time from initial contact to the close of survey collection was 19 days.

Two subjects who indicated that they were hired within the last month, were new to both their position and the College, and did not feel they could accurately complete the survey contacted the researcher to decline participation. In addition, the researcher was notified that 3 subjects had previously opted out of surveys distributed via Surveymonkey™ and were blocked from receiving the survey. Of the 161 surveys, four had only a few questions answered and were not included in the analyses. The study yielded 157 usable surveys, resulting in a 67 percent response rate.

<div align="center">Data Analysis</div>

Following the survey administration period, a wave analysis was conducted to examine the responses for bias. Creswell (2003) suggests utilization of this process to determine if there are differences in responses between early and late responders because late responders are nearly non-responders. If the answers to survey questions change from the beginning to the end of survey administration, response bias may be present.

To conduct the wave analysis, the researcher divided the responses into three groups based on the subject completing the survey in response to the first, second, or third email request. An ANOVA was performed on the mean score responses of each of the three response groups and no statistically significant differences were noted.

Surveymonkey™ software allows data to be converted to a Microsoft Excel® format prior to download from the server. The researcher then exported the data into an SPSS® database. A descriptive analysis was conducted on Likert scale items that included mean scores, variability of scores (standard deviation and range), and establishment of the 95 percent confidence interval for the mean of each item. Demographic items were counted and reported by percentage when appropriate.

The conceptual framework identified the variables related to academic administrative hires. Quantitative analysis will include multi-variate analyses. A reliability analysis was conducted on the survey items to guide item analysis within survey sections.

Chapter Summary

The chapter explained the researcher's methodological approach to the study. The primary research question asks "*What characteristics of institutional-strategic planning, succession planning and career management are associated with academic-leadership hires from within the institution, from within the system but outside the institution, and from outside the system?*" In addition, seven secondary research questions were outlined. Next, the conceptual framework was described and illustrated the relationship between the strategic planning considerations and succession planning process and how internal and external forces impacted the two processes and the academic leadership hiring process. The conceptual framework was developed by researcher and is derived from and based upon the review of literature.

The chapter described the research setting of the 16-college Wisconsin Technical College System and provided insight into the governance of the system and the individual technical colleges and also summarized funding sources and challenges for the colleges. The survey population of 220 academic deans and associate or assistant deans and 16 chief academic officers, academic vice presidents, or provosts were identified.

The survey instrument was outlined and included a description of the survey items for each of the six survey sections. The independent variables are measured in the first four sections of the survey in segments addressing strategic planning, succession planning, career management, and leadership preparation and satisfaction. Section 5 explores the relationship between strategic planning and succession planning, while section 6 captures respondent demographic information and includes an item relating to the dependent variable. The instrument is designed to gather quantitative data using statements tied to a Likert scale in addition to demographics of the respondent and the college for whom the respondent is employed.

The researcher used cognitive interview to pilot the survey with three participants. The cognitive interview revealed information used by the researcher to clarify instructions, questions, and responses and navigation of the online web survey. The survey was delivered to the respondents via email using Surveymonkey™ software. Emails were sent to respondents three times over a period of approximately 3 weeks yielding a 67 percent usable return rate. Data collected through the survey were analyzed to answer the primary and secondary research questions.

CHAPTER IV

RESULTS OF THE STUDY

As higher education face new challenges in the 21st century, effective leadership in academic positions will be critical to the success of higher education. Chapter 4 presents results from the survey on succession planning in Wisconsin two-year technical colleges. Using the population of chief academic officers, academic vice presidents or provosts; deans; and associate or assistant deans within Wisconsin technical colleges, the study examines the current practices of the institutions related to succession planning for academic leaders. The study focuses on the perceptions and experiences of academic leaders in the positions of dean and associate or assistant dean. The chief academic officers, academic vice presidents or provosts also were surveyed to gain a better perspective of current leadership practices from a more comprehensive, organizational viewpoint.

Chapter four includes a summary of the survey results, respondent demographics, data analysis of the nine research questions, and a chapter summary. The survey results section provides a description of method used to distribute the survey and reports the response rate. The demographic section provides information related to the research setting along with individual respondent demographics. The final portion of the chapter addresses each of the eight research questions. Each research question is defined and the appropriate survey responses are analyzed to answer the research question. Tables and figures are provided to support the analysis and conclusions. The chapter concludes with a summary of the results of the study.

Demographics

The researcher examined the demographics of the colleges in the research setting and individual demographics for several items. The size of the colleges, as determined by the number of full-time equivalent students (FTEs) and service location of the college

is reported, along with the percentage of respondents from each size college. In addition, individual demographic information will be reported and include age, gender, current position, previous position, academic discipline, years of employment at the college, years of employment in current position, and hiring location.

Research Setting Demographics

Sixteen technical colleges make up the Wisconsin Technical College System (WTCS). The size of the colleges, as determined by the number of full-time equivalent students (FTEs) attending, varies significantly. One college serves approximately 1000 FTEs annually, while another college serves almost 13,000 FTEs annually. Table 4 shows the Institutional Size of Wisconsin Technical College System, based upon WTCS data.

Table 4: Institutional Size of Wisconsin Technical Colleges

Full-time Equivalent Ranges	Number of Colleges reporting indicated FTE's for 2005-06*
1000-1999	4
2000-2999	3
3000-3999	3
4000-5999	3
6000-7999	1
8000-9999	1
>10,000	1
Total	16

WTCS Fact Book from http://www.wtcsystem.edu/reports/data/factbook/pdf/fte.pdf

The survey respondents work at technical colleges of varying size. The largest

percentage of respondents, 22.9 percent, work at colleges with enrollments between

2000-2999 FTEs and 4000-4999 FTEs. The Wisconsin state legislature established the

technical college districts based upon K-12 school district boundaries. Some districts are

the size of a single county and serve an urban population, while other districts are located

in less densely populated areas and serve an area which is composed of 10 or more

counties and a more rural population. Other districts serve smaller cities and rural areas.

The largest percentage of respondents, 54.1 percent, came from colleges serving both

urban and rural areas. Table 5 shows the percentage of survey respondents by

institutional size and service area.

Table 5: Respondents and Institutional Size and Service Area (n=157)

Full-time Equivalents (FTEs)	N	Percent
1000-1999	20	12.7
2000-2999	36	22.9
3000-3999	35	22.3
4000-4999	36	22.9
6000-7999	9	5.7
8000-9999	6	3.8
>10,0000	10	6.4
Unknown	5	3.2

Service Area		
Urban	18	11.5
Rural	49	31.2
Both Urban and Rural	85	54.1
Unknown	5	3.2

Respondent Age and Gender

The respondent ages ranged from 35 to 68 years of age; the overall mean age of the respondents is 51.9 years. The largest percentage of respondents, 30 percent are in the 50-54 year age range. The modal age for the group is 60.

Examination of the respondents by gender shows 37 percent of the respondents are male and 60 percent are female, with 3 percent not reporting. Examination of age by gender reveals the mean age of males is 52.3 years, which is slightly higher than the mean age of females at 51.6 years. Table 6 shows the age and gender distribution of respondents.

Table 6: Age and Gender of Respondents (n=157)

	Characteristic	
<u>Age</u>		<u>Percent</u>
35-44		15.9%
45-49		16.6
50-54		29.9
55-59		15.9
60-69		17.8
Unknown		3.8
<u>Gender</u>		
Male		36.7%
Female		60.1
Unknown		3.2

Respondent Job History

Categorization of the survey respondents according to current position shows the largest percentage, 54 percent, of respondents hold the position of dean, followed by associate or assistant deans at 37 percent, and chief academic officer, academic vice president or provosts representing 6 percent of respondents.

Prior to their current position, 23 percent of the respondents came out of the ranks of faculty; 18 percent worked as an associate or assistant dean; 15 percent were employed as deans; and less than 1 percent indicated they were a chief academic officer, academic vice president or provost. The largest percentage of respondents, 41 percent, indicates they held some other type of position. Some of the most common positions include the titles of coordinator, director, and specialist. A list of these positions can be found in Appendix H. Table 7 provides a summary of the current job, previous position, and leadership experience of the survey respondents.

Table 7: Summary of Respondents' Current Position and Previous Position (n=157)

Current Position	N	Percent
Chief Academic Officer, Academic Vice President, or Provost	10	6.4
Dean	84	53.5
Associate or Assistant Dean	58	36.9
Unknown	5	3.2
Previous Position		
Chief Academic Officer, Academic Vice President, or Provost	1	0.6
Dean	23	14.6
Associate or Assistant Dean	28	17.8
Faculty	36	22.9
Other	64	40.8
Unknown	5	3.2

Age and Gender Data by Respondents' Current Position

Exploration of the age data by current position reveals the largest percentage of the respondents, 44 percent, in the chief academic officer, academic vice president, or provost category are age 55 or older. For the dean position, the largest percentage of respondents, 31 percent, are between the ages of 50 to 54 years while the associate or assistant dean category demonstrates the largest percentage of respondents, 40 percent, less than 50 years of age.

A mean age was calculated for each of the three positions. The analysis shows that the respondents' mean age increases with job responsibility. The mean age for associate or assistant deans is 50.9 years; the mean dean age is 52.5 years; while the chief academic officer, academic vice president or provost position mean age is 53.0 years. The average age for male associate or assistant deans is 50.0 years as compared to 51.5 years for females. The average age for male deans is 54.4 years as compared to 51.5 years for females, while the average male age for chief academic officers, academic vice presidents or provosts is 52.0 years as compared to 53.5 years for females.

Examination of respondents' gender by current position provides additional information. Of the respondents in the position of chief academic officer, academic vice president or provost, 40 percent are male and 60 percent are female. For the respondents in the position as dean, 33 percent are male and 67 percent are female. Finally, in the category of associate or assistant dean, 43 percent are male and 57 percent are female. Females hold a higher percentage of jobs in all three job categories which is expected given an overall 60 percent response rate from females. Gender and age characteristics of respondents segmented by current position are shown in Table 8.

Table 8: Age and Gender of Respondents, Current Position (n= 152)

	Current Position		
	Chief Academic Officer, Academic Vice President or Provost	Dean	Associate or Assistant Dean
	N=9	N=84	N=58
	Percent	Percent	Percent
Age			
Less than 50	33.3	29.8	39.7
50-54	22.2	31.0	32.8
Over 55	44.4	29.3	27.6
Total	100	100	100
Gender			
	N=10	N=84	N=58
	Percent	Percent	Percent
Male	40.0	33.3	43.1
Female	60.0	66.7	56.9
Total	100	100	100

Academic Discipline

Examination of respondents by academic discipline shows the survey elicited responses from individuals in all 13 categories of academic leadership. The largest percentage of respondents are from the area of Health and Human Services with 17 percent followed by both the Business and Information and the General Education areas with 13 percent each and Manufacturing with a 12 percent response rate. The remaining responses are from the Public Safety and Business and Community Services areas each with 8 percent, Pre-College with 6 percent, Community or Satellite Campuses with 5 percent, Transportation and Electronics with 3 percent, Consumer Sciences with 2 percent, and Apprenticeship with 1 percent. Some categories of deanship were aggregated to preserve respondent anonymity. Since the chief academic officer, academic vice presidents and provosts lead all academic areas of the college their responses were aggregated and reported as college-wide leadership, representing 6 percent of the respondents. The percentage of respondents in each academic discipline is shown in Table 9. It is important to note that individual colleges may assign a dean or associate dean to lead one or more of these areas, depending of the number of programs offered at the College.

Table 9: Respondents' Field of Deanship (n=157)

Academic Discipline	Percent
Health and Human Services	17.2%
Public Safety	8.3
Manufacturing	12.1
Transportation or Electronics	3.1
Consumer Sciences	1.9
Business and Information	13.4
Apprenticeship	1.3
General Education	13.4
Community or Satellite Campus	5.1
Business and Community Services	8.3
Pre-College	6.4
College-wide Leadership	6.4
Unknown	3.2
Total	100.0

Field of Deanship Data for Respondents' Current Position

Analysis of the field of deanship for current position shows that the largest percentage of dean responses, 12 percent, is from the area of Business and Community Services or Satellite Campus. The largest percentage of associate or assistant dean responses is from the area of Health and Human Services, with a 10 percent response rate. Some categories of deanship were aggregated to preserve respondent anonymity. Table 10 shows the percentage of responses for the field of deanship of the respondents segmented by current position. The responses of the chief academic officer, academic vice presidents, or provosts are not included in the summary since they oversee all academic areas.

Table 10: Respondents' Field of Deanship, Current Position (n=142)

	Dean	Associate or Assistant Dean
	N=84	N=58
	Percent	Percent
Health and Human Services	9.2%	9.9%
Public Safety	2.8	6.3
Manufacturing or Apprenticeship	11.3	3.5
Transportation or Electronics	1.4	2.1
Consumer Sciences	1.4	0.7
Business and Information	8.5	6.3
General Education	8.5	6.3
Business and Community Services or		
Satellite Campuses	11.9	2.8
Pre-College	4.2	2.8
Total	59.2	40.8

Pearson's Chi-square test omitted it due to small cell counts

Years of Employment at the College

The researcher examined the respondents' number of years of employment at his or her current college. Mean years of employment were calculated for each of the three current job categories. Overall, the respondents' mean years of employment at the college are 11.84 years. The mean years of employment at the college for the chief academic officer, academic vice president or provost is 12.30 years, followed by 12.62 years for deans, and 10.64 years for associate or assistant deans.

The largest percentage of respondents, 27 percent, has been employed at his or her college for 6-10 years. Two populations of 16 percent have been employed for 21 or more years or for 2 years or less, followed by 15 percent employed for 11-15 years, 15 percent employed for 16-20 years, and 11 percent employed for 3-5 years. Over 26 percent of the respondents have been employed at their college for 5 years of less.

The largest percentage of chief academic officers, academic vice presidents, or provosts has either 21 or more years of employment at the college or 2 years or less, while the largest percentage of deans and associate and assistant deans, 21 percent and 36 percent respectively, have 6-10 years of employment of the college. It is important also important to note that 30 percent of the academic vice presidents, 17 percent of the deans, and 14 percent of the associate or assistant deans have two or fewer years of experience with the college. Table 11 shows the respondents' years of employment at the college by current position.

Table 11: Respondents' Years of Employment at the College

Years of Employment at the College	Total	Chief Academic Officer, Academic Vice President or Provost	Dean	Associate or Assistant Dean
	N=152	N=10	N=84	N=58
	Percent	Percent	Percent	Percent
2 years or less	16.4%	30.0%	16.7%	13.8%
3-5 years	10.5	0.0	10.7	12.1
6-10 years	27.0	20.0	21.4	36.2
11-15 years	15.1	20.0	19.0	8.6
16 -20 years	14.5	0.0	13.1	19.0
21 + years	16.4	30.0	19.0	10.3
	100.0	100.0	100.0	100.0

Pearson's Chi-square test omitted it due to small cell counts

Years of Employment in Current Position

The overall mean years of experience for the respondents in his or her current position is 2.89 years. Examination of the years of experience data by position shows the chief academic officer, academic vice presidents or provosts mean years of experience is 3.00 years; followed by 6.18 years for the deans; and 5.98 years for the associate or assistant deans.

Analysis of the respondents' years of experience in his or her current positions indicates that the largest percentage of respondents, 31 percent, has 5-11 years of experience in their current position, followed closely by 29 percent with 2-4 years of experience and 26 percent with one year or less experience in their current position. Only 20 percent of the chief academic officers, academic vice presidents or provosts, has more than 5 or more years of experience in his or her current position. Conversely, 48 percent of the deans and 46 percent of the associate or assistant deans have five or more years of experience in his or her current position. This analysis indicates that most of the technical colleges have a fairly experienced group of middle academic leaders, deans and associate or assistant deans but a very inexperienced group of senior academic leaders, chief academic officers, academic vice presidents or provosts. Table 12 shows the respondents' years of employment experience in his or her current position.

Table 12: Respondents' Years of Employment Experience, Current Position (n=152)

Years of Employment Experience in Current Position	Total	Chief Academic Officer, Academic Vice President or Provost	Dean	Associate or Assistant Dean
	N=152	N=10	N=84	N=58
	Percent	Percent	Percent	Percent
1 year or less	25.7%	30.0%	25.0%	25.9%
2-4 years	28.9	50.0	27.4	27.6
5-11 years	30.9	20.0	32.1	31.0
12-15 years	5.9	0.0	8.3	3.4
16 -19years	4.6	0.0	2.4	8.6
20 + years	3.9	0.0	4.8	3.4
	100.0	100.0	100.0	100.0

Pearson's Chi-square test omitted it due to small cell counts

Hiring Location

Of the 157 survey respondents, 41 percent were hired for their current position from within the College, 9 percent were hired for their current position while employed at another technical college within the Wisconsin Technical College System (WTCS), and 47 percent were hired from outside the WTCS.

Of the 10 academic vice presidents who responded to the survey, 50 percent were hired internal to the College, 20 percent were hired external to the College but from within the WTCS, while 30 percent were hired external to the WTCS. Analysis of the 84 dean responses showed 48 percent were hired internal to their College, 8 percent were hired external to the College but from within the WTCS, while 44 percent were hired external to the WTCS. Investigation of the 58 associate or assistant dean responses indicated 34 percent were hired internal to the College, 9 percent were hired external to the College but from within the WTCS, while 33 percent were hired external to the WTCS. Table 13 shows the breakdown of respondents by hiring location and current position.

