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A SUCCESSION PLANNING FRAMEWORK FOR LEADERSHIP DEVELOPMENT OF NURSE EDUCATORS IN NURSING EDUCATION INSTITUTIONS IN SOUTH AFRICA

by

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***“Do not be afraid, do not be discouraged (Deuteronomy 31:8),
No one will be able to stand against you. As I was with
Moses, so I will be with you. I will never leave you, nor will I
forsake you” (1 Joshua 1-5)***



DECLARATION

I, Moselene Annelene Rosemary Du Plessis,

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declare that:

“A SUCCESSION PLANNING FRAMEWORK FOR LEADERSHIP DEVELOPMENT OF NURSE EDUCATORS IN NURSE EDUCATION INSTITUTIONS IN SOUTH AFRICA”

is my own work and that all sources that have been used or quoted have been indicated and acknowledged by means of complete references and that this work has not been submitted for any other degree at any other institution.

Signed

Date

Moselene Annelene Rosemary Du Plessis

DEDICATION

My mother, Annie du-Plessis, you were my tower of strength when I got tired, a shoulder to cry on when I felt disillusioned, a ray of light when the tunnel became dark and I could not see this study become reality. My late father Moses du-Plessis whom I lost on 29 March 2014 and could not celebrate the completion of this thesis with me.

My two sons, Climo and Danté for allowing me to make use of your time to realise one of my academic dreams. Your love, understanding and support kept me going.

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Lastly, to all colleagues and students at the University of Pretoria: this is a framework especially dedicated to you for understanding and implementation with the aim of creating a talent pipeline of competent nurse leaders for our country South Africa.

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ABSTRACT

Background

Within the next five to ten years, an estimated 84% of nurse educators in South Africa will be exiting institutions for retirement, leaving a shortage of skilled, competent nurse educators. Succession planning frameworks are not readily available and applied in nursing education institutions in South Africa. A succession planning framework is essential to maintain leadership continuity and a stable workforce in nursing education institutions in South Africa. A succession planning framework allows for internal grooming of potential successors and guarantees the establishment of a talent pool that are readily available to move into leadership positions whenever vacancies occur.

Methods

The aim of this study was to develop a succession planning framework for leadership development of nurse educators in nursing education institutions in South Africa. Three research objectives guided this study, namely; (1) to determine the current succession planning processes that are in place for leadership development of nurse educators according to heads of nursing departments in South Africa, (2) to determine the current succession planning processes that are in place for leadership development at NEIs in South Africa according to nurse educators and, (3) to develop a succession planning framework for leadership development of nurse educators in NEIs in South Africa.

A mixed methods sequential explanatory design was used to investigate current succession planning practices and processes for leadership development of nurse educators in nurse education institutions in South Africa. The study was guided and informed by Mateso's (2010) conceptual framework for succession planning and management. The researcher conducted the study in three phases. In Phase one, stratified random sampling was used to select 100 nursing Heads of Department working in nursing education institutions across all nine provinces in South Africa. Data was collected using a semi-structured questionnaire and analysed using descriptive statistical techniques, Statistical System (SAS) STATA program, version 4.1. In Phase two, focus group interviews were conducted. Purposive sampling was used to recruit 20 nursing educators working in nursing education institutions in the Gauteng province. The researcher used content analysis to analyse the transcribed interviews.

The data of Phase one and Phase two were integrated and served as introduction to Phase three. In Phase three, purposive sampling was used to recruit 12 stakeholders in nursing education training.

A one-day stakeholders meeting was held and the Nominal Group Technique was used as method to guide stakeholders to reach consensus on what concepts to include in the envisaged a framework.

Results and findings

The results of phase 1 indicated that current succession planning practices are unstructured and succession planning processes are unclear. Thus, there is need for having a formal succession planning for leadership development of nurse educators. Three themes emerged from the qualitative data namely: current succession planning for leadership development of nurse educators, current succession planning and management practices, and barriers to the implementation of succession planning for leadership development. In the nominal group technique participants reached consensus on five fundamental concepts for inclusion in the suggested succession planning framework for nurse educators in NEIs in South Africa. These concepts are as follows: (1) strategic alignment; (2) leadership development involvement and commitment; (3) succession planning process; (4) implementation and, (5) talent management. The outcome of the consensus meeting assisted the researcher to develop a succession planning framework to aid in identifying potential nurse educators for leadership positions and to develop and retain nurse educators to fill current and future leadership positions.

Conclusion

This study identified the urgent need for a succession planning for leadership development of nurse educators in nursing education institutions in South Africa. The key to prevention of having inexperienced and unskilled leaders within the next ten years when current leaders exit for retirement is awareness of leadership development of nurse educators early in their career. In addition, communication and teamwork between top management and human resource departments plays a crucial role in succession planning and its implementation. Recommendations were made that have a bearing on succession planning for leadership development of nurse educators among stakeholders in nursing education and training, nursing education institutions, executive management and human resource departments, and future studies in leadership development through succession planning.

Key words: Framework, leadership development, nurse educator, nursing education institution, succession planning.

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LIST OF ABBREVIATIONS AND ACRONYMS

ABBREVIATIONS	MEANING
DENOSA	Democratic Nursing Organisation of South Africa
DoH	Department of Health
FGI	Focus Group Interview
FUNDISA	Forum for University Deans in South Africa
GNLF	Gauteng Nurse Leaders Forum
HoD	Head of Department
NDoH	National Department of Health
NEA	Nursing Education Association
NEI	Nursing Education Institution
NGT	Nominal Group Technique
SANC	South Africa Nursing Council

CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Chronic shortages of professional nurses are of major concern globally (Titzer, Philips, Tooley, Hall & Shirey 2013:974; Gowthami 2012:342). Of equal concern is the growing need for qualified, experienced nurse educators. Since 2011, approximately 10,000 baby boomers (people born between 1946 and 1964) have exited nursing education institutions (NEIs) on retirement, a trend that will continue for the foreseeable future (Wieck & Moss 2015:7). Baby boomers are a generation of dedicated, competitive and experienced employees, who value personal and professional growth and gratification, respect, authority and work involvement (Wieck & Moss 2015:7). As the baby boomers retire, they take with them a reservoir of expertise, knowledge skills and institutional memory, leaving nursing education institutions with unprepared and inexperienced nurse educators due to insufficient succession planning (Wieck & Moss 2015:7; Mulaudzi, Daniels, Direko & Uys 2012:3). Insufficient succession planning in NEIs may create a shortage of nurse educators, widespread crisis in leadership and institutional stability, and hamper the quality of education and training.

Globally, within the next two decades, an estimated 60% of nurse educators are expected to exit NEIs due to retirement, leaving a shortage of experienced nurse educators (Titzer, et al. 2013:974). Succession planning is essential to maintain continuity of leadership, daily operations and a smooth leadership transitioning process (Titzer & Evans 2016:36; Mehrtak, Vatankhah, Delgoshaei & Gholipour 2014:174). However, there is limited implementation of succession planning in healthcare, particularly in NEIs (Titzer & Evans 2016:36; Griffiths 2012:901). A study on the shortage of experienced nurse educators in Australia in 2010 found that 56% of nurse educators would reach retirement within the next five to ten years (May, Strachan, Broadbent & Peetz 2011:189). In 2010, the American Council on Education reported that 50% of nurse educators in the United States and European NEIs were over the age of 60 years and would soon leave for retirement (Hanover Research Council 2010:3). In 2014, the American Organization of Nurse Executives (AONE) reported a nationwide unavailability of experienced nurse educators and a vacancy rate of 8.3% in NEIs due to the absence of succession planning (Mariotti 2014:8).

In a case study of academic leadership development, Berman (2015:298) found that the average age of nurse educators in the United States was 61 years. Moreover, in the 2013-2014 academic year, 1,358 vacant posts were reported in 613 NEIs in the United States, an estimated two nurse educators per NEI (Berman 2015:298). In 2012, 25% of educators in NEIs in Malaysia were over the age of 50 years and would retire within the next decade (Chin, Beauchamp & Sellick 2012:2). In their 2014 study on continuing professional education practices in Malaysia, Chong, Francis, Cooper and Abdullah (2014:3) reported that 33% of the nurse educators were 56 years of age. This study findings (Section 4.4.1.2) revealed that 55% are between 50 and 59 years old; 29% were 60 and above. While 12% were between 40 and 49, and 4% were between 25 and 39 years old. These statistics implies that 84% of educators (aged 50-59 and 60 and above) will be exiting NEIs in the next decade, leaving 16% (aged 40-49 and 25-39) behind in NEIs.

These concerns raised the question of the state of succession planning in NEIs and indicated an urgent need to plan for and implement a succession planning framework. Leadership is a key component of the role of nurse educators in that leadership development and succession planning contribute to institutional viability and success (Jooste, Frantz & Waggie 2018:1; Patterson & Krouse 2015:76). Accordingly, the aim of this study was to develop a succession planning framework for leadership development of nurse educators in NEIs in South Africa.