Table 13: Respondents' Hiring Location, Current Position (n=157)

		Current Position		
		Chief Academic Officer, Academic Vice		Associate or
	Total	President or Provost	Dean	Assistant Dean
	N = 157	N = 10	N = 84	N = 58
Hiring Location	Percent	Percent	Percent	Percent
Internal to College	41.4%	50%	48%	34%
External to the College, but within the WTCS	8.9	20	8	9
External to the WTCS	46.5	30	44	57
Unknown	3.2	*	*	*
Total	100.0	100.0	100.0	100.0

*Unable to report since 5 individuals did not indicate hiring location or current position

Pearson's Chi-square test omitted it due to small cell counts

Hiring Location and Field of Deanship

The primary research question of the study is designed with the hiring location as the dependent variable. Over half of the academic leaders in the areas of Health and Human Services, General Education, Community or Satellite Campuses, Business and Community Services, and Pre-College were hired from within his or her own college or from another college within the WTCS. Conversely, over half of the current academic leaders in the areas of Public Safety, Manufacturing, Electronics, Consumer Sciences, and Business and Information were hired from outside the WTCS. Identification of specific disciplines where there appears to a lack of leadership from within the system, may help guide future succession planning efforts for the WTCS or individual colleges. Table 14 shows the relationship between academic discipline characteristics of respondents segmented by hiring location.

Table 14: Respondents' Field of Deanship, Hiring Location (n=152)

Academic Discipline	Hiring Location Prior to Current Position			
	Internal to College	External to the College but within the WTCS	External to the WTCS	Total
	Percent	Percent	Percent	Percent
Health and Human Services	48.1%	3.7%	48.1%	100.0%
Public Safety	15.4	7.7	76.9	100.0
Manufacturing	31.6	15.8	52.6	100.0
Transportation	0.0	50.0	50.0	100.0
Electronics	0.0	0.0	100.0	100.0
Consumer Sciences	0.0	0.0	100.0	100.0
Business and Information	42.9	4.8	52.4	100.0
Apprenticeship	50.0	0.0	50.0	100.0
General Education	47.6	4.8	47.6	100.0
Community or Satellite Campus	50.0	37.5	12.5	100.0
Business and Community Services	61.5	0.0	38.5	100.0
Pre-College	70.0	0.0	30.0	100.0
College-wide Leadership	50.0	20.0	30.0	100.0

Pearson's Chi-square test omitted it due to small cell counts

Research Questions

The eight research questions are addressed in sequential. When applicable, a reliability analysis using Cronbach's Alpha was performed on the items that contributed to each respective index; for example, 13 items contribute to the calculation of the Strategic Planning Index. When appropriate, item means and standard deviations are calculated, along with analysis of variance (ANOVA), correlation, or other statistical analyses to demonstrate significant statistical differences between variables. Each research question concludes with a short summary of the data analyses.

Research Question #1

The first research question addressed by this study was, "*How do institutional-strategic planning, succession planning, and leadership development affect the patterns of academic leadership-hires from within the institution, from within the system but outside the institution, and from outside the system?*" In other words, is there a connection between the way colleges plan and whether they hire from inside or outside the organization?

First, a reliability analysis was performed on the items contributing the Strategic Planning, Succession Planning, and Leadership Development Constructs respectively. Second, an item analysis was performed to calculate the mean and standard deviation for each individual item within the construct. Third, the corresponding Index, a mean of the construct, along with and standard deviation were calculated. Next, an ANOVA was performed on each item and index to compare the means of the three hiring populations: individuals hired from within the College, within the Wisconsin Technical College System but outside the College, and outside the Wisconsin Technical College System. The results of the ANOVA determined if statistically significant differences in the means were present within the three populations.

Strategic Planning Index

The Strategic Planning Index was determined by combining responses to the items in section one of the survey related to the strategies used within the College as a part of the planning process. The academic leaders were asked "to what extent are the following issues addressed in your College's current planning?" and were directed to select one of four Likert Scale responses. Response choices were listed as "to a great extent", "to some extent", "very little", "or not at all", with corresponding Likert scale responses coded from 3 to 0 respectively.

A reliability analysis was performed on the items composing the Strategic Planning Index resulting in a Cronbach's Alpha of 0.876. Cronbach's Alpha is a coefficient of reliability used to demonstrate how well each individual item in a group correlates with the other items in the group and measures internal consistency among the items in the group (Statistical Consulting Group, n.d.). Cronbach's Alpha should show a result higher than 0.7 to demonstrate reliability. Table 15 presents the means and standard deviations for the 13 items that contribute to the calculation of the Strategic Planning Index. The total mean was calculated, along with the means and standard deviations of the three hiring populations: respondents hired internal to the college, respondents hired external to the college but within the WTCS, and respondents hired external to the WTCS.

The overall Strategic Planning Index mean is 2.05. The respondents indicate the issues addressed to a greater extent as a part of strategic planning were technology (2.62), student needs, (2.54), and organizational goals (2.39). The four issues addressed to a lesser extent were educational reform (1.70) and institutional weaknesses (1.69), leadership abilities (1.67), and organizational traditions (1.58).

Table 15: Strategic Planning Item Means, Hiring Location

Strategic Planning Items	Total	Internal to the College	External to the College but within the WTCS	External to the WTCS	ANOVA
	N=157	N=65	N=14	N=73	
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	F value
Educational reform	1.70 (.755)	1.66. (.796)	1.64 (.745)	1.74 (.746)	.217
Technology	2.62 (.525)	2.62 (.521)	2.64 (.497)	2.62 (.543)	.016
Student needs	2.54 (.560)	2.62 (.550)	2.50 (.650)	2.51 (.556)	.708
Community demographics	2.27 (.694)	2.32 (.664)	2.36 (.497)	2.22 (.768)	.476
Marketplace	2.25 (.650)	2.32 (.640)	2.21 (.579)	2.22 (.672)	.482
Competition	2.01 (.640)	2.08 (.692)	1.86 (.535)	1.95 (.598)	1.094
Regulatory environment	1.87 (.785)	1.91 (.765)	1.93 (.917)	1.84 (.764)	.184

Table 15: Strategic Planning Item Means, Hiring Location (Continued)

Strategic Planning Items	Total	Internal to the College	External to the College but within the WTCS	External to the WTCS	
	N=157	N=65	N=14	N=73	
					ANOVA
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	F value
Organizational goals	2.39 (.696)	2.52 (.640)	2.21 (.893)	2.34 (.671)	1.855
Institutional strengths	2.09 (.719)	2.12 (.718)	2.00 (.784)	2.10 (.690)	.174
Institutional weaknesses	1.69 (.822)	1.69 (.789)	1.86 (.864)	1.67 (.817)	.312
Leadership abilities	1.67 (.779)	1.68 (.793)	1.64 (.746)	1.68 (.762)	.017
Organizational traditions	1.58 (.817)	1.68 (.664)	1.86 (1.099)	1.49 (.852)	1.657
Organizational values	2.01 (.847)	2.20 (.754)	1.86 (.864)	1.92 (.846)	2.453
Overall Strategic Planning Index	2.05 (.462)	2.11 (.428)	2.04 (.543)	2.02 (.458)	.640

The item means for the three hiring populations were examined and analysis reveals that individuals hired internal to the college tally a higher overall Strategic Planning Index score and indicate the institution took 7 of the 13 item areas into consideration to a greater extent than individuals hired from outside the college. An ANOVA was performed to compare the means for each of the 13 strategic planning items with the overall Strategic Planning Index for the three hiring location populations. Analysis reveals no significant differences between the means of the three hiring populations.

While most respondents indicate that his or her college addressed the 13 items to varying extents as a part of strategic planning, it was not clear if these elements were used as part of a *formal* strategic planning process. Ninety-one percent of the respondents indicate his or her College addressed at least one of the items as part of formal strategic planning, while 9 percent indicate none of the items was used as part of formal strategic planning. This analysis points to one of two situations. Nine percent of the respondents a) did not feel the college used a formal strategic planning process or b) their college had a formalized strategic planning process, but did not address any of the 13 issues.

The mean Strategic Planning Index score for the respondents indicating the items were incorporated as a part of formal strategic planning is 2.09; the mean Strategic Planning Index score for the respondents indicating the items were not used as a part of formal strategic planning is 1.72. Table 16 shows the Strategic Planning Index mean scores for the two populations.

Table 16: Comparison of College Usage of Strategic Planning Issue Items as a Part of

Formal Strategic Planning, Strategic Planning Index Means (n=157)

	College Usage of Strategic Planning Issue Items as Part of Formal Strategic Planning		
			ANOVA F
	Yes	No	value
N	143	16	
Percent	91	9	
Strategic Planning Index Mean Score	2.09	1.72	8.458***

Significance levels * p<.05; ** p<.01; *** p<.001

An ANOVA indicates a statistically significant difference in the Strategic Planning Index scores (F = 8.458, p = <0.01) between the two populations, the respondents indicating the 13 issues are addressed as part of formal strategic planning and the respondents indicating the issues are not addressed as part of formal strategic planning. The difference in Strategic Planning Index scores indicates respondents in colleges with a formal strategic planning process utilize the identified strategic planning items to a greater extent than colleges without a formalized strategic planning process.

Succession Planning Index

The Succession Planning Index was determined by examining responses to the items in section two of the survey related to strategies used within the College as a part of the succession planning process. The academic leaders were asked "To what extent do the following statements reflect activities at your College?" and were directed to select one of four Likert Scale responses. Response choices were listed as "to a great extent", "to some extent", "very little", "or not at all", with corresponding Likert scale responses coded from 3 to 0 respectively.

A reliability analysis was performed on the items composing the Succession Planning Index resulting in a Cronbach's Alpha of 0.925. Table 17 presents the means and standard deviations for the 11 items that contribute to the Succession Planning Index. The total mean was calculated, along with the means and standard deviations of the three hiring populations: respondents hired internal to the college, respondents hired external to the college but within the WTCS, and respondents hired external to the WTCS.

The overall Succession Planning Index is 1.41. The respondents indicate the items used to a greater extent as part of the succession planning are the use of faculty performance appraisals (1.85), tracking potential administrative openings as result of retirements (1.75), and identification of future academic leaders (1.56). The two least used strategies identified are succession planning supports the achievement of College

strategic goals (1.06), and the alignment of succession planning with broader College planning (0.94).

The item means for the three hiring populations were calculated and reveal that individuals hired internal to the college record a higher overall Succession Planning Index score and indicate the institutions took 8 of the 11 item areas into consideration to a greater extent than individuals hired from outside the college. An ANOVA was performed to compare the means of each of the 11 succession planning items and the overall Succession Planning Index for the three hiring location populations and reveals no significant differences between the means.

Table 17: Succession Planning Item Means, Hiring Location

Succession Planning Items	Total	Internal to the College	External to the College but within the WTCS	External to the WTCS	ANOVA F value
N	157	65	14	73	
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	
The College identifies future academic leaders	1.56 (.842)	1.66 (.756)	1.57 (.938)	1.49 (.899)	.684
The College tracks potential administrative openings as a result of retirements	1.75 (.862)	1.85 (.939)	1.79 (.802)	1.64 (.823)	.941
The College identifies the likelihood of academic administrators leaving the College	1.38 (.859)	1.43 (.865)	1.36 (.745)	1.34 (.870)	.189
The College identifies competencies required for future academic leaders	1.39 (.952)	1.46 (.953)	1.50 (1.09)	1.30 (.923)	.593
The College uses performance appraisals to assess faculty performance	1.85 (1.07)	1.82 (1.13)	2.00 (1.18)	1.86 (1.02)	.171
The College identifies faculty who have the potential to become future academic leaders	1.37 (.879)	1.45 (.867)	1.50 (.760)	1.34 (.886)	.325

Table 17: Succession Planning Item Means, Hiring Location (Continued)

Succession Planning Items	Total	Internal to the College	External to the College but within the WTCS	External to the WTCS	ANOVA F value
N	157	65	14	73	
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	
The College encourages future academic leaders to create a personal development plan	1.50 (.998)	1.60 (1.03)	1.50 (.760)	1.45 (1.00)	.384
The College provides individual feedback to future academic leaders as they are developing	1.32 (.941)	1.40 (.949)	1.29 (.994)	1.29 (.936)	.264
The College holds developing academic leaders accountable for their personal development	1.43 (1.00)	1.48 (1.00)	1.00 (1.11)	1.15 (.973)	1.459
The succession planning process aligns with broader planning at the College	0.94 (.849)	1.05 (.874)	0.86 (.770)	0.89 (.859)	.665
The succession planning process supports the achievement of College strategic goals	1.06 (.938)	1.17 (.928)	1.00 (.961)	0.99 (.965)	.676
Overall Succession Planning Index	1.41 (0.70)	1.49 (0.73)	1.38 (.703)	1.37 (.691)	.490

Eighteen percent of the respondents indicate that their College had a succession plan, while 82 percent indicate that the College did not have a succession plan. Analysis of the Succession Planning Index scores of the two populations shows the mean Succession Planning Index for the population of respondents indicating their College had a succession plan was 2.07, as compared to respondents indicating their College did not have a succession plan with a mean of 1.27. Results of analysis are shown in Table 18.

An ANOVA indicates a statistically significant difference in the Succession Planning Index means (F = 37.553***, p value <0.001) between the two populations. The analysis of mean results aligns with the review of literature which suggests organizations with an effective succession plan use the 11 succession planning elements to a greater extent than organizations without a succession plan. In addition, organizations using the elements to a greater extent usually have a more effective, coherent, intentional succession planning process.

Table 18: Comparison of Respondents Indicating College has a Succession Plan,

  Succession Planning Index Means (n=157)

	College Has Succession Plan		
	Yes	No	ANOVA
N	28	129	
Percent	17.8	82.2	
Succession Planning Index Mean	2.08	1.27	37.553***

Significance levels * p<.05; ** p<.01; *** p<.001

Thirteen percent of respondents indicate that their College used the succession plan, 5 percent indicate that their College did not use the succession plan, while 82 percent indicated that the question did not apply, because his or her College did not have a succession plan. Table 19 shows the results of the Succession Planning Index Means for the three populations. The Succession Planning Index mean scores for the populations are examined and reveal the Succession Planning Index mean score for the population of respondents indicating his or her College had a succession plan and also used the succession plan was 2.24, as compared to a mean of 1.28 for respondents indicating his or her College had a succession plan but did not use it. Respondents indicating their College did not have a succession plan tally a mean of 1.29. It is interesting to note that these results show that just having a documented succession plan does not ensure the occurrence of succession planning in the organization; implementation of a plan is critical to success of the initiative.

An ANOVA was performed to compare the Succession Planning Index mean scores for the three populations. Analysis indicates a statistically significant difference in the Succession Planning Index mean scores (F = 19.698***, p value <0.001) between these three populations. The mean results support the review of literature which indicates that organizations with an effective succession plan use the items listed in the Succession Planning portion of the survey to a greater extent than organizations without a succession plan.

Table 19: Comparison of Respondents Indicating College Uses Succession Plan, Succession Planning Index Means (n=157)

	College has a Succession Plan			
	Succession Plan used by College	Succession Plan is not used by College	College does not have succession plan	ANOVA F value
N	20	8	129	
Percent	12.7	5.1	82.2	
Succession Planning Index Mean	2.24	1.28	1.29	19.698***

Significance levels * p<.05; ** p<.01; *** p<.001

Leadership Development Index

The Leadership Development Index was determined by aggregating responses to the items in section three of the survey related to strategies used within the College as a part of the leadership development process. The academic leaders were asked "To what extent do the following statements reflect strategies used within our College once a potential academic leaders is identified?" and were directed to select one of four responses tied to a Likert Scale. Response choices were listed as "to a great extent", "to some extent", "very little", "or not at all", with corresponding Likert scale responses coded from 3 to 0 respectively.

A reliability analysis was performed on the items comprising the Leadership Development Index resulting in a Cronbach's Alpha of 0.910. Table 20 presents the means and standard deviation for the 10 items that contribute to the Leadership Development Index. The total mean was calculated, along with the means and standard deviations of the three hiring populations: respondents hired internal to the college, respondents hired external to the college but within the WTCS, and respondents hired external to the WTCS.

The overall mean Leadership Development Index is 1.58. Respondents indicate that the top three strategies used by Colleges to develop potential academic leaders are to encourage attendance at conferences or seminars (1.91), expect use of leadership skills within the College (1.79), and encourage enrollment in a formal external leadership training program (1.74). Although the Colleges expect and encourage individuals to participate in learning and leadership activities, the data suggest that there is less structure and connectedness of the process within the organization. Lack of structure and connectedness is supported by the lower mean scores for the items: the assessment of the individual's competencies (1.55), creation of a personal development plan (1.45), and assignment of a coach or mentor (1.32) are used to a lesser extent; only an appointment to a temporary administrative or leadership (1.18) position ranks lower. It is interesting to

note that the overall mean Leadership Development Index of 1.58 is greater than the overall mean Succession Planning Index of 1.41, which suggests that informal leadership development may be occurring at the college, as opposed to being part of a larger, more formalized succession planning process.