1.2 BACKGROUND AND RATIONALE

Globally, succession planning is perceived as a proactive business strategy to identify and develop employees in corporate institutions to assume future key leadership roles (Oduwusi 2018:2; Trepanier & Crenshaw 2013:981). There are various models and approaches to succession planning in corporate institutions (Brunero, Kerr & Jastrzab 2009:577; Titzer & Shirey 2013:155). However, the researcher found limited literature on succession planning in nursing education institutions and no frameworks for the development of formal succession planning processes. There is a need for a formal approach to succession planning in nursing because grooming prospective leaders internally guarantees a supply of readily available candidates to fill leadership positions when vacancies occur (Berman 2015:298; Brunero, Kerr & Jastrzab 2013:576). Nurse leaders should ensure that institutions have an effective succession planning process in place that is applicable to leadership positions at all levels throughout the institution (Trepanier & Crenshaw 2013:980).

Succession planning increases the likelihood of smooth leadership transition and minimal loss of expertise (Barginere, Franco & Wallace 2013:67) and focuses mainly on formalised strategies to assess resources needed for development of internal talent to preserve institutional knowledge and

memory (Badara, Johari & Yean 2015:14; Ahmad, Mohamed & Manaf 2015:138; Mhlongo & Harunavamwe 2017:9).

The primary purpose of succession planning is to guarantee the long-term competitiveness and viability of the institution (Ahmad; Manaf Mohamed & 2017:20; Pila, Schultz & Paul Dachapali 2016:145; Hall-Ellis & Grealy 2013:587). This implies that succession planning includes the provision of education and training necessary to develop identified employees with competencies and skills for future leadership positions. Succession planning thus mandates an on-going process which includes identifying employees with potential and then developing them for future leadership positions to create a talent pipeline at all levels in all departments within the institution (Donner; Gridley, Ulreich & Bluth 2017:126; Mehrtak, et al. 2014:174; Dauda 2013:60).

In 2008, Huston (2008:905) found that the healthcare system was in disarray due to the absence of strong leadership development systems. Huston (2008:905) recommended that healthcare leaders identify skills that nurse leaders of the future should have in 2020 and create educational models and leadership development programmes required to guarantee these skills. Jones, Deckers, Strand, Bissmeyer, Bowman and Mathe (2017:64) emphasise that succession planning should be a key priority for nurses to respond constructively to the rapidly ageing workforce and nursing shortage. Since the inception of democracy in South Africa in 1994, higher education institutions (HEIs) have been challenged to develop the next generation of academics (Manik 2015:228). A formal succession planning framework is key in order to prepare nurse educators to respond effectively to opportunities and challenges (Mehrtak, Vatankhah, Delgoshaei & Gholipour 2014:174; Griffith 2012:901).

Clearly defined and well-communicated succession planning for leadership development holds advantages for institutions and their employees, including an effective process of facilitating an experienced workforce prepared and available to fill leadership positions (Pila et al 2016:145; Fitzpatrick 2014:359; Eshiteti, Okaka, Maragia, Odera & Akerele 2013:158). In addition, succession planning could serve as a gateway to the establishment of a talent pipeline to ensure smooth leadership transition when successors take over the roles and responsibilities of their predecessors (Barginere, Franco & Wallace 2013:67). Nevertheless, healthcare leadership succession planning is limited and lags behind other industries (Titzer & Evans 2016:36; Titzer & Shirey 2013:155). Inadequate succession planning is one of the main challenges associated with nursing and there is a need for a systematic approach to succession planning to prevent the impending loss of talent, experience and knowledge (Daly, Jackson, Mannix, Davidson & Hutchinson 2014:80). Succession planning geared at identifying and developing nurses and nurse educators as potential future leaders is urgently needed (Daly et al 2014:80). Research to minimize the risk of NEIs losing intellectual

capital, and ensure leadership continuity and a stable workforce is therefore essential (Ramseur, Fuchs, Edwards & Humphreys 2018:25; Sherman, Dyess, Hannah & Prestia 2013:19; Griffiths 2012:908).

Developing internal continuity of leadership through succession planning includes building talent through coaching, giving feedback, helping individuals realise their potential, formalised training, shadowing, leadership development programmes, and mentoring (Pederson, Sorensen, Babcock, Bradley, Donaldson, Donnelly & Edgar 2018:168; Tabatabaee, Lakeh & Tadi 2014:233; Church 2014:53). Although mentoring is frequently discussed in NEIs, deliberate focus on succession planning is considered less important (Fitzpatrick 2014:356). In an effort for global nurse leaders to work together to develop a vision for the future of nursing, the Honour Society of Nursing, Sigma Theta Tau International established the Global Advisory Panel on the Future of Nursing (GAPFON) (Adams 2014:1). The GAPFON would serve as a mechanism for leaders to share information, develop and positively influence policy, and also assist in international leadership development, networking and succession planning in nursing (Adams 2014:1).

Unlike NEIs, succession planning in the corporate arena is strategically planned to guarantee a pipeline of leadership within companies to prevent losing their competitive advantage and institutional sustainability (Peters-Hawkins & Kingsberry 2018:28; Titzer & Shirey 2013:155; Shamsuddin, Chee-Ming, Wahab & Kassim 2012:153). Various strategies are used to identify and develop employees with high leadership potential to fill leadership roles during the succession planning process. One such strategy is allowing top management to be actively involved in succession planning processes and take full responsibility to establish a pipeline of future leaders that can step into leadership positions when vacancies occur (Peters-Hawkins & Kingsberry 2018:28). A Swedish medical centre used an unorthodox strategy by recruiting novice graduates and prepared them for current and future leadership positions (Jones et al 2017:65). A global engineering and construction firm in Irving, Texas, aligned succession planning strategies with the firm's strategic goals, and top management were the firm's corporate talent scouts (Gale 2013:2). Procter and Gamble, General Electric and other corporate enterprises used comprehensive succession planning development programmes, and held executive board members and operational managers accountable and responsible for programme implementation to groom internal leadership (Ali & Babu 2015:311). The Chief Executive Officer of PepsiCo personally facilitated leadership development programmes for subordinates by conducting workshops (Ali & Babu 2015:311). Nursing education institutions in South Africa, which are challenged with a pending leadership turnover, should have a succession planning framework in place to ensure future leadership continuity. However, NEIs are academic institutions whose mission differs from corporate entities. Academic institutions focus on serving students and communities and not on business productivity

(Titzer & Evans 2016:36; Fahimirad 2016:69). A succession planning framework for leadership development of nurse educators should therefore accommodate the uniqueness of NEIs in South Africa.

1.3 PROBLEM STATEMENT

Although the development of a succession planning framework for the strengthening of nurse education, training and practice has been a goal since 2013 (DOH 2013:13), no formal national framework for succession planning has been developed to date. Moreover, the researcher found limited literature on succession planning to guide the processes for passing leadership to the next generation of nurse educators in South Africa. During an informal discussion, an HoD working in a NEI expressed concern that 96% of the 22 nurse educators in her department were between 45 and above 60 years old, with only 4% younger than 40 years old. The HoD added that the 22 nurse educators were sound researchers and expert leaders in their respective speciality fields. Their role in executing nursing educational programmes was crucial for ensuring the operational function of the nursing department and university at large. Currently, with no formal succession plan in place, their exodus when they retire in the next ten years might lead to dwindling of operations resulting in compromised academic quality, and replacements would be difficult to find. Hence, there was an urgent need to develop a succession planning framework for leadership development of nurse educators in NEIs in South Africa.

1.4 RESEARCH AIM AND OBJECTIVES

The study was conducted in three phases. Table 1.1 outlines the aim and objectives and research questions of the study.

Table 1.1 Research aim and objectives, and questions

Research aim : To develop a succession planning framework for leadership development of nurse educators in NEIs in South Africa	
Phase 1: HODs views on current succession planning practices	
Research question:	What current succession planning processes are in place for leadership development of nurse educators according to heads of nursing departments in South Africa?
Research objective:	To determine the current succession planning processes that are in place for leadership development of nurse educators according to heads of nursing departments in South Africa.
Phase 2: Nurse educators perception on current succession planning processes	
Research question:	What are the participant nurse educators' perceptions` of current succession planning processes for leadership development at NEIs in South Africa?
Research objective:	To determine the current succession planning processes that are in place for leadership development at NEIs in South Africa according to the nurse educators'
Phase 3: Development of a succession planning framework	
Research question:	What should a framework for succession planning for leadership development of nurse educators in NEIs in South Africa entail?
Research objective:	To develop a succession planning framework for leadership development of nurse educators in NEIs in South Africa

1.5 RESEARCH PARADIGM

A paradigm is a way of thinking about something or a belief system that guides the way we do things, or establishes a set of practices ranging from thought patterns to action (Creswell & Poth 2018:18). A paradigm consists of assumptions and beliefs which serve as a lens through which the researcher views the reality of the world (Creswell & Poth 2018:18; Gray, Grove & Sutherland 2017:686; Kivunja & Kuyini 2017:26). A paradigm is a basic worldview that consists of supportive assumptions, substantive concepts and propositions that scientific communities use to guide their approach to a

research problem (Shannon-Baker 2016:321; O’Neil & Koekemoer 2016:3). The research paradigm thus provides the researcher with a frame of reference to ask and answer the research questions.