The item means for the three hiring populations were examined and reveal that individuals hired internal to the college record a higher overall Leadership Development Index score and indicate the institution took 8 of the 10 item areas into consideration to a greater extent than individuals hired from outside the college. It is interesting to note that individuals hired external to the WTCS indicate the organization encourages enrollment in a formal internal leadership training program to a greater extent than the respondents hired from within the college or the respondents hired from within the WTCS. An ANOVA was performed to compare the means of each of the 10 leadership development items and the overall Leadership Development Index for the three hiring populations. Analysis reveals no statistically significant differences between the means of the three hiring populations.

Table 20: Leadership Development Item Means, Hiring Location

Leadership Development Items	Overall	Internal to the College	External to the College but within the WTCS	External to the WTCS	ANOVA F value
N	152	65	14	73	
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	
Assessment of the individuals' competencies	1.55 (.868)	1.63 (.911)	1.50 (.941)	1.48 (.818)	.541
Identification of areas for professional growth	1.61 (.862)	1.63 (.911)	1.64 (.745)	1.59 (.847)	.050
Assignment of a coach or mentor	1.32 (1.03)	1.45 (1.15)	1.43 (.852)	1.18 (.948)	1.256
Creation of personal development plan	1.45 (.948)	1.58 (1.03)	1.43 (.646)	1.33 (.914)	1.261
Appointment to temporary administrative or leadership position	1.20 (.871)	1.35 (.837)	1.29 (.914)	1.05 (.880)	2.124
Encourage use of leadership skills within the College	1.67 (.912)	1.86 (.899)	1.43 (1.09)	1.55 (.867)	2.634

Table 20: Leadership Development Item Means, Hiring Location (Continued)

Leadership Development Items	Overall	Internal to the College	External to the College but within the WTCS	External to the WTCS	ANOVA F value
N	152	65	14	73	
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	
Expectation to use leadership skills within the College	1.81 (.904)	1.86 (.933)	1.57 (1.02)	1.81 (.861)	.590
Encourage attendance at conferences or seminars	1.92 (.895)	1.95 (.943)	1.93 (.616)	1.89 (.906)	.086
Encourage enrollment in formal internal leadership training program	1.64 (1.00)	1.62 (1.06)	1.43 (1.89)	1.70 (.938)	.454
Encourage enrollment in formal external leadership training program	1.74 (.873)	1.92 (.872)	1.64 (.929)	1.60 (.846)	2.466
Overall Leadership Development Index	1.59 (.682)	1.69 (.708)	1.53 (.632)	1.52 (.667)	1.113

Summary for Research Question #1

In summary, the results indicate that the items contributing to effective strategic planning at the College are used to some extent (2.05), while the items contributing to an effective succession planning process (1.41) and leadership development process (1.58) occur less frequently. The results of an ANOVA show no statistically significant differences in the strategic planning item means, succession planning item means, or leadership development item means between the individuals hired from within the College, individuals hired from outside the College but within the Wisconsin Technical College System (WTCS), and individuals hired from outside the WTCS.

Currently within the WTCS, 91 percent of the respondents indicate the colleges are conducting some type of formal strategic planning. Approximately 18 percent of the respondents indicate the colleges have developed a succession plan, with 13 percent indicating the succession plan is used by the college and the remaining 5 percent indicating the plan is not used by the college.

Leadership development is an element of succession planning. The results reveal that overall, leadership development occurs to a greater extent in the colleges than succession planning. This observation suggests that leadership development may be occurring on a more informal basis within the organization, as opposed to occurring as part of a larger, centralized succession planning process.

Finally, the study indicates there are no specific characteristics or items of institutional-strategic planning, succession planning, or career management associated with academic leadership hired from within the institution, from within the system but outside the institution, and from outside the system.

Research Question #2

The second research question addressed by this study was, "*To what extent do institutional-strategic planning and leadership development support academic-succession*

planning within the institution?" To explore the question, the relationship between the Strategic Planning Index and the Succession Planning Index was examined. A correlation analysis was performed between the Strategic Planning Index and the Succession Planning Index. A correlation analysis measures the linear relationship between two variables, on a scale of 0 to 1; the closer the result is to the 1 the stronger the correlation or association between the variables (Statistical Consulting Group, n.d.). Results of the correlation show statistically significant Pearson's correlation value of 0.718*** (p value <.001). Further correlation analyses are performed on each of the 13 strategic planning items with the Succession Planning Index as the dependent variable. Results show a statistically significant Pearson's correlation value for each of the 13 items. Table 21 shows the Pearson correlation value results for the each of the individual 13 strategic planning items and the Strategic Planning Index with the Succession Planning Index.

Table 21: Correlation Analyses for Strategic Planning Item Means with Succession

     Planning Index Mean (n=157)

Strategic Planning Item	Succession Planning Index Pearson Correlation Value
Educational Reform	.408***
Technology	.349***
Student Needs	.463***
Community Demographics	.451***
Marketplace	.478***
Competition	.317***
Regulatory Environment	.503***
Organizational Goals	.526***
Institutional Strengths	.529***
Institutional Weaknesses	.420***
Leadership Abilities	.638***
Organizational Traditions	.326***
Organizational Values	.570***
Strategic Planning Index	.718***

Significance levels * $p<.05$; ** $p<.01$; *** $p<.001$ (2-tailed)

The researcher wanted to determine if institutional size or gender impact the correlation between the Strategic Planning Index and the Succession Planning Index. Examination of the correlation of the Strategic Planning Index and the Succession Planning Index among males (Pearson's Correlation Value = 0.733**) and females (Pearson's Correlation Value = 0.704**) both continue to show a strong correlation, indicating that gender does not impact the association. Examination of the correlation of the Strategic Planning Index and the Succession Planning Index among the institutions of varying sizes continue to show a strong correlation, ranging in value from .538** to .842*. Table 22 shows the results of the correlation results between the Strategic Planning Index and the Succession Planning Index, related to the variables of gender and institutional size.

Table 22: Correlation Analyses between Strategic Planning Index and Succession

Planning Index as a Function of Gender and Institutional Size (n=152)

Gender	N (Percent)	Strategic Planning Index and Succession Planning Index Pearson's Correlation Value
Male	57 (37.5)	.733**
Female	95 (62.5)	.704**
Institutional Size (FTEs)		
1000-1999	20 (13.1)	.685**
2000-2999	36 (23.6)	.865**
3000-3999	35 (23.0)	.604**
4000-5999	36 (23.6)	.538**
6000-7999	9 (5.9)	.803**
8000-9999	6 (3.9)	.842*
>10,0000	10 (6.6)	.768**

Significance levels * $p<.05$; ** $p<.01$ (two-tailed)

To explore the second portion of the question, the relationship between the Leadership Development Index and the Succession Planning Index was examined. A correlation analysis was performed between the Leadership Development Index and the Succession Planning Index. Results of the correlation show statistically significant Pearson's correlation value of 0.820** (p value <.01). Further correlation analyses were performed on each of the 10 leadership development items with the Succession Planning Index as the dependent variable. Results show a statistically significant Pearson's correlation value for each of the 10 items. Table 23 shows the Pearson correlation value results for the each of the individual 10 leadership development items and the Leadership Development Index with the Succession Planning Index.

Table 23: Correlation Analyses for Leadership Development Item Means with Succession
Planning Index Mean (n=157)

Leadership Development Item	Succession Planning Index Pearson Correlation Value
Assessment of the individual's competencies	.684**
Identification of areas for professional growth	.677**
Assignment of a coach or mentor	.575**
Creation of a personal development plan	.671**
Appointment to temporary administrative or leadership position	.468**
Encouragement of leadership skills within the college	.701**
Expectation to use leadership skills within the college	.695**
Encourage attendance at conferences or seminars	.534**
Encourage enrollment in formal internal leadership training program	.523**
Encourage enrollment in formal external leadership training program	.606**
Leadership Development Index	.820**

Significance levels * p<.05; ** p<.01; *** p<.001 (2-tailed)

The researcher wanted to determine if institutional size or gender impact the correlation between the Leadership Development Index and the Succession Planning Index. Examination of the correlation of the Leadership Development Index and the Succession Planning Index among males (Pearson's Correlation Value = 0.852**) and females (Pearson's Correlation Value = 0.804**) both continue to show a strong correlation, indicating that gender does not impact the association. Examination of the correlation of the Leadership Development Index and the Succession Planning Index among the institutions of varying sizes continue to show a strong correlation, ranging in value from .713* to .887**. Table 24 shows the results of the correlation results between the Leadership Development Index and the Succession Planning Index, controlling for the variables of gender and institutional size.

Table 24: Correlation Analyses between Leadership Development Index and Succession

Planning Index as a Function of Gender and Institutional Size (n=152)

Gender	N (Percent)	Leadership Development Index and Succession Planning Index Pearson's Correlation Value
Male	57 (37.5)	.852**
Female	95 (62.5)	.804**
Institutional Size (FTEs)		
1000-1999	20 (13.1)	.782**
2000-2999	36 (23.6)	.863**
3000-3999	35 (23.0)	.851**
4000-5999	36 (23.6)	.757**
6000-7999	9 (5.9)	.713*
8000-9999	6 (3.9)	.850*
>10,0000	10 (6.6)	.887**

Significance levels * p<.05; ** p<.01 (two-tailed)

Summary for Research Question 2

In summary, the results indicate that there is a strong positive correlation (p value <.01) between each of the 13 strategic planning items and the Strategic Planning Index and the Succession Planning Index. The results indicate there is a positive relationship between strategic planning and succession planning in the colleges and also show that colleges with a more mature strategic planning process, as measured by the Strategic Planning Index, also have a more mature succession planning process, as measured by the Succession Planning Index.

The results related to the 10 leadership development items and the Leadership Development Index also indicate that there is a strong positive correlation (p value <.05) between each of the 10 leadership development items and the Leadership Development Index and the Succession Planning Index. The correlations again hold true when controlling for gender and institutional size. The results indicate there is a positive relationship between leadership development and succession planning in the colleges and also show that colleges with a more mature leadership development process, as measured by the Leadership Development Index, also have a more mature succession planning process, as measured by the Succession Planning Index.

Research Question #3

The third research question addressed by this study was, "*What elements of succession planning are utilized to a greater extent in two-year technical colleges*"? The responses to section two of the survey that focus on succession planning were analyzed to answer the question. The response choices for the items were listed as "to a great extent", "to some extent", and "very little" or "not at all", with corresponding Likert responses from 3 to 0 respectively. Table 25 shows the mean and standard deviation values for each of the succession planning items and the overall Succession Planning Index, along with the percentage of responses for each Likert scale choice.

Table 25: Succession Planning Item Index and Means (n = 157)

			Responses indicating use			
	Mean	SD	To a great extent	To some extent	Very little	Not at all
			Percent	Percent	Percent	Percent
The College uses performance appraisals to assess faculty performance	1.85	1.069	33.8%	33.8%	15.9%	16.6%
The College tracks potential administrative openings as a result of retirements	1.75	0.862	21.0	38.9	33.8	6.4
The College identifies future academic leaders	1.56	0.842	10.8	46.5	30.6	12.1
The College encourages future academic leaders to create a personal development plan	1.50	0.998	18.5	31.8	31.2	18.5
The College holds developing academic leaders accountable for their personal development	1.43	1.001	16.6	30.6	31.8	21.0
The College identifies competencies required for future academic leaders	1.39	0.952	14.0	29.9	36.9	19.1

Table 25: Succession Planning Item Index and Means (n = 157) (Continued)

			Responses indicating use			
	Mean	SD	To a great extent	To some extent	Very little	Not at all
			Percent	Percent	Percent	Percent
The College identifies faculty who have the potential to become future academic leaders	1.37	0.879	9.6%	35.0%	38.2%	17.2%
The College identifies the likelihood of academic administrators leaving the College	1.38	0.859	10.2	32.5	42.7	14.6
The College provides individual feedback to future academic leaders as they are developing	1.32	0.941	12.1	28.7	38.2	21.0
The succession planning process supports the achievement of College strategic goals	1.06	0.938	7.0	26.1	33.1	33.8
The succession planning process aligns with broader planning at the College	0.94	0.849	3.8	21.7	39.5	35.0

The top three items identified as being used within the technical colleges include the use of faculty performance appraisals (1.85), tracking potential administrative openings as a result of retirements (1.75), and identification of future academic leaders (1.56). The least used items aresuccession planning supporting the achievement of College strategic goals (1.06) and the succession planning process aligns with broader planning at the College (0.94). Scores between 1.00 and 2.00 indicate that items are only used "to some extent" or very little".

The most frequently used element of succession planning is the use of performance appraisals to assess faculty performance. Sixty-seven percent of the respondents indicate this element is used "to a great extent" or "to some extent". Conversely, the least used element of succession planning is the alignment of succession planning with broader College planning. Twenty-six percent of the respondents indicate this element is used "to a great extent: or "to some extent". Approximately 94 percent of the respondents indicate that the College tracked potential administrative openings as a result of retirements, although it is not the highest scoring element.

The larger standard deviations associated with the items "use of performance appraisals to assess faculty performance" (1.076) and "holds developing academic leaders accountable for their personal development" (1.001) indicate a larger variance of usage of these items from the respondents' perspective.

Analysis of Succession Planning Items by Gender

Mean values for male and female respondents were calculated to examine the succession planning items and Succession Planning Index to determine if gender impacted to the analysis. Males demonstrate higher mean values for 10 of the 11 items and also have a higher overall Succession Planning Index value. Females (1.41) indicate his or her college identifies faculty who have the potential to become future academic leaders to a greater extent than do their male counterparts (1.33).

An ANOVA to compare the succession planning items and the Succession Planning Index means was performed to determine if the means were significantly different. The ANOVA shows no statistically significant difference in means for the overall Succession Planning Index between males and females, but reveal statistically significant differences at the succession planning item level. The ANOVA indicates that there is a significant difference in the area of encouraging future academic leaders to create a personal development plan" (F= 4.489; p = 0.036*). Males indicate the colleges use this strategy to a greater extent, 1.74, as compared to females with a mean of 1.39. Table 26 shows the means for the succession planning items and Succession Planning Index for males and females along with the ANOVA F values.

Table 26: Succession Planning Item and Index Means, Gender (n=152)

Items	Male	Female	ANOVA
	Mean		F value
The College identifies future academic leaders	1.63	1.54	0.449
The College tracks potential administrative openings as a result of retirements	1.81	1.71	0.483
The College identifies the likelihood of academic administrators leaving the College	1.42	1.36	0.194
The College identifies competencies required for future academic leaders	1.51	1.32	1.477
The College uses performance appraisals to assess faculty performance	1.86	1.32	0.002
The College identifies faculty who have the potential to become future academic leaders	1.33	1.41	0.271
The College encourages future academic leaders to create a personal development plan	1.74	1.39	4.489*
The College provides individual feedback to future academic leaders as they are developing	1.44	1.27	1.093
The College holds developing academic leaders accountable for their personal development	1.56	1.36	1.477
The succession planning process aligns with broader planning at the College	1.04	0.91	0.818
The succession planning process supports the achievement of College strategic goals	1.18	1.00	1.225
Succession Planning Index	1.50	1.37	1.178

Analysis of Succession Planning Items by Institutional Size

　　　　Mean values for institutions based upon size were calculated to examine the succession planning items and Succession Planning Index to determine if institutional size impacted the analysis. Institutions with fulltime equivalents between 6000-7999 demonstrate higher mean values for 8 of the 11 items and also had a higher overall Succession Planning Index value. Conversely, very small colleges with fulltime equivalents between 1000-1999 show the lowest mean values in 5 of the 10 items along with very large colleges with fulltime equivalents greater than 10,000 showing the lowest mean values in remaining 5 items areas.

　　　　An ANOVA to compare the succession planning items and the Succession Planning Index means was performed to determine if the means were significantly different. The ANOVA shows no statistically significant difference in means for the overall Succession Planning Index between the institutions, but reveal statistically significant differences at the succession planning item level. The ANOVA results reveal a statistically significant difference in means for the item "The College uses performance appraisals to assess faculty performance" (F= 4.580***, p value < .001). Table 27 shows means of the succession planning items and Succession Planning Index by institutional size. Colleges with FTEs between 3000-3999 have a mean of 1.34 and showed a significant difference in means as compared to colleges with FTEs between 2000-2999 with a mean of 2.33 and colleges with FTEs between 6000-7999 with a mean of 2.56.