The researcher adopted a pragmatic perspective using a sequential explanatory mixed method design. Pragmatism uses a combination of quantitative and qualitative approaches to generate data and offer a broader understanding of the phenomenon under study (LoBiondo-Wood & Haber 2018:519; Gray et al 2017:310; Ihuah & Eaton 2013:938). Pragmatism concentrates on human decisions, interactions and behaviour in response to problem situations, and evaluates theories or beliefs in terms of the success of their practical application (Thaler 2017:60). Charles Sanders Peirce, the father of pragmatism, introduced pragmatism in the 1870s. Peirce was concerned with the clarity of concepts and their meaning. Pragmatism was a technique of using scientific reasoning to simplify the meaning of concepts through exploring their potential relationship with the real world. According to Peirce, the aim of pragmatism was to consider the practical effects of concepts or conceptions (Nowell 2015:143). Pragmatism uses inductive and deductive reasoning to broadly analyse a phenomenon (Ihuah & Eaton 2013:940).

The researcher utilised the pragmatism approach for the study and a practical approach to the problem of developing a succession planning framework as it has established associations with mixed method research (Creswell & Plano Clark 2018:37; LoBiondo-Wood & Haber 2018:523; Subedi 2016:570). The inductive approach coupled with deductive reasoning assisted the researcher to analyse current succession planning practices in NEIs in South Africa. A pragmatic approach allowed the researcher to use multiple methods to answer the research questions (Korte & Mercurio 2017:76; Ihuah & Eaton 2013:936). The researcher assumed that multiple methods (survey using a semi-structured questionnaire, focus group interviews and nominal group technique) would provide her with a broad perspective and deeper insight to develop a succession planning framework for leadership development of nurse educators to help ensure leadership continuity.

1.5.1 Philosophical premises

The words “pragmatism”, “practical” and “practice” are derived from the Greek word for action (*πρᾶγμα*) (Korte & Mercurio 2017:63). Pragmatism is centred on actions, which are based on beliefs (Korte & Mercurio 2017:61). Pragmatism means dealing with problems in a practical way rather than by using theory or abstract principles. It thus offers a practical and outcome-oriented method of enquiry based on action that leads to further action and the elimination of doubt and bias (Subedi 2016:571; Nowell 2015:143). Almalki (2016:290) emphasises that a researcher who follows the pragmatism route must have a clear understanding of using both quantitative and qualitative research methods in a single study. The researcher used multiple methods of data collection, namely

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a semi-structured questionnaire, FGIs and an NGT in order to find practical solutions to address the research problem. The use of both quantitative and qualitative data in this study, provided the researcher with a deeper understanding of the study phenomenon.

In Phase 1 the researcher conducted a survey to collect data using a semi-structured questionnaire (Annexure B2). This was done to collect numerical data on current succession planning practices in NEIs from a sample of 100 HoDs, in six of nine provinces in South Africa. In Phase 2 the researcher conducted four FGIs with nurse educators to understand their perceptions of leadership development in their respective NEIs. Combining quantitative and qualitative research methods was valuable in the field of nurse education and training where insufficient information on succession planning practices in NEIs in South Africa existed, and aligned with a pragmatic approach. The latter led to the introduction of the Phase 3 of this study, namely to develop a succession planning framework for leadership development in NEIs in South Africa. In phase 3, the researcher conducted a workshop with 12 stakeholders involved in nursing education and training in South Africa.

1.5.2 Philosophical assumptions

Philosophical assumptions describe the world and how it operates at levels that exceed what empirical science has explained. According to pragmatism, the truth or meaning of an idea or concept is found in its noticeable practical consequences rather than anything metaphysical. Pragmatism allows mixed methods and additional techniques to answer research questions (Creswell & Plano Clark 2018:38; Thaler 2017: 60). The goal of pragmatism is to study processes and actions to bring about change in practice, through intertwined data collection and analysis (LoBiondo-Wood & Haber 2018:523; Thaler 2017:60). The ontological, epistemological, and methodological assumptions of pragmatism underpinning the study are discussed next.

1.5.3 Ontological assumptions

The ontological dimensions of research refer to the essence of the reality that is researched (O'Neil & Koekemoer 2016:3). In pragmatism, reality is seen as external and multiple and the chosen methods should best answer the research question and discover the reality (Creswell & Poth 2018:27; LoBiondo-Wood & Haber 2018:523; Ihuah & Eaton 2013:936). In this study, reality was discovered through multiple data-collection and analysis methods. In the quantitative phase, reality was perceived as objective, as the Head of Department from NEIs completed questionnaires in their own time and space. The questionnaires were analysed by a statistician, using the Statistical System (SAS) STATA program, version 4.1. to confirm the findings drawn from the data analysis. In the qualitative phase, the researcher co-constructed a framework on succession planning with

stakeholders during a workshop. The researcher analysed and interpreted the qualitative data, consensus was reached to confirm findings generated during the workshop. This is considered with pragmatic ontology (Thaler 2017: 60; Ihuah & Eaton 2013:936).

1.5.4 Epistemological assumptions

Epistemology refers to how we can know, describe and be assured that the knowledge that results from research can be considered the truth (Creswell & Plano Clark 2018:37; LoBiondo-Wood & Haber 2018:513; O'Neil & Koekemoer 2016:3). A pragmatic approach allows for epistemological validation and organising a variety of sources of knowledge in order to find practical solutions for individual and social problems, gaining a deeper understanding of people and the world (Nowell 2015:143; Ihuah & Eaton 2013:936).

By using multiple data-collection methods, the researcher was able to base the results on a variety of sources of knowledge that could be considered true. Firstly, the participant HoDs completed a semi-structured questionnaire without the researcher's involvement, influence or bias. Secondly, the researcher collaboratively gained in-depth knowledge during the FGIs. Lastly, the NGT enabled the researcher to obtain consensus from participant nurse educators and stakeholders on the proposed framework. The knowledge from these sources assisted the researcher to develop a succession planning framework for leadership development of nurse educators in NEIs in South Africa.

1.5.5 Methodological assumptions

Methodological assumptions refer to how evidence is best obtained (Creswell & Plano Clark 2018:37; O'Neil & Koekemoer 2016:3; LoBiondo-Wood & Haber 2018:523). Pragmatism offers a workable system of ideas and acknowledges the important effects of human interaction (Korte & Mercurio 2017:60). The researcher employed a quantitative approach (questionnaire) in phase 1 and a qualitative approach (focus groups) in phase 2 and a stakeholder's workshop where participants co-created and co-constructed the proposed succession planning framework for leadership development of nurse educators in NEIs in South Africa. Using both quantitative and qualitative methods produced an in-depth understanding and robust results that ensured the rigor of this study. The chosen strategy sought to obtain statistical (quantitative) data on current succession planning processes for leadership development of nurse educators from participant HoDs and focus group discussions with participant nurse educators to obtain narrative (qualitative) data. The NGTs enabled input from stakeholders on the content of a succession planning framework prior to the development of the envisaged framework.

1.6 DEFINITIONS OF KEY TERMS

In this study, the following key terms were used as defined below.

1.6.1 Framework

A framework refers to a broad overview, outline or skeleton of interlinked items which supports a particular approach to a specific objective, and serves as a guide that can be modified as required by adding or deleting items (Normone, Long & Javidi 2016:296; Nojehdeh & Ardabili 2015:8, Štefko & Sojka 2015:348). In this study, the “framework” referred to Mateso’s (2010) conceptual framework that is based on interlinked concepts (building blocks) from different theories. Mateso’s framework was selected for its applicability to the topic of the study and to guide the researcher on how to explore current succession planning practices in order to describe how NEIs in South Africa identify, recruit, develop and retain the next generation of nurse educators for future leadership positions.

1.6.2 Succession planning

Succession planning refers to a systematic a process of identifying, developing, preparing and retaining employees within the institution for current and future leadership positions (Pila et al. 2016:145; Doody 2015:1; Griffiths 2012:901). Succession planning includes employee development strategies such as mentoring and structured leadership development programmes (Pedersen et al 2018:168; Ramseur et al 2018: 25). Effective succession planning thus refers to a formal, recognised programme, which includes a continuous process of timely development and preservation of knowledge capital and intellectual memory to guarantee leadership stability for long-term institutional success (Kamil; Hashim & Hamid 2016: 68; Estedadi; Shahhoseini; & Hamidi 2015: 41).

The researcher considered Mateso’s (2010:17) definition of succession planning as any effort (formal or informal) taken by an institution to identify, develop, prepare and retain employees for future leadership positions best suited to the study. In this study the researcher investigated current succession planning efforts (formal or informal) used in the selected NEIs in order to develop a framework for NEIs in South Africa to identify, develop, prepare and retain employees for future leadership positions.

1.6.3 Nursing Education Institution (NEI)

A nursing education institution (NEI) is an academic institution that awards a degree, diploma or certificate after a student has successfully completed a prescribed course. The *Higher Education Act, 101 of 1997, as amended*, makes provision for NEIs to provide prescribed courses on a full-time or part-time basis or by distance learning. In this study, NEIs referred to public universities and colleges accredited by the South African Nursing Council (SANC). The SANC sets standards for the establishment and outcomes of nursing education and training programmes, including clinical learning programmes in South Africa and approves such programmes that meet the requirements of the *Nursing Act, 33 of 2005*. For the purpose of this study a nursing education institution will be referred to as institutions of nursing education and training which award students with certificates and, diplomas and degrees on completion of their undergraduate and postgraduate studies.