Table 27: Succession Planning Item and Index Means, Institutional Size (n=152)

	Full-time Equivalents (FTEs)							
Succession Planning Items	1000-1999 N=20	2000-2999 N=36	3000-3999 N=35	4000-5999 N=36	6000-7999 N=9	8000-9999 N=6	>10,000 N=10	ANOVA F value
The College identifies future academic leaders	1.50	1.56	1.69	1.56	1.67	1.33	1.50	.239
The College tracks potential administrative openings as a result of retirements	1.60	1.81	1.86	1.64	2.00	1.83	1.50	.566
The College identifies the likelihood of academic administrators leaving the College	1.35	1.39	1.29	1.39	1.78	1.33	1.40	.397
The College identifies competencies required for future academic leaders	1.25	1.28	1.40	1.50	1.78	1.50	1.20	.558
The College uses performance appraisals to assess faculty performance	1.55	2.33	1.34	1.97	2.56	2.17	1.30	4.580***
The College identifies faculty who have the potential to become future academic leaders	1.40	1.47	1.14	1.53	1.56	1.33	1.20	.779
The College encourages future academic leaders to create a personal development plan	1.00	1.64	1.63	1.61	1.78	1.67	1.10	1.588

Significance levels * $p<.05$; ** $p<.01$; *** $p<.001$

Table 27: Succession Planning Item and Index Means, Institutional Size (n=152) (Continued)

	Full-time Equivalents (FTEs)							ANOVA
Succession Planning Items	1000-1999	2000-2999	3000-3999	4000-5999	6000-7999	8000-9999	>10,000	F value
	N=20	N=36	N=35	N=36	N=9	N=6	N=10	
The College provides individual feedback to future academic leaders as they are developing	0.95	1.42	1.34	1.33	1.78	1.50	1.30	.966
The College holds developing academic leaders accountable for their personal development	1.00	1.64	1.40	1.36	1.78	1.50	1.60	1.150
The succession planning process aligns with broader planning at the College	0.70	1.06	1.06	0.78	1.56	1.00	0.80	1.547
The succession planning process supports the achievement of College strategic goals	0.80	1.19	1.03	1.00	1.56	1.33	0.90	.942
Overall Succession Planning Index	1.19	1.53	1.38	1.42	1.80	1.50	1.26	1.047

Significance levels * p<.05; ** p<.01; *** p<.001

Analysis of Succession Planning Items by Current Position

Mean values for respondents based upon their current position were calculated to examine the succession planning item and Succession Planning Index to determine if current academic leadership position (chief academic officer, academic vice president or provost; dean; and assistant or associate dean) impacted the analysis.

Respondents in the position of chief academic officer, academic vice president or provost demonstrate higher mean values for 8 of the 11 items and also have a higher overall Succession Planning Index value, when compared to deans and associate or assistant deans. Deans tallied the highest mean score for the item "the College holds developing academic leaders accountable for their personal development" when compared to the other two job categories; while associate or assistant deans had the highest mean score for the item "the College uses performance appraisals to assess faculty performance" when compared to the other two job categories. Because of the respondents' job responsibilities, it is not surprising that the deans and associate or assistant deans scored items higher, because they are most likely more intimately involved in those specific processes within the organization.

An ANOVA of the succession planning item and Succession Planning Index means controlling for current academic leadership position shows no statistically significant difference in means for the overall Succession Planning Index or item levels. Table 28 shows the means for the succession planning items and Succession Planning Index by current position.

Table 28: Succession Planning Item and Index Means, Current Position (n=152)

Succession Planning Items	Chief Academic Officer, Academic Vice President or Provost N=10 Mean (SD)	Dean N=84 Mean (SD)	Associate or Assistant Dean N=58 Mean (SD)	ANOVA F value
The College identifies future academic leaders	1.60 (.699)	1.58 (.881)	1.55 (.820)	0.030
The College tracks potential administrative openings as a result of retirements	1.90 (.994)	1.77 (.855)	1.67 (.886)	0.401
The College identifies the likelihood of academic administrators leaving the College	1.70 (.949)	1.36 (.845)	1.36 (.852)	0.744
The College identifies competencies required for future academic leaders	1.50 (1.080)	1.38 (.968)	1.38 (.914)	0.073
The College uses performance appraisals to assess faculty performance	1.60 (1.075)	1.87 (1.039)	1.88 (1.141)	0.300
The College identifies faculty who have the potential to become future academic leaders	1.50 (.527)	1.38 (.917)	1.36 (.892)	0.103
The College encourages future academic leaders to create a personal development plan	2.00 (.667)	1.51 (1.058)	1.45 (.921)	1.337

Table 28: Succession Planning Item and Index Means, Current Position (n=152) (Continued)

Succession Planning Items	Chief Academic Officer, Academic Vice President or Provost	Dean	Associate or Assistant Dean	ANOVA F value
	N=10	N=84	N=58	
	Mean (SD)	Mean (SD)	Mean (SD)	
The College provides individual feedback to future academic leaders as they are developing	1.60 (.843)	1.36 (1.002)	1.26 (.921)	0.607
The College holds developing academic leaders accountable for their personal development	1.10 (.994)	1.52 (1.035)	1.36 (.870)	1.045
The succession planning process aligns with broader planning at the College	1.00 (.943)	0.94 (.869)	0.97 (.950)	0.030
The succession planning process supports the achievement of College strategic goals	1.20 (1.135)	1.01 (.925)	1.12 (.837)	0.331
Overall Succession Planning Index	1.52 (.655)	1.43 (.726)	1.40 (.691)	0.132

Summary for Research Question #3

In summary, the results indicate that the eleven elements of succession planning are being used in Wisconsin two-year technical colleges to varying degrees. The three most frequently used elements include the use of performance appraisals to assess faculty performance (1.85), tracking potential administrative openings as a result of retirements (1.75), and the identification of future academic leaders (1.56). While the elements are being used, they are not being used to a great extent overall. The calculated values fall between the responses "to some extent" which equals 2.0 and "very little" which equals 1.0. Although the colleges are using the elements of succession planning, the elements are not aligned with broader planning at the college (0.94) nor are the elements supportive of the college's strategic goals (1.06).

When comparing succession planning item means between males and females using ANOVA, the results show a statistically significant difference in means relative to the college encouraging future academic leaders to create a personal development plan (F value = 4.489*). A comparison of succession planning item means by institutional size using ANOVA, indicates a statistically significant difference in college use of performance appraisals to assess faculty performance among the seven institutional size categories (F value = 4.580***). Examination of the succession planning item means using ANOVA, between the three job categories of chief academic officer, academic vice president, or provost; dean; and associate or assistant dean reveals no statistically significant difference in means.

Research Question #4

The fourth research question addressed by this study was, *"What relationship is there between institutional size and the maturity of succession planning"*? The maturity of the succession planning was measured via the Succession Planning Index. The Succession Planning Index is calculated by equal averaging of each of the eleven

succession planning items for each respondent. The number of full-time equivalent students served by the college where the respondent is employed determined institutional size. The respondents were asked to indicate the number FTEs (full-time equivalents) attending their respective College during the 2005-06 academic year, and were provided a range of FTE numbers from which to select their response. The researcher constructed the ranges in the survey based upon information provided for public record on the Wisconsin Technical College System website. Reported FTEs for 2005-06 are listed in the demographic section of the study in Table 4 along with the number of technical colleges fitting the FTE criteria.

The data indicate the Succession Planning Index mean is highest at colleges with enrollments between 6000-7999 FTEs with a mean of 1.80, while the lowest mean occurrs in the smallest colleges with enrollments between 1000-1999 FTEs with a mean of 1.19. The college with the largest number of FTEs shows the second lowest Succession Planning mean score of 1.26. It is interesting to note that the mid-size institutions have the highest Succession Planning Index means, while very small and very large colleges show the lowest means.

While the range of means spanned 0.61, an ANOVA of the seven means did not show a statistically significant difference in means (df = 6; F 1.047; p value = 0.398). Table 29 shows the Succession Planning Index means and standard deviations, along with the percentage of respondents and the ANOVA value.

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Table 29: Succession Planning Index Means, Institutional Size ANOVA

Institutional Size Full-time Equivalent Ranges	Percentage of Respondents	Succession Planning Index Mean (SD)	ANOVA F value
1000-1999	13.2	1.19 (.660)	
2000-2999	23.7	1.53 (.744)	
3000-3999	23.0	1.38 (.760)	
4000-5999	23.7	1.42 (.580)	
6000-7999	5.9	1.80 (.595)	
8000-9999	3.9	1.50 (.720)	
>10,000	6.6	1.25 (.903)	
Overall	100	1.50 (.704)	
			1.047

Summary for Research Question 4

In summary, the Succession Planning Index means of colleges of varying institutional size (as determined by FTEs) show results ranging from 1.19 to 1.80. Although the means differ, an ANOVA indicates no significant difference in succession planning index means when controlling for institutional size.

Research Question #5

The fifth research question addressed by this study was, "*How do two-year technical colleges identify potential academic leaders?*" Sixty-seven percent of the respondents indicate identification by a single source, while the remaining 33 percent indicate identification as a potential future academic leader by two or more sources. Respondents had the opportunity to select any or all responses that indicated their perspective on how they were identified as a potential future academic leader. Respondents could select from five responses that included the choices: committee selection, supervisor, peers, never identified as a potential future academic leader, or other.

Of the 67 percent of respondents with a single source of identification, 13 percent state they were identified by committee selection, 26 percent by supervisors, 5 percent by peers, 7 percent in other ways, while 16 percent indicate they were never identified as a potential leader. Of the 21 percent of respondents indicating identification by two sources, 1 percent were identified by committee selection and peers, 6 percent by committee selection and supervisor, 1 percent by supervisor and other, and 13 percent by supervisor and peers. Of the 11 percent of respondents indicating identification by three strategies, 11 percent were identified by committee selection, supervisor and peers; and 1 percent indicated identification by supervisor, peers, and other. One percent of the respondents indicate identification by four strategies; the strategies include committee selection, supervisor, peers, and other. Table 30 shows the detailed summary of

respondents selections segmented by number of responses. A verbatim record of the respondents' "other" responses is listed in Appendix H.

Table 30: Respondents' Identification as Potential Academic Leader, Number of Sources

of Identification (n=152)

How were you identified by others as a potential future academic leader?	Percent of Total
Single Source Identification (n = 102, 67 percent)	
Committee selection	13
Supervisor	26
Peers	5
Never	16
Other	7
Two Source Identification (n= 32, 21 percent)	
Committee selection + Peers	1
Committee selection + Supervisor	6
Supervisor + Other	1
Supervisor + Peers	13
Three Source Identification (n= 17, 11 percent)	
Committee selection + Supervisor + Peers	11
Supervisor + Peers + Other	1
Four Source Identification (n= 1, 1 percent)	
Committee selection + Supervisor + Peers + Other	1
Total	100

The number of responses for each possible selection was examined; identification by supervisor is the most common source of identification, while "other" is the least frequent source of identification. Fifty-seven percent of the respondents indicate identification as potential leaders by a supervisor, 32 percent by a committee selection, 31 percent by peers, 16 percent indicate that no one had ever identified them as a potential leader, and 10 percent indicate identification in other ways. Of the 10 percent who state they were identified in other ways, four individuals specify the president of the College identified them a potential leader. It is interesting to note that 16 percent of the current academic leaders were never identified as potential future leaders. Table 31 shows the total number of responses and the percentage of respondents choosing each response for all respondents.

Table 31: Respondents' Identification as Potential Academic Leader (n=152)

How were you identified by others as a potential future academic leader?	Percent
Supervisor	57.2
Committee selection	31.6
Peers	30.9
Never	15.8
Other	9.9

The researcher explored how current academic leaders were identified as a potential future academic leader as compared to the respondents' hiring location just prior to the respondent assuming his or her current academic leadership position. The respondent's hiring location was categorized as internal to the college, external to the college but within the Wisconsin Technical College System (WTCS), or external to the WTCS.

The data reveal that identification by a supervisor was the most common strategy of identification for all three hiring locations. The data show that supervisors from within the WTCS (applicants internal to the College and applicants external to the College but within the WTCS) identify potential future academic leaders at a higher rate, 72 percent and 57 percent respectively, as compared the supervisors of the academic leaders hired from outside the WTCS, at 44 percent.

The second most common form of identification as a future academic leader is by peers for respondents hired internal to the college or external to the college but within the WTCS; respondents hired from outside the WTCS indicate the second most common form of identification was by committee. Table 32 shows the responses related to identification as a future academic leader segmented by hiring location.

Table 32: Respondents' Identification as an Academic Leader, Hiring Location (n=152)

How identified as potential future academic leader	Hiring Location		
	Applicants Internal to College	Applicants External to the College but from within the WTCS	Applicants External to the WTCS
	N = 65	N = 14	N = 73
	Percent	Percent	Percent
Committee selection	26.2%	35.7%	35.6%
Supervisor	72.3	57.1	43.8
Peers	35.4	50.0	23.3
Never	9.2	21.4	21.9
Other	4.6	28.6	11.0

Note: Columns totals will be greater than 100 percent since respondents were able to choose one or more forms of identification

Summary for Research Question 5

In summary, the results of the survey indicate the respondents were identified as future academic leaders in a number of ways. The majority of respondents, 67 percent were identified by a single source, while 33 percent of the respondents indicate identification as a potential future academic leader by two or more sources. Two-thirds of the respondents indicate a single source of identification, identification by the supervisor, which was the most common form of identification. The second most common form of identification is committee selection.

One- third of the respondents indicate identification by two or more sources. Of this subgroup, about 40 percent indicated identification by a supervisor and peers, while another 33 percent indicated identification by supervisor, peers, and committee selection. It is interesting to note that 16 percent of the respondents indicate that no one identified them as future potential academic leaders. The data suggest that academic leaders have more opportunities to identify and promote individuals from within the organization.

Overall, 87 respondents (57 percent) indicate a supervisor as a source of identification as a potential future academic leader. When comparing supervisor identification of future academic leaders, the data show the 72 percent of academic leaders who applied for a position within the College and 57 percent of academic leaders who applied for a position external to the College but within the WTCS were identified as potential future leaders by their supervisor, while only 44 percent of academic leaders who applied for a position external to the WTCS were identified as potential future leaders by their supervisor.

Research Question #6

The sixth research question asked in this study was, "*What organizational factors are associated with how institutions develop future academic leaders?*" In general, respondents indicate that the top three strategies used by colleges to develop potential

academic leaders are to: 1) encourage attendance at conferences or seminars, 2) expect use of leadership skills within the College, and 3) encourage enrollment in a formal external leadership training program. It is interesting to note that while there is an expectation and encouragement to do things, the assessment of the individual's competencies, creation of a personal development plan, and assignment of a coach or mentor ranked in positions 8, 9, and 10 respectively. The data suggest that once an individual is identified and encouraged, it appears the individual is responsible for determining how to acquire needed skills or resources. Only appointment to a temporary administrative or leadership position ranked lower. The overall Leadership Development Index was 1.58. Table 33 presents the means and standard deviation for the items that contribute to the Leadership Development Index.

Table 33: Leadership Development Item and Index Means (n=157)

Leadership Development Items	Mean Score	Standard Deviation
Assessment of the individual's competencies	1.54	0.873
Identification of areas for professional growth	1.60	0.861
Assignment of a coach or mentor	1.29	1.032
Creation of a personal development plan	1.43	0.942
Appointment to temporary administrative or leadership position	1.18	0.873
Encouragement of leadership skills within the College	1.66	0.918
Expectation to use leadership skills with the College	1.79	0.906
Encourage attendance at conferences or seminars	1.91	0.901
Encourage enrollment in formal internal leadership training program	1.64	1.001
Encourage enrollment in formal external leadership training program	1.74	1.878
Overall Leadership Development Index	1.58	0.686

To determine if organizational factors such as institutional size and institutional location or service area impacted leadership development, an Analysis of Variation (ANOVA) was performed on the leadership development items controlling for both College size, as determined by full-time equivalent students (FTEs) and service area location.

Institutional Size

The overall mean Leadership Development Indexes by institutional size varied from 1.41 to 1.89. Both the smallest and largest size colleges reported Leadership Development Index means 1.41, while medium-sized colleges (reporting between 6000-7999 FTEs) had the highest mean at 1.89. An ANOVA of the item means and the Leadership Development Index means did not indicate significant differences at the 95 percent confidence level. Table 34 shows the leadership development item and Leadership Development Index means along with ANOVA F values for the analysis.

Table 34: Leadership Development Item and Index Means, Institutional Size ANOVA (n=152)

Leadership Development Items	1000-1999	2000-2999	3000-3999	4000-5999	6000-7999	8000-9999	>10,000	ANOVA F value
			Institutional Size (FTEs)					
Assessment of the individual's competencies	1.35	1.67	1.57	1.56	1.67	1.50	1.30	0.448
Identification of areas for professional growth	1.30	1.67	1.89	1.44	1.89	1.67	1.40	1.572
Assignment of a coach or mentor	1.00	1.44	1.43	1.08	1.78	1.67	1.30	1.206
Creation of a personal development plan	1.02	1.61	1.69	1.31	1.67	1.67	1.00	1.833
Appointment to temporary administrative or leadership position	1.10	1.25	1.26	1.08	1.67	1.67	0.80	1.278
Encouragement of leadership skills within the College	1.65	1.75	1.66	1.53	1.89	1.83	1.70	0.307

Table 34: Leadership Development Item and Index Means, Institutional Size ANOVA (n=152) (Continued)

Leadership Development Items	1000-1999	Institutional Size (FTEs)						ANOVA F value
		2000-2999	3000-3999	4000-5999	6000-7999	8000-9999	>10,000	
Expectation to use leadership skills within the College	1.75	1.86	1.66	1.78	2.22	2.17	1.80	0.667
Encourage attendance at conferences or seminars	1.85	2.00	2.06	1.78	2.00	2.17	1.60	0.648
Encourage enrollment in formal internal leadership training program	1.20	1.69	1.57	1.64	2.00	2.17	1.90	1.289
Encourage enrollment in formal external leadership training program	1.80	1.89	1.71	1.58	2.11	2.00	1.30	1.181
Overall Leadership Development Index	1.41	1.68	1.65	1.48	1.89	1.85	1.41	1.117

College Service Area Location

In addition to differences in college size, college service location was another item analyzed in this study. Some colleges serve primarily an urban area, a rural area, or a mix of both urban and rural. The data shows respondents from colleges in urban areas reflect the lowest mean scores in all leadership development categories. Respondents from rural colleges show the highest mean scores in four categories that included the assessment of the individual's competencies, creation of a personal development plan, encouragement of leadership skills within the College, and encourage enrollment in a formal external leadership-training program. Respondents from colleges serving both urban and rural areas demonstrate the highest mean scores for the items that include the identification of areas for professional growth, assignment of a coach or mentor, appointment to temporary administrative or leadership position, expectation to use leadership skills within the college, encourage attendance at conferences or seminars, encourage enrollment in formal internal leadership development program, and the overall Leadership Development Index.

Examination of leadership development item means in the three service area locations using ANOVA reveals six leadership development items with statistically significant differences in the means. The six leadership development items with significant differences include: the identification of areas for professional growth (F value = 4.618*, p value <0.05), creation of a personal development plan (F value = 5.451***, p value <0.001), encouragement of leadership skills within the College (F value = 7.038**, p value <0.01), encourage enrollments in formal internal leadership training program (F value = 4.052*, p value <0.05), encourage enrollment in formal external leadership training program, (F value = 7.064**, p value <0.01), and the overall Leadership Development Index (F value = 6.254**, p value <0.01). Table 35 shows leadership development item and index means and the ANOVA F values by college service area location.

Table 35: Leadership Development Item and Index Means, College Service Area Location (n=152)

| Leadership Development Items | College Service Area Location Means | | | ANOVA |
| | Urban | Rural | Both Urban and Rural | F value |
	Mean (SD)	Mean (SD)	Mean (SD)	
Assessment of the individual's competencies	1.11 (.832)	1.63 (.972)	1.59 (.791)	2.663
Identification of areas for professional growth	1.06 (.802)	1.63 (.951)	1.72 (.781)	4.618*
Assignment of a coach or mentor	1.00 (.970)	1.16 (1.087)	1.47 (.995)	2.376
Creation of a personal development plan	0.78 (.732)	1.57 (1.000)	1.52 (.908)	5.451***
Appointment to temporary administrative or leadership position	0.78 (1.003)	1.24 (.879)	1.27 (.822)	2.504
Encouragement of leadership skills within the College	0.94 (.998)	1.80 (.841)	1.75 (.872)	7.038**
Expectation to use leadership skills within the College	1.33 (.970)	1.82 (.993)	1.91 (.811)	3.061
Encourage attendance at conferences or seminars	1.50 (1.043)	1.92 (.954)	2.01 (.809)	2.474
Encourage enrollment in formal internal leadership training program	1.28 (.826)	1.43 (1.000)	1.84 (.998)	4.052*
Encourage enrollment in formal external leadership training program	1.06 (.938)	1.90 (.823)	1.80 (0828)	7.064**
Overall Leadership Development Index	1.08 (.647)	1.61 (.721)	1.69 (.682)	6.254**

Significance levels * p<.05; ** p<.01; *** p<.001

Summary for Research Question 6

In summary, the results of the survey indicate that some organizational items are associated with how institutions develop future academic leaders. Analysis of the leadership development item and Leadership Development Index means by organizational size using ANOVA show no statistically significant difference in means, while analysis of the leadership development item and index means by service area location using ANOVA show statistically significant difference in means for five items and the Leadership Development Index. Urban colleges have lower leadership development item and index means than colleges serving a rural area or colleges serving both urban and rural populations.

Research Question 7

The seventh research question asked in this study was, "*What strategies are used to develop potential academic leaders?*" The response to this question is determined by examining responses to the items in section four of the survey. Section four of the survey has two components. The first portion of survey section four determined the type of leadership preparation the respondents experienced and also indicated when the leadership preparation experience occurred in relation to the respondents obtaining their first academic leadership position; the second portion of the survey section four assessed the value of the learning experience as personal development strategy.

Analysis indicates the most frequent learning experiences for the 157 respondents, listed from most frequent to least frequent were on-the-job experience (96 percent); personal reading (91 percent); attending conferences (82 percent); mentoring (63 percent); attending the Wisconsin Leadership Institute, as known as WLDI, (56 percent); participation in an internal leadership development program (50 percent); temporary job assignment (35 percent); attending

a national leadership institute (31 percent); and obtaining a doctoral degree in educational leadership, administration or related area (29 percent).

Respondents obtaining a specific learning experience were asked to indicate if they acquired the development experience prior to being identified as a potential academic administrator, after being identified as a potential academic administrator but prior to obtaining my first academic leadership position, or after obtaining my first academic leadership position. Respondents could indicate using these learning experiences at one or more stages of their career development; as such total percent may be less than the aggregate percentage of the three populations.

The most commonly used strategy for individual in Stage 1 of their career (acquired prior to being identified as a potential academic leader) was personal reading at 49 percent. Individuals in Stage 2 (acquired after being identified as a potential academic leader but prior to obtaining first academic leadership position) and Stage 3 (after obtaining first academic leadership position) indicated the most commonly used learning experience, 24 percent and 41 percent respectively, was attending conferences or seminars.

It was of interest to identify which of the learning experiences were most commonly used and acquired prior to the respondents obtaining their first academic leadership position. This result was obtained by aggregating the totals for Stages 1 and 2. Examination of the learning experiences for these two groups listed from most frequent to least frequent are personal reading (72 percent); attending conferences (48 percent); mentoring (29 percent); temporary job assignments (19 percent); attending the Wisconsin Leadership Development Institute (15 percent); on-the-job experience (13 percent); participation in an internal leadership development program (12 percent); attending a national leadership development institute (10 percent) obtaining; a doctoral degree in educational leadership, administration or related area (10 percent). Table 36 shows a summary of the percentage of respondents with these learning

experiences and also provides a break down of when individuals obtained these learning

experiences in their career.

Table 36: Learning Experiences Used by Academic Leaders, Career Stage (n=152)

Stage 1 = Learning Experience acquired prior to being identified as a potential academic administrator

Stage 2 = Learning Experience acquired after being identified as potential academic leader but prior to obtaining my first academic leadership position

Stage 3 = Learning Experience acquired after obtaining my first academic leadership position

Learning Experiences	Stage1	Stage 2	Stage 3	Total
	Percent	Percent	Percent	Percent
Doctoral degree in educational leadership, administration or related area	6.4	4.5	17.3	29.3
National leadership Institute	5.1	5.1	21.2	30.6
Wisconsin Leadership Institute (WLDI)	5.1	10.3	39.7	56.1
Internal leadership development program	4.5	7.7	36.5	50.3
Conference	24.4	23.7	41.0	81.5
Mentoring	13.5	15.4	37.8	63.1
Personal Reading	48.7	23.1	28.2	90.5
Temporary job assignment	8.3	10.9	14.1	35.0
On the job experience	0.6	12.8	82.1	95.5

Total Percentage may be less than total of three populations as some individuals indicated using this learning experience in more than one stage

It was also of interest to explore which of the learning experiences was acquired after the respondents obtained his or her first academic leadership position, Stage 3. Examination of the learning experiences listed from most frequent to least frequent are on-the-job experience (82 percent), attending conferences (41 percent), attending the Wisconsin Leadership Development Institute (40 percent), mentoring (38 percent), participation in an internal leadership development program (37 percent), personal reading (28 percent); attending a national leadership institute (21 percent), obtaining a doctoral degree in educational leadership, administration or related area (17 percent,) and temporary job assignments (14 percent).

Analysis of the data shows that the respondents indicate that on-the-job experience, attending conferences, and participation in the Wisconsin Leadership Institute were the most frequent learning experiences used by individuals once the respondent obtains his or her first academic leadership position (Stage 3). The data show personal reading and temporary job assignment as the top two strategies used by a greater percentage of individuals prior to obtaining his or her first academic leadership position (Stage 1 and Stage 2); while the same two learning experiences were used by a lesser extent by individuals after obtaining his or her first academic leadership position (Stage 3).

While the analysis indicates the most commonly used learning experiences, the most commonly used experiences may not be the most effective experiences. To determine the learning experiences with the greatest value, respondents were given the option to choose a response "other" and describe the learning experience. Table 37, shows the mean satisfaction of respondents with the learning experiences segmented by the stage acquired in the career.

Table 37: Mean Satisfaction and Value of Learning Experiences, Leadership Career Stage (n=157)

Stage 1 = Learning Experience acquired prior to being identified as a potential academic administrator

Stage 3 = Learning Experience acquired after being identified as potential academic leader but prior to obtaining my first academic leadership position

Stage 3 = Learning Experience acquired after obtaining my first academic leadership position

| | Leadership Career Stage | | | |
| | Stage 1 | Stage 2 | Stage 3 | F Value |
	Mean (SD)	Mean (SD)	Mean (SD)	
Doctoral degree in educational leadership, administration or related area	2.80 (.422)	2.50 (1.069)	2.36 (.951)	2.002
National leadership institute	2.38 (1.061)	2.25 (1.035)	2.00 (1.029)	0.754
Wisconsin Leadership Institute (WLDI)	2.75 (.463)	2.31 (.793)	2.00 (1.000)	2.690
Internal leadership development program	2.14 (.690)	2.15 (.899)	1.57 (1.015)	2.617
Conference	2.37 (.589)	2.11 (.689)	1.90 (.761)	4.786*

Significance levels * $p<.05$; ** $p<.01$; *** $p<.001$

Table 37: Mean Satisfaction and Value of Learning Experiences, Leadership Career Stage (n=157) (Continued)

Stage 1 = Learning Experience acquired prior to being identified as a potential academic administrator

Stage 3 = Learning Experience acquired after being identified as potential academic leader but prior to obtaining my first academic leadership position

Stage 3 = Learning Experience acquired after obtaining my first academic leadership position

	Leadership Career Stage			
	Stage 1	Stage 2	Stage 3	F Value
	Mean (SD)	Mean (SD)	Mean (SD)	
Mentoring	2.33 (.577)	2.48 (.872)	2.08 (.829)	2.454
Personal Reading	2.53 (.528)	2.38 (.586)	2.04 (.878)	7.947**
Temporary job assignment	2.54 (.519)	2.21 (1.228)	2.17 (.816)	0.694

Significance levels * p<.05; ** p<.01; *** p<.001

Comparison of the mean satisfaction values between the three career stages shows the highest satisfactions associated with the leadership learning experiences reported by respondents who acquired those learning experiences prior to being identified as a potential academic leader (Stage 1). Stage 1 respondents indicate the highest satisfaction when acquiring a doctoral degree in educational leadership, administration or related (2.80); attending a national leadership institute (2.38); attending the Wisconsin Leadership Development Institute (2.75), or a conference (2.37); personal reading (2.53) and obtaining a temporary job assignment (2.54) compared to the corresponding satisfactions for these six strategies for career Stages 2 and 3.

Stage 2 respondents, individuals who were identified as a potential academic leader but had not obtained his or her first academic leadership position, show the highest satisfaction when attending an internal leadership development program (2.15) and mentoring (2.48) as compared to the corresponding satisfactions for these two strategies for career Stages1 and 3.

The results also show an indirect relationship between the respondentl's perception of the value of a learning experience as compared to when the individual acquired the learning experience in relationship to his or her career progression as an academic leader for six learning experiences. The six learning experiences include obtaining a doctoral degree in educational leadership, administration or related area; attending national leadership institute; attending the Wisconsin Leadership Development Institute; attending a conference; personal reading; and temporary job assignment. For example, an respondent's perception of the value of attending the Wisconsin Leadership Development Institute rated very high value for career Stage 1 at 2.75, but dropped to 2.27 for career Stage 2, and 2.00 for career Stage 3.

In addition, the researcher asked the respondents to rate their on-the-job-experience, which was rated at 2.85 (on a 1-3 scale). For the 43 respondents who

indicated that some type of "other" experience helped prepared them for their current role, the mean value of satisfaction was 2.89.

Examination of how the respondents rated the value of the learning experiences reveals a significant difference in mean scores as related to the respondent's hiring location. Individuals hired from within the college indicate a greater satisfaction with his or her mentoring experiences (2.33) and on-the-job experience (2.89), and "other" experiences (2.90) when compared to the respondents hired from within the WTCS or outside the WTCS.

Respondents hired external to the college but from within the WTCS indicate a greater satisfaction when acquiring a doctoral degree in educational leadership, administration or related area (2.57); attending WLDI (2.50); participating in an internal leadership development program (2.25); personal reading (2.57); and temporary job assignment (2.67) as compared to those respondents hired internal to the college or external to the WTCS.

Respondents hired external to the WTCS show greater satisfaction when attending a national leadership institute (2.60), attending conferences (2.18), and "other" experiences (2.90) when compared to the respondents hired internal to the college or external to the college but within the WTCS.

Examination of respondent satisfaction with learning experiences within each hiring population shows individuals hired internal to the college indicate greatest satisfaction with "other" learning experiences (2.90), while internal leadership development programs shows the least satisfaction (1.97). The highest rated learning experience for academic leaders hired external to the college but within the WTCS is tied in two areas, temporary job assignment and "other" learning experiences (2.67) while attending conferences shows the least value (1.91). Respondents hired external to the WTCS indicate greatest satisfaction (2.90) with "other" learning experiences, while the lowest rated learning is participation in an internal leadership development program

(1.91). An ANOVA was performed on the learning experience means for the three hiring populations. Although the means varied among the three populations, only temporary job assignment (F value = 3.486*, p value = 0.038) and on-the-job experiences (F value = 4.598*, p value = 0.012) show a statistically significant difference in means. The mean satisfaction levels segmented by the three hiring locations are shown in Table 38.

Table 38: Mean Satisfaction and Value of Learning Experiences, Hiring Location (n=152)

| | Hiring Location prior to current position | | |
| | External to the College by | | |
Learning Experience	Internal to College	within the WTCS	External to the WTCS	ANOVA F value
Doctoral degree in educational leadership, administration or related area	2.55 (.605)	2.57 (.535)	2.55 (.686)	0.003
National leadership institute	2.33 (.686)	2.14 (.378)	2.60 (.598)	1.771
Wisconsin Leadership Institute (WLDI)	2.41 (.595)	2.50 (.707)	2.30 (.651)	0.467
Internal leadership development program	1.97 (.677)	2.25 (.500)	1.91(.753)	0.423
Conference	2.13 (.621)	1.91 (.302)	2.18 (.500)	1.164

Significance levels * p<.05; ** p<.01; *** p<.001

Table 38: Mean Satisfaction and Value of Learning Experiences, Hiring Location (n=152) (Continued)

| | Hiring Location prior to current position | | | |
| | | External to the College by | | |
Learning Experience	Internal to College	within the WTCS	External to the WTCS	ANOVA F value
Mentoring	2.33 (.683)	2.18 (.751)	2.23 (.667)	0.368
Personal Reading	2.27 (.635)	2.57 (.514)	2.42 (.583)	1.846
Temporary job assignment	2.63 (.565)	2.67 (.516)	2.25 (.444)	3.486*
On the Job Experience	2.89 (.362)	2.57 (.514)	2.87 (.335)	4.598*
Other	2.90 (.316)	2.67 (.577)	2.90 (.403)	0.485

Significance levels * p<.05; ** p<.01; *** p<.001

Summary for Research Question 7

In summary, the survey analysis indicates a variety of strategies are used to develop potential academic leaders. Individuals who have yet to obtain an academic leadership position used personal reading, attending conferences, and mentoring as the most frequent learning strategies; once individuals obtained his or her first academic leadership position on-the-job training, attending WLDI, and attending conferences are the most frequently used learning strategies.

The value or satisfaction the respondents place on the learning experiences varied greatly. In general, the earlier the learning experience was obtained in the individual's career, the greater the value the respondents placed on the learning experience. In addition, respondent satisfaction with the learning experiences was examined in relationship to the respondents' hiring location. Only one leadership development strategy, temporary job assignment, shows a statistically significant difference in means (F value = 4.005*, p value = 0.025) among the three hiring populations.

Research Question #8

The eighth research question addressed by this study was, "*What is the career pathway for academic leaders in the Wisconsin Technical College System?*" The respondent group included 10 individuals identifying themselves as a chief academic officer, academic vice president, or provost, 84 deans, and 54 associate or assistant deans. The respondents held a variety of positions prior to their current position. Previous positions include academic vice president, dean, assistant or associate deans, faculty members, and 65 were employed in another capacity.

Originally, 73 respondents indicated employment in another capacity. The researcher reviewed the comments and recoded eight responses. Seven respondents were recoded as faculty members because of job titles such as program head, program chair, or adjunct faculty; one response of executive dean was recoded as dean. The other jobs

listed include titles such as military officer, K-12 teacher, coordinator, director and consultant. Table 39 shows the relationship between the respondent's current position and the previous position held. A complete listing of these positions is included in Appendix H.

Table 39: Respondents' Current Position and Previous Position Held (n=152)

Current Position

Previous Position	Chief Academic Officer, Academic Vice President or Provost	Dean	Associate or Assistant Dean	Total
	N (Percent)	N (Percent)	N (Percent)	N (Percent)
Chief Academic Officer, Academic Vice President, Provost or Dean	5 (50)	17 (20)	2 (4)	24 (16)
Associate or Assistant Dean	0 (0)	21 (25)	7 (12)	28 (18)
Faculty	0 (0)	14 (17)	21 (36)	35 (23)
Other	5 (50)	32 (38)	28 (48)	65 (43)
Total	10 (100)	84 (100)	58 (100)	152 (100)

Examination of the previous job held by the 10 chief academic officers, academic vice presidents or provosts reveals four pathways of succession. Fifty percent (n=5) held the position of chief academic officer, academic vice president, provost or dean immediately prior. The remaining 50 percent (n=5) indicated he or she held previous positions described as "other": within the group, 30 percent (n=3) held another vice presidential role; 10 percent (n=1) served as the director of college advancement and 10 percent (n=1) served as the assistant vice president for community development prior to becoming a chief academic officer, academic vice president or provost.