1.6.4 Nurse educator

A nursing education qualification is awarded after successful completion of a post-registration programme, which is offered at universities. This programme prepares and equips nurses with the necessary skills, knowledge and experience to educate and train nurses who will render care to patients (Mulaudzi et al 2012:2). In this study, a nurse educator referred to a registered nurse (male or female) who holds an additional qualification in Nursing Education as prescribed under Section 31 of the *Nursing Act, 33 of 2005*, employed at a nursing department at a university or nursing college in South Africa.

1.6.5 Leadership development

Leadership development refers to concrete actions taken by leaders to inspire and influence followers to act willingly and work hard to achieve predefined institutional goals and objectives (Peters-Hawkins & Kingsberry 2018:28; Aginah; Ahiuzu; & Bipelese 2017:13; Ahmad et al 2017:20). Leadership development through succession planning refers to a process that focuses on planning and governance of human resources to identify and prepare future leaders in the institution (Ahmad et al 2015:138). The process starts with workforce planning, also called human resource planning, as a means of examining each employee of the institution, and matching the number of employees with the qualifications, skills and strategic objectives of the institution (Mhlongo & Harunavamwe 2017:7; Titzer & Evans 2016:36).

Assessment of current and future institutional needs includes identifying current and future vacancies of internal leadership positions, and identifying potential leaders who may occupy such vacancies

(Seniwoliba 2015:2). High potentials are then prepared for leadership positions using formal succession planning programmes. The initial skills and competencies needs analysis serves as a yardstick against which high potentials' performance is monitored during and after they assume leadership positions (Ramseur & Fuchs 2018:26; Pederson; et al. 2018:168).

In this study, leadership development referred to a thoughtful and systematic succession planning process in NEIs to identify and develop nurse educators to fulfil future leadership positions in NEIs.

1.7 RESEARCH DESIGN AND METHODS

In this study a mixed method design using sequential explanatory mixed method was implemented. Phase 1 collected and analysed quantitative data on current succession planning. Phase 2 collected qualitative data on nurse educators' perceptions of leadership. In Phase 3 a nominal group technique was implemented to collect data and reach consensus among stakeholders on what should a framework for succession planning for leadership development of nurse educators in NEIs in South Africa entail.

Table 1.2 illustrates a summary the methodology. An in-depth discussion is presented in Chapter 3.

Table 1.2 Three-phase research design and methods

PHASE 1 HODS VIEW ON CURRENT SUCCESSION PLANNING PRACTICES	
Sampling	Stratified random sampling
Population	HoDs employed at universities and nursing colleges.
Data-collection method	Semi-structured questionnaire
Data analysis	Descriptive statistical techniques, using the Statistical System (SAS) STATA program, version 4.1
Rigor	Validity, Reliability
PHASE 2 NURSE EDUCATORS PERCEPTION ON CURRENT SUCCESSION PROCESSES	
Sampling	Non-probability, purposive sampling
Population	Nurse educators
Data-collection method	Focus group interviews
Data analysis	Thematic analysis
Trustworthiness	Credibility, Dependability, Confirmability, Transferability

PHASE 3 DEVELOPMENT OF A SUCCESSION PLANNING FRAMEWORK	
Sampling	Purposive sampling
Population	Stakeholders involved in nursing education and training, HoD's, nurse educators
Data-collection method	Nominal group technique, stakeholders' workshop
Rigor	Validity, Reliability

1.8 ETHICAL CONSIDERATIONS

Ethics deals with matters of right and wrong. When humans are used as study participants, care must be taken in ensuring that their wellbeing and rights are protected (Polit & Beck 2017:748). These ethical principles developed from and are documented in the Nuremburg Code, 1947, the Declaration of Helsinki, 1964, and the Belmont Report, 1978 (Gray et al 2017:676; Vickie 2016:223). The three key ethical principles are respect for people, beneficence, and justice (Vickie 2016:223). To guarantee the protection of participants and the institutions, the researcher adhered to the principles of informed consent and self-determination, anonymity, confidentiality and beneficence. Ethical approval to conduct the research was obtained from the Faculty of Health Sciences Research Ethics Committee of the University of Pretoria (view Annexure A1). The researcher obtained permission to conduct the study, obtained informed consent from the participants and their respective institutions (view Annexure A2 – A8), and adhered to the ethical principles of self-determination, confidentiality and beneficence as it is described below (Polit & Beck 2017:147; Creswell 2015:95).