Examination of the previous job held by the 84 deans reveals four pathways of succession. Twenty percent (n=17) of the deans served previously as a chief academic officer, academic vice president, provost, or dean prior to their current role dean, 25 percent (n=21) served as an associate or assistant dean, 17 percent (n=14) were a faculty member, and 38 percent (n=32) indicated holding another type of position prior to assuming his or her current deanship. It is interesting to note that only 25 percent of the current deans served as an associate or assistant dean just prior to is or her current dean position. The most common succession pathway for deans in the WTCS, 38 percent, occurs through another type of position. The positions listed include job titles such as coordinator, manager, or director; four encompass the terms training and development or staff development in the titles.

Analysis of the succession pathway for the 58 associate or assistant deans shows four succession pathways. Four percent (n=2) previously served as a chief academic officer, academic vice president, provost, or dean, 12 percent (n=7) served as an associate or assistant dean, 36 percent (n=21) served as faculty member, and 48 percent (n=28) identified holding another type of position prior to assuming his or her current job. While over one third of the associate or assistant deans held previous positions as faculty members, the most common succession pathway for associate and assistant deans in the WTCS, 48 percent, occurs through another type of position. Like the deans, the largest

percentage of associate or assistant deans, enter academic leadership roles from outside the education sector.

The literature indicates the most common pathway for academic career progression is from the role of faculty member to department chair, department chair to associate or assistant dean, assistant dean to dean, and dean to chief academic officer, academic vice president, or provost (MaCarthy, 2003). The unusual career progression pathway revealed in this study could be reflective of the shortage of potential faculty leaders or indicative of the technical college system's close collaboration with business and industry partners. It is important to note that a large majority of the external hires did have some type of leadership experience as indicated by job titles such as manager, director or senior leadership. Examination of the career progression pathway also needs to consider whether the individual held the previous position within the College or was an outside hire.

Analysis of the data by the respondent's by hiring location and previous position was somewhat revealing. Within the group of respondents currently working as a chief academic officer, academic vice president or provost, 50 percent were hired internal to the college; thirty percent held a previous position as dean and another 20 percent were working at the college in another capacity. Twenty percent were hired external to the college but from within the WTCS. The remaining 30 percent were hired from outside the WTCS.

Among the respondents currently employed as deans, 26 percent previously held a faculty member or associate or assistant dean position within their own college; another 15 percent previously held a faculty member or associate or assistant dean position at another institution. Another 12 percent of the deans held a prior position as a chief academic officer, academic vice president, provost, or dean in another college within the WTCS or outside the WTCS. It is interesting to note that a large percentage, 25 percent

of the current deans, were hired external to the WTCS and describe their previous position as "other" (i.e. not being a dean, associate or assistant dean or faculty member).

Overall 47 percent of deans were hired from within the college, 9 percent were hired external to the college but within the WTCS, and the remaining 44 percent were hired external to the WTCS. Table 40 provides the number and percentage of deans and their previous position and shows whether the respondents were hired internal to the College, external to the College but within the WTCS, or external to the WTCS.

Among the associate or assistant deans, 38 percent previously held a faculty position; 4 percent held the position of dean at another institution, and another 14 percent previously held an associate or assistant dean position. In addition, 48 percent of the current associate or assistant deans describe their previous position as "other" (i.e. not being a dean, associate or assistant dean or faculty member). It is interesting to note that the largest percentage, 36 percent of the current associate or assistant deans, were hired external to the WTCS and held non-academic positions. Overall, 34 percent of associate or assistant deans were hired from within the college, 10 percent were hired external to the college but within the WTCS, and the remaining 57 percent were hired external to the WTCS.

Table 40: Current Deans Prior Position, Hiring Location (n= 84)

Deans Previous Position	Hiring Location			
	Internal to the College	External to the College but within the WTCS	External to the WTCS	Total
	N (Percent)	N (Percent)	N (Percent)	N (Percent)
Chief Academic Officer, Academic Vice President, Provost, or Dean	7 (8)	3 (4)	7 (8)	17 (20)
Associate, Assistant Dean or Faculty	22(26)	4 (5)	9 (10)	35 (42)
Other	11 (13)	0 (0)	21 (25)	32 (38)
Total	40 (47)	7 (9)	37 (44)	94 (100)

Analysis of the data by the respondent's hiring location was revealing. Within the group of respondents hired internal to the college, the largest percentage, 39 percent, held previous positions as faculty members. Of the internal applicants, another 15 percent held a previous position in academic leadership as a chief academic officer, academic vice president, provost, or dean. Another 17 percent previously held positions as an associate or assistant dean, with the remaining 29 percent holding other positions within the college.

Among the individuals hired external to the college but within the WTCS, 36 percent, held prior positions in academic leadership as a chief academic officer, academic vice president, provost, or dean; another 36 percent held prior positions as an associate or assistant dean. Fourteen percent held previous a position as a faculty member and the remaining 14 percent held other positions in colleges within the WTCS.

Examination of the respondents hired external to the WTCS reveals that the largest percentage, 59 percent, held other positions. Seventeen percent held positions as associate or assistant deans, 12 percent held prior positions as a chief academic officer, academic vice president, provost, or dean, and the remaining 12 percent held a position as a faculty member. Table 41 provides the number and percentage of individuals and hiring location (hired internal to the College, external to the College but within the WTCS, or external to the WTCS) as related to their previous position.

Table 41: Respondents' Prior Position, Hiring Location (n= 152)

Current Position	Hiring Location		
	Internal to the College	External to the College but within the WTCS	External to the WTCS
	N (Percent)	N (Percent)	N (Percent)
Chief Academic Officer, Academic Vice President, Provost or Dean	10(15)	5(36)	9(12)
Associate or Assistant Dean	11(17)	5(36)	12(17)
Faculty	25(39)	2(14)	9(12)
Other	19(29)	2(14)	43(59)
Total	65(100)	14(100)	73(100)

Pearson's Chi-square test omitted it due to small cell counts

The researcher wanted to determine if current academic leaders held leadership positions outside academe, for example in the sectors of business, industry or healthcare. Analysis indicates that 66 percent of the current academic leaders also held a leadership position outside of academe.

The majority of individuals from all three hiring locations held leadership positions outside academe. The results show 57 percent of both the individuals hired from within the college and individuals hired external to the college but within the WTCS held leadership positions outside academe. A larger percentage, 75 percent, of the individuals hired from outside the WTCS, held a leadership position outside of academe. Although these individuals could have come from other educational institutions, examination of the previous job titles indicates these individuals were working in business, industry, or healthcare. Table 42 shows the number and percentage of respondents with leadership experience outside of academe and breakout the data by hiring location.

Table 42: Leadership Position Held Outside Academe; Hiring Location

			Hiring Location	
			External to the	
Leadership			college but	
experience		Internal to the	within the	External to the
outside academe	Total	College	WTCS	WTCS
	N (Percent)	N (Percent)	N (Percent)	N (Percent)
Yes	100 (65.8)	37 (56.9)	8 (57.1)	55 (75.3)
No	52 (34.2)	28 (43.1)	6 (42.9)	18 (24.7)
Total	152 (100)	65 (100)	14 (100)	73 (100)

Pearson's Chi-square = 5.695

Summary for Research Question #8

In summary, the study indicates the respondents followed a number of career paths prior to becoming an academic leader in the Wisconsin Technical College System. While a number of respondents followed the traditional pathway to academic leadership (faculty member, associate dean, dean, provost), a significantly larger percentage followed a non-traditional path. Half of the chief academic officers, academic vice presidents or provosts previously held the position of dean. A quarter of the deans previously held the position of associate or assistant dean while one-third of the associate deans previously held the position of faculty member. Most significantly, a quarter of the deans and over one third of the associate or assistant deans in the WTCS were hired from outside the system and held positions in a non-academic environment.

The majority of academic leaders in the WTCS held leadership positions in business and industry at some point in time in his or her career. While 57 percent of both respondents hired from within the college and external to the college but within the WTCS had leadership experience outside academe, 75 percent of the respondents hired from outside the WTCS had leadership experience outside academe.

Chapter Summary

This chapter provides a summary of the findings from this study. First, the research setting is described using descriptive statistics along with individual demographic information. Respondents are described in the categories of age, gender, current position, previous position, academic discipline, hiring location, years of employment at the college, and years of employment in their current position. Second, the eight research questions are answered via quantitative analysis using correlation analysis with Pearson's Correlation value; ANOVA using mean and standard deviation calculations; and percentages. The results for each of the eight research questions are followed by a brief summary of the research findings. A discussion of the research

findings and conclusions are provided in Chapter 5 and include the implications for practice for two-year colleges, two-year college administrators and two-year college faculty; suggestions for future research; conclusions; and limitations of the research.

CHAPTER V

DISCUSSION AND CONCLUSIONS

As higher education moves into the twenty-first century, many two-year community colleges are facing an impending leadership crisis. The literature identifies three underlying items: the high retirement rate for community college presidents (Shults, 2001), the dwindling number of potential successors in the internal pipeline (Evelyn, 2001; Shek, 2001; Shults, 2001), and the declining number of external applicants (Evelyn, 2001; Shek, 2001). As the number of potential candidates in the internal leadership pipeline dwindles, institutions will need to explore options (Shults, 2001) to increase the number of internal candidates or look for leadership outside higher education.

Summary of the Findings

The study was conducted to explore the academic leadership development processes in higher education. Specifically, this study was undertaken with the intention of exploring the relationships between institutional-strategic planning, succession planning, and leadership development and the patterns of internal or external hires within academic administration.

The study identifies strong relationships between organizational-strategic planning, succession planning, and leadership development processes in two-year technical colleges; although colleges with more mature strategic planning, succession planning, or leadership development processes did not show a statistically significant difference in the number of internal hires for dean and associate or assistant dean positions. In general, the data show a strong positive correlation between colleges with a more mature strategic planning process and colleges with a more mature succession planning process.

The study reveals that succession planning is being used to varying extents within the 16 Wisconsin Technical College System colleges. The three most common elements of succession planning used by the colleges include the use of performance appraisals to assess faculty performance, the tracking of administrative openings as a result of retirement, and the identification of future academic leaders. While the study indicatesthat the colleges are identifying future academic leaders, there is not a systematic process to identify potential future academic leaders; it appears that individual supervisors are responsible for identifying the majority of future academic leaders.

The study reveals a variety of strategies used by colleges to develop future academic leaders. These strategies ranged from personal reading, to attending conferences, or attending formal leadership training; in addition, the most common leadership development strategies used varied between individuals who had yet to obtain their first academic leadership position and individuals who currently are in an academic leadership position. The research also shows the earlier the respondents obtained their leadership development experiences in their professional career, the greater the satisfaction with the leadership development experience.

Finally, the study explores the career progression pathway. While a number of respondents followed a traditional pathway to academic leadership (faculty member, associate dean, dean), a significantly larger percentage of individuals followed a non-traditional career pathway. Only a quarter of the deans previously held a position as an associate or assistant dean while only one third of the associate deans previously held a faculty position. When comparing hiring location with prior job, almost 60 percent of the applicants external to the Wisconsin Technical College System (WTCS) came to their current academic leadership position from a position outside academic leadership or academic faculty.

Discussion of Findings

This study presents in a number of findings that lead to several conclusions involving strategic planning, succession planning, and leadership development and the academic administrators' perspectives on the extent of use of elements within those processes as measured by the study indices: Strategic Planning Index, Succession Planning Index, and Leadership Development Index. While these findings do not represent cause and effect relationships, they provide information about two-year college processes and the perspectives of academic administrators that could be useful to those who wish to enhance leadership development of internal constituents as future academic administrators. The discussion of findings is framed around the research questions.

How do Institutional-Strategic Planning, Succession Planning, and Leadership Development and Affect the Pattern of Internal Academic-Leadership Hires?

In the past, succession planning was viewed as a stand alone process; today succession management implies an ongoing process (Rothwell, 2005) that is integrated with other key processes (Conger & Fulmer, 2003; Kesler, 2002; Leibman et al., 1996; Rothwell, 2005) in the organization such as strategic planning (Jasinki, 2004; Keller, 1983; Kerr & Jackofsky, 1989; Leibman et al., 1996; Rothwell, 2005) and leadership development (Bisbee, 2005; Cembrowski,1997; Hull, 2005; Montague, 2004 ;Rothwell, 2005; Wolverton et al., 2001. The literature suggests that the current leadership crisis stems from three issues including the dwindling number of potential successors in the internal pipeline (Evelyn, 2001; Shek, 2001; Shults, 2001). One strategy to resolve the issue is to develop more internal applicants for positions.

The study shows items contributing to effective strategic planning at the colleges are used to some extent, while the elements contributing to an effective succession planning process and leadership development process occur less frequently. The data indicate that of the three processes, the succession planning process is the least effective

or mature. The findings are consistent with the review of literature that shows the use succession planning to a lesser extent in higher education (Barden, 2006; Bisbee, 2005; Clunies, 2007; Rothwell, 2005) and government organizations (Rothwell, 2005) when compared to business and industry. Succession planning was the least mature of the three processes measured in this study, and so the data from the study suggest that succession planning is a more informal process, which parallels previous research that described succession planning in higher education as a very informal or ad hoc process (Hull, 2005 and Montague, 2004). Another item that may contribute to the low Succession Planning Index is that unlike business and industry, which often have loyalty issues, loyalty was not a item in the community college sector (Amey & VanDerLinden, 2002; Montague, 2004).

Data from this study show no statistically significant difference in the respondents' perceptions on the maturity of succession planning processes within their respective organizations when the data was segmented and analyzed by the three hiring populations. The data from the study tend to substantiate the assertion that organizations with weak succession planning processes have no significant difference in internal or external leadership hires. The literature suggests that organizations with more mature or robust succession planning processes have a higher percentage of internal hires for leadership positions (Fulmer & Conger, 2004; Leibman et al., 1996; Rothwell, 2005; Walker, 1998); therefore, colleges with a more mature or robust succession planning and management process would have a greater percentage of internal hires for academic leadership positions.

The results demonstrate that there are no specific elements or characteristics of strategic planning, succession planning, or leadership development associated with the individuals hired from within the college, individuals hired from outside the college but within the Wisconsin Technical College System (WTCS), and individuals hired from outside the WTCS.

To What Extent Do Institutional-Strategic Planning and Leadership Development Support Academic-Succession Planning Within the Institution?

Effective organizations integrate and connect processes within an organization. The literature suggests that an effective strategic planning process aligns with other key processes within the organization including succession planning (Jasinki, 2004; Keller, 1983). The literature also indicates that leadership development supports succession planning (Bisbee, 2005; Cembrowski, 1997; Clunies; 2007; Rothwell, 2005).

Conversely, an organization with a moderately effective succession planning process can enhance the process further by closely aligning the succession planning and management process with the organization's overall strategic plan (Jasinki, 2004; Kerr & Jackofsky, 1989; Leibman et al., 1996; Rothwell, 2005).

The data indicate that there is a direct, positive relationship between strategic planning and succession planning in the colleges and also show that colleges with a more mature strategic planning process also have a more mature succession planning process. The finding parallels and validates the literature that mentions the importance of the alignment of the strategic planning and succession planning process (Jasinki, 2004; Keller, 1983; Leibman et al., 1996; Nkomo, 1987).

The results of this study indicate that there is a direct, positive relationship between leadership development and succession planning in the colleges and also show that colleges with a more mature leadership development processes, also have a more mature succession planning process. The finding parallels previous research that cited the importance of the alignment of the leadership development and succession planning processes (Bisbee, 2005; Hull, 2005; Montague, 2004). As a result, higher education has the opportunity to align processes within the organization to strengthen academic leadership development.

What Elements of Succession Planning are Utilized to a Greater Extent in Two-Year Technical Colleges?

The study indicates that the 11 elements contributing to the Succession Planning Index are being used in Wisconsin two-year technical colleges in varying degrees. The three most frequently used succession planning elements include the use of performance appraisals to assess faculty performance, the tracking of potential administrative openings as a result of retirements, and the identification of future academic leaders. Although the elements are being used, the elements are not being used to a great extent overall.

The results of this study show that the lowest scoring items of the Succession Planning Index were those addressing alignment and integration: "the succession planning process supports the achievement of college strategic goals" and "the succession planning process aligns with broader planning at the college". The data support observations by Barden (2006) and Rothwell (2005) that there is a lack of succession planning usage in higher education. In addition, the data confirm previous research by Rothwell (2005) and statements in the literature that indicate that while organizations may use a succession planning process, the succession planning process is less effective and not truly optimized unless it is integrated into and with other key processes within the organization (Conger & Fulmer, 2003; Kesler, 2002; Leibman et al., 1996; Rothwell, 2005).

In addition, the colleges have an opportunity to enhance the identification and documentation of job competencies required for future academic leaders. The majority of the respondents indicate that competency identification was done "very little" or "not at all" within their current college. This finding corroborates previous research that indicated that competency identification was lacking in the higher education sector (Clunies, 2007; Heuer, 2003)

Further examination of the succession planning items reveal male academic leaders cite the use of personal development plans to develop faculty to a greater extent

than female academic leaders. It is not clear if this difference is due to male academic leaders reflecting personal attempts to assist faculty or staff in achieving career aspirations by documenting a career development plan or if the difference is because the current male respondents were the recipient of someone creating a career development plan to support his career goals. It is important that both male and female academic leaders use a career develop plan as a tool to assist in the development of future academic leaders within the organization.

What Relationship is there Between Institutional Size and the Maturity of the Succession Planning?

The data suggest that medium-sized colleges are more successful with succession planning efforts. Perhaps both the larger and smaller colleges are hampered by both fiscal and human resources to implement an effective process.

How Do Two-Year Technical Colleges Identify Potential Academic Leaders?

The results of the study indicate that future academic leaders are identified in a number of ways. The majority of respondents were identified by a single source, while the remaining respondents indicated identification as a potential future academic leader by two or more sources. Of the respondents who indicated a single source of identification, identification by the supervisor was the most common form of identification followed by committee selection.

The remaining respondents indicated two or more sources of identification as a potential future academic leader. One group indicated identification by two sources: a supervisor and peers, while another group indicated identification by three sources: supervisor, peers, and committee selection. The vast majority of academic leaders were identified by their supervisor and by peers, which corroborates similar research conducted by Bisbee (2005) among academic administrators at land grant universities.

While the respondents indicate that colleges identify future academic leaders, the low score indicates the lack of a formal process. The finding can be corroborated by an unexpected finding that shows current academic leaders are not particularly accurate in identifying individuals within the organization that have the potential to become future academic leaders. About one-sixth of the respondents indicate that no one identified them as future potential academic leaders. The finding suggests that current academic leaders have opportunities to identify and promote individuals from within the organization. These non-identified respondents were hired for their current positions, so the researcher assumes that these individuals possess the leadership characteristics required for their positions. The data corroborate the need to implement a more formal succession planning process in order to identify potential academic future leaders in the organization (Cembrowski, 1997; Clunies, 2007, Hoppe, 2003; Hull, 2005). These respondents self-selected into academic administration. The data prompt the question: how many potential academic leaders do not self-select and are being overlooked for leadership opportunities by their supervisors? The data also suggest that there is an even larger pool of individuals who aspire to administrative positions but are never encouraged. Identification of potential future academic leaders will become more critical, since 90 percent of American community college presidents have decided to grow their own leaders (Hull, 2005).

What Organizational Factors are Associated with How Institutions Develop Future Academic Leaders?

The data from the study indicate that organizational items are associated with how institutions develop future academic leaders. Comparison of the leadership development items shows no statistically significant difference for organizational size, although mid-sized technical colleges in the study had the highest leadership development item mean scores when compared to smaller and larger colleges. The data from this study conflict

with previous research on leadership development in community colleges that show small community colleges provided fewer opportunities for leadership development when compared to larger colleges (Hull, 2005).

Results of the study show statistically significant differences in means for five leadership development items and the Leadership Development Index by service area location. While this study finds that urban colleges had lower leadership development item and index means than colleges serving rural areas or colleges serving both urban and rural populations, Hull's (2005) analysis of leadership development shows that rural community colleges provided fewer leadership development opportunities. Although the data from both studies reflect significant differences, the conflicting organizational characteristics suggest that other items not identified in the studies, such as funding issues or the availability external leadership development activities in the surrounding community, may contribute to the differences.

What Strategies Are Used to Develop Potential Academic Leaders?

Two-year technical colleges use a variety of strategies to develop potential academic leaders. The data from this study show that individuals who have yet to obtain an academic leadership position used personal reading, attending conferences, and mentoring as the most frequent learning strategies; these strategies differ from on-the-job training, attending a regional leadership development (Wisconsin Leadership Development Institute), and attending conferences which were the most frequently used learning strategies the strategies used once individuals obtained their first academic leadership position. The data parallel previous research citing mentoring programs (Bisbee, 2005; Cembrowski, 1997; and Hull, 2005), attending a regional leadership institute or conference (Hull, 2005), personal reading (Bisbee, 2005), and temporary job assignment (Bisbee, 2005 and Cembrowski, 1997) as popular leadership development strategies.

Examination of specific strategies in the study reveals that 63 percent of the respondents had participated in a mentoring program. These results correspond to previous research of senior community college administrators that cited 56 percent participation in a mentoring program (Amey and VanDerLinden, 2002). The data also show no significant difference in perceptions of men and women related to the use of mentoring as a leadership development strategy. The data from this study do not support previous research that indicated one of the barriers to leadership development for women was a lack of mentoring (Noe, 1998). The lack of a significant difference may also be due to the fact that the majority of the respondents in the study were female and reflects that academic leadership in the Wisconsin Technical College System is dominated by female leaders.

The value or satisfaction that respondents placed on the learning experiences varied greatly. In general, the earlier the learning experience was obtained in the individual's career, the greater value the individual placed on the learning experience. Obtaining a doctoral degree in educational leadership or administration demonstrated the highest satisfaction of all learning experiences for individuals in all three career stages: individuals who have yet to be identified as a potential academic administrator, individuals who have been identified as a potential academic administrator but have not obtained an academic leadership position, and individuals who have obtained an academic leadership position.

The study shows that the second most satisfying learning experience varied depending upon the career stage of the respondents. Temporary job assignment was the second most satisfying experience for individuals already in their first academic leadership position, mentoring was second for individuals who have been identified as a potential academic administrator but have not obtained an academic leadership position, and participation in the Wisconsin Leadership Development Institute was second for individuals who have yet to be identified as potential academic administrators. Personal

growth through temporary assignments was also highlighted as an effective strategy in previous research (Hoppe, 2003; Montague, 2004).

These data support research of academic administrators at land grant universities who indicate the greatest perceived value in on-the-job experiences, with mentoring and structured training were rated third and fourth, respectively (Bisbee, 2005). The researcher believes satisfaction with obtaining a doctoral degree was not measured in Bisbee's (2005) study because most administrators at land grant universities have terminal degrees in their academic field.

What Is the Career Progression Pathway for Academic Leaders in the Wisconsin Technical College System?

The study reveals that the respondents held a variety of positions prior to becoming an academic leader in the Wisconsin Technical College System. While a number of respondents followed the traditional pathway to academic leadership (faculty member, associate dean, dean, provost), a significantly larger percentage followed a non-traditional path. The data support research that found the traditional academic career pathway ladder had evolved into more of a career web (Cembrowski, 1997) and a lack of a distinct career ladder for high potential individuals in higher education (Heuer, 2003).

Data from this study show that 30 percent of chief academic officers, academic vice presidents, or provosts (n=10) were hired from outside the institution; the results affirm previous research by Bisbee (2005) of academic leaders in land grant universities that indicates that 22 percent of the provosts (n=9) were hired external to the institution. Half of the chief academic officers, academic vice presidents, or provosts in this study held a prior position as a dean, which also corresponds with research that indicated 50 percent of the land-grant university provosts previously held the position of dean (Bisbee, 2005). In this study, a quarter of the deans previously held the position of associate dean, which is significantly lower than research by Bisbee (2005) who found that 43 percent of

the deans previously held the position of associate dean. In addition, one third of the

associate deans previously held the position of faculty member, which compares

favorably with 37 percent of the associate deans at land grant universities (Bisbee, 2005).

The data from this study suggest that if more faculty were interested in becoming

academic administrators, a larger proportion of the associate deans would have held

faculty positions just prior to becoming associate or assistant deans; the data also confirm

previous research by Montague (2004) that indicate faculty are not interested in

becoming academic leaders.

The data also show that 47 percent of the academic deans and 34 percent of the

associate or assistant deans were hired from within the college. These data are much

lower than similar statistics by Wolverton et al. (2001) who found that 57 percent of

deans were internal appointments and Bisbee (2005) who found that 83 percent of the

associate deans and 62 percent of the deans were hired internal to the institution.

Forty-seven percent of the current academic leaders in the WTCS enter academic

administration from outside the WTCS. Most significantly, a quarter of the deans and

over one third of the associate or assistant deans in the WTCS were 1) hired from outside

the system and 2) outside the academic environment. These data indicate that colleges

hire individuals for academic leadership positions from outside education, point to a gap

in internal leadership development, and confirm a decreasing number of potential

candidates in the internal leadership pipeline as projected by Schults (2001).

It is important to note that the primary mission for technical colleges is education

for employment, while most community colleges have a liberal arts and general

education focus with an overall goal of student transfer. Perhaps the large percentage of

academic administrators hired from outside the system can be attributed to 1) WTCS

requirements of on-the-job experience for faculty and 2) a strong network of program

advisory committees comprised of individuals working in business and industry. It is

unclear if some of the individuals hired may have had prior experience in higher education.

Sixty-six percent of academic leaders in the WTCS have held leadership positions in business and industry at some point during their career. While 57 percent of the respondents hired from within the college and external to the college but within the WTCS had leadership experience outside academe, 75 percent of the respondents hired from outside the WTCS had leadership experience outside academe. While the colleges may be giving a nod to the respondents' leadership experience, previous research indicates even law school and education deans with prior administrative experience who previously held roles as administrators in business, government, or K-12 education felt unprepared for their deanship (Wolverton et al.; 2001).

Implications for Policy and Practice

The results of this study suggest a number of implications for higher education, two-year colleges, two-year college administrators, and faculty. From a policy perspective, higher education needs to explore the establishment of new policies or modifications of existing policies and procedures to promote succession planning and leadership development within the organization. To accomplish this, colleges and universities will need to implement new strategies and processes that align with and draw upon existing succession planning and leadership development processes within the institutions. Second, higher education administrators need to facilitate, support, and guide faculty into academic administration; and finally, two-year faculty must take a proactive approach if academic administration is a career goal.

Implications for Policy Recommendations

Higher education should develop and implement a more structured succession planning process in order to look more strategically at the role that succession planning

and leadership development play within the organization. Why should higher education expend energy and time on succession planning? Leadership in uncertain and changing times is more critical now than in previous times. While most boards of trustees may have discussed potential successors for the chancellor or president, the boards need to determine the depth of leadership at the levels of provost or academic vice presidents and deans. Best practices in succession planning point to strong involvement by the board and senior leadership (Clunies, 2007; Rothwell 2005).

Higher education needs to recognize the value of a succession planning process, and commit to the development of the process, and focus on the identification leadership capabilities that will foster the selection of future academic leaders who can help the organization achieve its strategic goals. The competencies should be based upon both current and anticipated future job requirements and incorporate values important to the institution that can be communicated to ensure ethical leadership within the organization. The process should be created as an integrated process that aligns and supports strategic planning, human resource planning, and human resource development. The succession planning process will be integrated, and so the organization can also address specific objectives related to diversity or globalization.

Implications for Two-Year Colleges

This study has three implications for two-year colleges. Most basic among these implications is the importance of the linkage and alignment of processes within the organization. The perceptions of the academic leaders demonstrate a lack of relationships among organizational-strategic planning, succession planning, and leadership development processes. The respondents' perceptions may be due to the actual reality or to the respondents' unawareness of the inputs into the processes. This observation suggests that colleges should be aware of this relationship and take steps to improve academic leaders' view of these processes within the college. Given the limited

resources in the public education environment, it is essential that organizations align and optimize both fiscal and human resources to achieve organizational goals.

A second implication for this study is the need for colleges to establish a succession planning process that draws upon existing leadership development programs, strategies, or processes within the organization. An integral element determining the effectiveness of the succession planning process is the identification of critical knowledge, skills, and abilities for future academic administrators. This step is critical to assist in the identification of skill gaps in order to create a personal development plan to close the learning gap. In addition, the colleges may want to integrate a temporary job assignment as part of the personal development plan to promote application of newly acquired skills and knowledge.

In addition, there are two specific implications for the Wisconsin Technical College System. One of the challenges within the Wisconsin Technical College System is the union environment. In general, once a faculty member leaves faculty ranks to become an administrator, the individual loses faculty seniority and can only resume a faculty position by applying as an external applicant to the system. There is little incentive or job security to promote faculty exploration of an administrative role for 2-3 years.

Finally, the results show that the System has a large percentage of the new academic leaders who are not familiar with higher education or the Wisconsin Technical College System. The colleges or the System should take steps to ensure that the new academic administrators understand the business of higher education, the role of two-year colleges in higher education, and the mission of the technical education system. By addressing this knowledge gap individually or collectively, the colleges and the System will bolster the effectiveness of these academic leaders in their new leadership roles.

Implications for Two-Year College Administrators

While higher education institutions set policy and create strategies to develop future leaders within the organization, the implementation of policies and strategies occur at lower administrative levels of the organization. To support policies and strategies, mid- and lower-level academic administrators need to have conversations with faculty members to explore, encourage, and nurture leadership development. Sixteen percent of the current academic administrators indicate that they were never identified as potential academic administrators and therefore did not have an opportunity to participate in such development opportunities. In addition to the individuals in this study who self-selected into academic leadership positions, there is most likely another pool of individuals who may want to become academic administrators but remain in faculty or staff ranks because they have not been encouraged by another academic leader to pursue an academic leadership position.

Administrator awareness of faculty intentions or goals allows the administrator to guide the individual collaboratively in the development of a personal development plan. The administrator can aid in the identification of appropriate learning experiences to support personal development goals, assist in the assignment of a mentor to guide and advise the individual, and plan for the release time for the individual to a temporary job assignment in an area that fosters skill development in deficient areas.

The importance academic leaders place on having opportunities for temporary job assignments are cited as the most valuable learning experiences. If full release time for a temporary job assignment is not practical, partial release time may be more feasible and allow assignment for responsibilities such as budget analysis, program development, scheduling, policy analysis, institutional research, chairing an internal fundraising campaign for the foundation, or representing the college on an external board such as Junior Achievement (Hoppe, 2003).

In addition, academic leaders may want to have a discussion among their peers regarding future academic leaders. While individual academic administrators may be responsible for developing their own talent, there is value to expanding the process across the organization. A discussion of this type will provide additional perspectives on internal candidates and perhaps expose a larger pool of potential future academic leaders. In addition to the additional perspectives, the discussion could lead to consensus on the required skills sets for future academic administrators and strategies to support leadership development.

Implications for Two-Year College Faculty

Although the majority of the recommendations resulting from this study are directed to colleges and their academic administrators, there are also some implications for faculty. A very basic implication for faculty is to be proactive in the institution. The study provides a clear statement from academic leaders in two-year colleges: the most valuable professional development activities related to leadership occur prior to individuals becoming academic leaders. That is to say, if the faculty member wants to become an academic administrator, but is not sure how to pursue an academic administrative career pathway, the individual should attempt to have a conversation with their academic administrator or another academic administrator to explore career development.

While faculty value and expect opportunities for professional development related to teaching and learning activities, faculty interested in an administrative career must make good use of leadership development opportunities within the college. Committee work provides an avenue for the leadership development for faculty, as do volunteer opportunities within professional organizations such as the Accreditation Council for Occupational Therapy Education serving as a consultant or committee member. Faculty in two-year colleges need to take advantage of leadership development opportunities as

well as demonstrating the value of the leadership activities to those involved in budgeting and planning.

Faculty who entertain the thought of an administrative leadership role should obtain a terminal degree in higher education policy, administration, or leadership as early as possible in their career. Results of this study identify a obtaining a doctoral degree of this type as the learning experience demonstrating the highest satisfaction, with the greatest satisfaction associated with acquisition early in the career.

Suggestions for Future Research

The findings of this study provide evidence to support a number of recommendations for further study in an effort to increase the use and effectiveness of succession planning for academic leaders within higher education. It is apparent from the results of this study that academic leaders have differing perceptions of the relationship between organizational-strategic planning, succession planning, and leadership development in two-year technical colleges.

1. *What are the barriers for academic faculty moving into academic administration leadership positions?* The data from this study and previous research by Montague (2004) indicate that fewer academic leadership positions are being filled by individuals who previously held faculty positions. Further research may be needed to explore if this is due to changing expectations for academic leaders, lack of faculty preparedness for the job, or other items such as compensation or job satisfaction.

2. *What are best practices related to succession planning in higher education institutions?* This study and previous research indicate a lack of succession planning in universities (Heuer, 2003; Bisbee, 2005) and community colleges (Hull, 2005; Montague, 2004). In depth, qualitative research at other higher

education institutions with a more mature succession planning process would provide models for other colleges.

3. *What tools or strategies are being used in two-year colleges to identify future academic leaders?* While the study indicated that the vast majority of potential academic leaders were identified by their supervisors, it is not clear what tools or rubrics the supervisors used to identify future leaders. If criteria are used, it would be helpful to determine if the criteria are based upon individual perspectives or are gathered and documented via consensus in the organization.

4. *How effective is the Wisconsin Leadership Development Institute (WLDI) in producing future academic leaders for the Wisconsin Technical College System?* A quantitative study or program evaluation should be done to determine the effectiveness of the WLDI program by exploring if and where the program completers are working within the Wisconsin Technical College System and in what capacity.

5. *Do higher education institutions with a more mature succession planning process have an increased number of home-grown academic administrators when compared to organizations with a less mature succession planning process?* The study should be expanded to include qualitative research with human resource directors and academic vice presidents to better explore the alignment of succession planning and strategic planning processes used within organizations.

Replication of the study should be undertaken in other two-year colleges outside the WTCS to determine to what extent the Wisconsin System is unique and to what extent similar patterns emerge elsewhere.

Limitations

The consideration of strategic planning, succession planning, and leadership development within higher education could include a vast array of dimensions such as achievement of strategic goals, return on investment, financial incentives for respondents, maintaining seniority within faculty ranks, and funding of leadership development activities.

The study is limited to exploring the effects of the organizational environment of the two-year college on one aspect of staff development, specifically academic leadership development. It does not attempt to understand unique items such as the individual academic leader's personal lifestyle, home environment, or the greater community in which a particular college operates. The study is focused entirely on the academic leader's perception of the organization's strategic planning process, succession planning process, and leadership development process; it does not attempt to understand the importance of organizational issues such as structure, budgeting and resources allocation, or administrative pay incentives. Although the unique items may have contributed to the academic administrators' career progression, this study is intended to provide a broader organizational perspective across the Wisconsin Technical College System.

The study is limited to the perceptions of academic administrators within the Wisconsin Technical College System; the System could have fundamental differences from other higher education institutions because of the technical focus on vocational and technical training. In general, items of primary focus for technical college academic administrators are personnel management, program development, securing additional fund sources, and public relations, with no expectation of research and scholarship. Caution should be therefore exercised in generalizing this study to other types of institutions of higher education.

The sector of academic administrators included in this study consists of chief academic officers, academic vice presidents, provosts, deans, associate and assistant

deans. It does not attempt to understand the perceptions of administrators working in non-academic areas such as student services, finance, operations, and information systems.

The instrumentation used in this study places some limitations on the study. The survey gathered information about academic administrators' perspectives on strategic planning, succession planning, and leadership development that is closely associated with items reported in business and industry and higher. It is possible, therefore, that two-year colleges use other items for strategic planning, succession planning, and leadership development or that academic administrators may engage in other professional activities which were not reflected in the survey.

Summary

Leadership can be taught, coached, and mentored, but can it be learned? Succession planning embraces the philosophy that the leadership can be learned and current employees can be identified and nurtured to fill future leadership openings, allowing for a smooth transition while ensuring business continuity. This study, however, provides data that indicate that colleges may have elements of succession planning occurring within the college, but the elements are not a part of a deliberate, structured process aligned with strategic planning or leadership development processes.

College human resource directors and senior leaders in two-year colleges need to open or expand dialog with faculty and staff on what professional development activities would enhance leadership development and encourage these individuals to pursue academic leadership roles. Only through increased communication and the alignment of organizational-strategic planning, succession planning, and leadership development will colleges succeed in increasing the percentage of academic-leadership hires from within the organization. Perhaps this study will influence two-year technical college senior leaders to look innovatively at ways they might modify policies, procedures, and

leadership behaviors to enhance succession planning for academic leadership. Given the pending leadership shortage, the benefit of a proactive approach through succession planning is readily apparent.

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APPENDICES

APPENDIX A

Survey

Survey on Succession Planning within the WisconsinTechnical College

1. Section 1

1. To what extent are the following issues addressed in your College's current planning?

	To a Great Extent	To Some Extent	Very Little	Not at all
Educational reform	○	○	○	○
Technology	○	○	○	○
Student needs	○	○	○	○
Community demographics	○	○	○	○
Marketplace	○	○	○	○
Competition	○	○	○	○
Regulatory environment	○	○	○	○
Organizational goals	○	○	○	○
Institutional strengths	○	○	○	○
Institutional weaknesses	○	○	○	○
Leadership abilities	○	○	○	○
Organizational traditions	○	○	○	○
Organizational values	○	○	○	○

2. Are any of the items in Question 1 included as part of formal strategic planning process within your College?

○ Yes

○ No

Survey on Succession Planning within the WisconsinTechnical College

2. Section 2

3. To what extent do the following statements reflect activities at your College?

	To a Great Extent	To Some Extent	Very Little	Not at all
The College identifies future academic leaders	○	○	○	○
The College tracks potential administrative openings as a result of retirements	○	○	○	○
The College identifies the likelihood of academic administrators leaving the College	○	○	○	○
The College identifies competencies required for future academic leaders	○	○	○	○
The College uses performance appraisals to assess faculty performance	○	○	○	○
The College identifies faculty who have the potential to become future academic leaders	○	○	○	○
The College encourages future academic leaders to create a personal develoment plan	○	○	○	○
The College provides individual feedback to future academic leaders as they are developing	○	○	○	○
The College holds developing academic leaders accountable for their personal development	○	○	○	○
The succession planning aligns with broader planning at the College	○	○	○	○
The succession planning process supports the achievement of College strategic goals	○	○	○	○

Survey on Succession Planning within the WisconsinTechnical College

3. Section 3

4. To what extent do the following statements reflect strategies used within your College once a potential academic leader is identified?

	To a Great Extent	To Some Extent	Very Little	Not at All
Assessment of the individual's competencies	○	○	○	○
Identification of areas for professional growth	○	○	○	○
Assignment of a coach or mentor	○	○	○	○
Creation of a personal development plan	○	○	○	○
Appointment to temporary administrative or leadership position	○	○	○	○
Encouragement of leadership skills within the College	○	○	○	○
Expectation to use leadership skills within the College	○	○	○	○
Encourage attendance at conferences or seminars	○	○	○	○
Encourage enrollment in formal internal leadership training program	○	○	○	○
Encourage enrollment in formal external leadership training program	○	○	○	○

Survey on Succession Planning within the WisconsinTechnical College

4. Section 4

5. The next portion of the survey seeks to determine what type of leadership training or preparation you obtained.

	Prior to being identified as a potential academic leader	Prior to obtaining my first academic leadership position	After obtaining my first academic leadership position	Never
Doctoral degree in educational leadership, administration or related area	☐	☐	☐	☐
National leadership institute	☐	☐	☐	☐
Wisconsin Leadership Development Institute (WLDI)	☐	☐	☐	☐
Internal leadership development program at my College	☐	☐	☐	☐
Conference	☐	☐	☐	☐
Mentoring	☐	☐	☐	☐
Personal reading	☐	☐	☐	☐
Temporary job assignment	☐	☐	☐	☐

6. What was the most valuable training or preparation for you in your own personal development as an academic leader?

	Great Value	Some value	Little or no value	Not Applicable
Doctoral degree in educational leadership, administration or related area	○	○	○	○
National leadership institute	○	○	○	○
Wisconsin Leadership Development Institute (WLDI)	○	○	○	○
Internal leadership development program at my College	○	○	○	○
Conference	○	○	○	○
Mentoring	○	○	○	○
Personal reading	○	○	○	○
Temporary job assignment	○	○	○	○
On the job experience	○	○	○	○
Other	○	○	○	○

Other (please specify)

_____

Survey on Succession Planning within the WisconsinTechnical College

5. Section 5

7. Does your College have a strategic plan?

○ Yes   ○ No

8. Is the strategic plan utilized by your College?

○ Yes

○ No

○ Does not apply

9. Does your College have a leadership succession plan?

○ Yes

○ No

10. Is the leadership succession plan being utilized by your College?

○ Yes

○ No

○ Does not apply

11. Is the leadership succession plan intended to develop leaders with the College?

○ Yes

○ No

○ Does not apply

12. If you have both a strategic plan and a leadership succession plan, are the plans linked?

○ Yes

○ No

○ Does not apply

Survey on Succession Planning within the WisconsinTechnical College

6. Section 6

Demographics

13. How many years have you been (please round up to the nearest year and enter a two digit number):

Employed at this College _____

Employed in your current position _____

14. What term best describes your current position at the College?

○ Chief Academic Officer, Academic Vice President, or Provost

○ Dean

○ Associate or Assistant Dean

15. Which term best describes the area you lead?

○ Health and Human Services

○ Public Safety

○ Manufacturing

○ Transportation

○ Electronics

○ Consumer Sciences

○ Business and Information

○ Apprenticeship

○ General Education

○ Community or Satellite Campus

○ Business and Community Services

○ Pre-College Support

16. What position did you hold prior to your current position?

○ Chief Academic Officer, Academic Vice President, or Provost

○ Dean

○ Associate or Assistant Dean

○ Faculty

○ Other (please specify)

_____

Survey on Succession Planning within the WisconsinTechnical College

17. Have you held a leadership position outside of academe (Business, Healthcare, Industry)?

○ Yes

○ No

18. When you were hired for your current position, were you coming directly from a position

○ Internal to the College

○ External to the College, but from within the WTCS

○ External to the WTCS

19. Approximately how many FTEs attended your College during the 2005-06 academic year?

○ 1000-1999

○ 2000-2999

○ 3000-3999

○ 4000-5999

○ 6000-7999

○ 8000-9999

○ >10,000

20. Which best describes the District your College serves?

○ Urban

○ Rural

○ Both urban and rural

21. How were you identified by others as a potential future academic leader? (check all that apply)

☐ Committee selection

☐ Supervisor

☐ Peers

☐ Never identified as a potential future academic leader

☐ Other (please specify)

Survey on Succession Planning within the WisconsinTechnical College

22. What is your age?

Age _____

23. Gender

○ Male

○ Female

You can submit results by hitting the DONE button at the bottom of this page. If you would like a copy of the results, please email neef0002@umn.edu

APPENDIX B

Strategic Planning Index Literature/Survey Construct Matrix

Strategic Planning Element	Survey Item	Baldrige (2007)	Bryson (1995)	Keller (1983)	Peterson & Dill (1997)	Shapiro & Nunez (2001)
Educational Reform	1.1	X	X	X	X	X
Technology	1.2	X	X	X	X	X
Student needs	1.3	X	X	X	X	X
Community demographics	1.4	X	X	X	X	X
Marketplace	1.5	X	X	X	X	X
Competition	1.6	X	X	X	X	X
Regulatory environment	1.7	X	X			X
Organizational goals	1.8	X	X			X
Strengths and Weaknesses	1.9, 1.10	X		X		X
Leadership abilities & priorities	1.11			X		X
Organizational traditions	1.12		X	X		
Organizational values	1.13	X	X	X		X

APPENDIX C

Succession Planning Index Literature/Survey Construct Matrix

Succession Planning Element	Survey Item	Conger and Fulmer 2003	Kesler 2002	Leibman, Bruer and Maki 1996	Rothwell 2005
Organizational commitment with articulation of expectations	3.1	X	X		X
Assessment of organizational needs	3.2, 3.3	X			X
Establish knowledge, skills and abilities	3.4		X	X	X
Assessment talent	3.5, 3.6		X		X
Develop individual growth plans	3.7	X	X	X	X
Individual feedback	3.8		X	X	
Accountability	3.9	X	X	X	X
Integration of process	3.10	X	X	X	X
Evaluation of process	3.11	X	X		X

APPENDIX D

Career Management Index Literature/Survey Construct Matrix

Career Management Element	Survey Item	Literature
Assessment of individual competencies	4.1	Kessler (2002) Rothwell (2005)
Identification of areas for professional growth	4.2	Conger & Fulmer (2003) Kesler (2002) Leibman, Bruer & Maki (1996) Rothwell (2005)
Mentoring/Coaching	4.3	Bisbee (2005) Cembrowski (1997) Hull (2005)
Creation of formal development plan	4.4	Kesner & Sebora (1994) Rothwell (2005)
Temporary leadership assignment	4.5, 4.6, 4.7	Bisbee (2005) Cembrowski (1997) Kerr & Jackofsky (1989)
Additional education	4.8	Bisbee (2005) Hull (2005)
Formal training program	4.9, 4.10	Bisbee (2005) Cembrowski (1997) Hull (2005) Rothwell (2005)

APPENDIX E

Personal Leadership Preparation Literature/Survey Matrix

Personal Leadership Element	Survey Item	Bisbee (2005)	Cembrowski (1997)	Hull 2005)
Doctoral degree	5.1, 6.1	X		X
National Leadership Institute	5.2, 6.2	X	X	X
Regional Leadership Institute	5.3, 6.3			X
Internal Leadership Development program	5.4, 6.4	X	X	X
Conferences	5.5, 6.5			X
Mentoring	5.6, 6.6	X	X	X
Personal Reading	5.7, 6.7	X		
Temporary Job Assignment	5.8, 6.8	X	X	

APPENDIX F

Strategic and Succession Planning Linkage Literature/Survey Construct Matrix

Element	Survey Item	Literature
College Strategic Plan	7, 8	Bryson (1995) Keller (1983) Peterson & Dill (1997) Rothwell (2005)
College Succession Plan	9, 10	Heuer (2003) Kesler (2002) Piland & Wolf (2003) Rothwell (2005)
Succession Plan to Develop Leaders	11	Bisbee (2005) Carroll (2004) Cembrowski (1997) Hull (2005) Rothwell (2005)
Linked Succession and Strategic Plans	12	Jasinski (2004) Keller (1983) Leibmann et al. (1996) Nkomo (1987) Rothwell (2005)

APPENDIX G

IRB Approval

Neefe, Diane

From:	irb@umn.edu
Sent:	Monday, March 17, 2008 2:24 PM
To:	neef0002@umn.edu
Subject:	0803E28503 - PI Neefe - IRB - Exempt Study Notification

Follow Up Flag:	Follow up
Flag Status:	Flagged

The IRB: Human Subjects Committee determined that the referenced study is exempt from review under federal guidelines 45 CFR Part 46.101(b) category #2 SURVEYS/INTERVIEWS; STANDARDIZED EDUCATIONAL TESTS; OBSERVATION OF PUBLIC BEHAVIOR.

Study Number: 0803E28503

Principal Investigator: Diane Neefe

Title(s):
Survey on Succession Planning within the Wisconsin Technical College System

This e-mail confirmation is your official University of Minnesota RSPP notification of exemption from full committee review. You will not receive a hard copy or letter. This secure electronic notification between password protected authentications has been deemed by the University of Minnesota to constitute a legal signature.

The study number above is assigned to your research. That number and the title of your study must be used in all communication with the IRB office.

Research that involves observation can be approved under this category without obtaining consent.

SURVEY OR INTERVIEW RESEARCH APPROVED AS EXEMPT UNDER THIS CATEGORY IS LIMITED TO ADULT SUBJECTS.

This exemption is valid for five years from the date of this correspondence and will be filed inactive at that time. You will receive a notification prior to inactivation. If this research will extend beyond five years, you must submit a new application to the IRB before the study?s expiration date.

Upon receipt of this email, you may begin your research. If you have questions, please call the IRB office at (612) 626-5654.

You may go to the View Completed section of eResearch Central at http://eresearch.umn.edu/ to view further details on your study.

The IRB wishes you success with this research.

1

APPENDIX H

"Other" responses to Survey Question 16

Position held immediately prior to current position?

Chief Academic Officer, Academic Vice President or Provost

       Assistant VP of Community Development

       Director of College Advancement

       Other Vice President Role

       Vice Provost

       Campus Vice President

Dean

       Middle Leader

       Grants Specialist

       Administrative

       Senior Management at a Fortune 500 Company

       Manager, Segment Learning and Development for Walt Disney World

       Resort

       Coordinator

       Executive Director for Quality Assurance (Compliance)

       Coordinator of NC courses, prior to that – faculty at another college

       State leadership position

       Training manager in manufacturing company

       Self-employed consultant and trainer

       Chairperson which became titled "Dean"

       Manager of Field Operations for construction company

       VP of Manufacturing

       Adult Education Specialist

       Human Resources (2)

       Training Coordinator

       VP Operations in manufacturing

Staff Development Coordinator

I was hired from the outside

Director (2)

Management consultant in industry

Military Officer

Economic Development

Director of Education

Coordinator of Continuing Education and Campus Manager

Teacher K-12

Faculty and K-12 Administrator

I was in the K-12 system

Respondents with "other" responses listed below were recoded as a

"faculty" response for this question

- Program director in my area while a faculty member
- Program Chair
- Instructional chair – another College
- Adjunct faculty
- Faculty at 4-year colleges
- Teacher at a different institution of higher education

Respondents with "other" responses listed below were recoded as a "dean"

response for this question

- Executive Dean

Associate or Assistant Dean

Management in community agency

Admissions/Financial Aid Manger

Specialist – Federal programs

Non-education employment

Consultant - private industry

Grants specialist

Manager – insurance company

Program coordinator

RN hospital supervisor

Coordinator (4)

Education Director, State WTCS

Another College

Senior Regulatory Compliance Specialist for Government contractor

Faculty and Apprentice Coordinator

Industry Leader

CFO in industry

Director of education in large institution

Department head

Clinical Technologist

Department of Defense

Student Services Administrator

Chief of Police (external)

Teaching Specialist

Staff and Organizational Development

Program and Clinical Coordinator

Respondents with "other" responses listed below were recoded as a "faculty" response for this question

- Faculty and program coordinator positions
- Faculty instructional chair

APPENDIX I

Other Responses to Question 21

Other ways Respondents were identified as a potential academic leader

College President

Executive search organization

Hired into the position

HR

I have no idea. They never talk about it

I was asked and encouraged to apply

Interview process (2)

President (2)

President of the College

Prior leadership abilities

Self

This is a highly political process as MATC

Through a relationship that I developed while working in the WTCS