1.8.1 Informed consent and self-determination

Informed consent means that participants have sufficient information about the research, understand that information and have the ability to consent or decline participation voluntarily (Burns, Grove & Gray 2013:681; Liamputtong 2017:516). This principle was adhered to throughout the study.

✓ Application to the study (quantitative)

In this study the research procedure was explained in the covering letter in order for written consent to be obtained (view Annexure B1). The respondents were assured that participation was voluntary without being offered any incentives. In addition, participants were informed of their right to withdraw from the study at any given time without giving any explanation, and without penalties. Additionally, participants were informed that once they had completed and submitted the questionnaire, they cannot withdraw from the study.

✓ **Application to the study (qualitative)**

The research procedure was explained to participants before the start of the FGIs and NGTs. The participants were given a chance to read through the covering letter in order for written consent to be obtained (view Annexure C 1). The participants were assured that participation was voluntary without being offered any incentives. In addition, the participants were informed of their right to withdraw from the study at any given time without giving any explanation, and without penalties.

1.8.2 Anonymity and confidentiality

The researcher has a responsibility to protect the anonymity of participants and to maintain the confidentiality of collected data during a study (Gray, Grove & Sutherland, 2017:674). Confidentiality means the identity of participants is known only to the researcher and the maintenance of information received from participants in privacy (LoBiondo-Wood & Haber 2018:509; Gray, Grove & Sutherland 2017:674). Participants and NEIs alike were reassured of anonymity, by using a numbering system and no use of names (Personal or NEIs).

✓ **Application to the study (quantitative)**

No personal and institutional identification and no names were written in the study report or on the questionnaires. The respondents were identified by numbers therefore it was impossible to link specific information to a specific NEI. The researcher further guaranteed confidentiality by protection against unauthorised access to data. Hard copies of data were locked in a cupboard, in the Department of Nursing Science.

✓ **Application to the study (qualitative)**

Due to the openness of the FGIs and NGTs it was impossible for the researcher to maintain the confidentiality of data collection. Although the researcher cannot ensure confidentiality on behalf of the group members, no personal and institutional identification was recorded during the interviews, making it difficult to link specific information to a specific NEI. Moreover, participants were assigned a number during focus group recordings which was used to identify transcripts. Participants were asked to keep information obtained in the group confidential.

1.8.3 Beneficence

Beneficence refers to doing good, minimising harm and maximising benefits to participants (LoBiondo-Wood & Haber 2018:508; Gray, Grove & Sutherland 2017:672). To avoid harm the principle of beneficence was adhered to throughout the study.

✓ **Application to study (quantitative)**

The participants were assured that they would not be exposed to harm or distress by responding to questions.

✓ **Application to study (qualitative)**

The participants were assured that they would not be exposed to harm or distress during the FGIs or the NGT. The researcher provided debriefing sessions should participants find the group discussions stressful or anxiety provoking.

1.9 ROLE OF THE RESEACHER

Any person involved in research should provide clarity about their role and position within the research project (McNiff 2013:104). I am currently working as lecturer as an expert in the field of nursing leadership and management in a university in South Africa. Consequently, this study was conducted from an insider point of view (view Section 1.5.3). As scholar, one of my tasks was to develop the study proposal. Another task was to obtain ethics approval from the appropriate University of Pretoria research ethics committee and to seek permission from applicable institutions to gain access and conduct the study in their institutions to complete the thesis. My role as the researcher during Phase 1 was to conduct a survey using a semi-structured questionnaire and analyse the empirical data to achieve objective one of this study. Respondents completed the questionnaire on their own and were not involved in the data collection or analysis process.

The results obtained in Phase 1 informed the construction of questions that needed more clarity in Phase 2. In Phase 2 participants wholeheartedly participated in the focus group interviews. During this Phase I shared literature on succession planning and leadership development through succession planning. The participants then worked together as a group by extensively discussing each question that was posed to them before providing answers to address the succession planning issues. I was responsible to facilitate the FGI and to collect data from participants. Phase 3 included a workshop with stakeholders involved in nursing education and training in South Africa. I chose a nominal group technique to generate data. The purpose of NGT was for participants to reach consensus on concepts to include in the proposed framework. I presented the consolidated findings from Phase 1 and Phase 2 using a power point presentation to participants. In addition, I was the co-facilitator to my study supervisor, which provided me with an opportunity to be involved in the discussions and to co-construct with participants a conceptual framework and thus achieve the objective of Phase 3.

1.10 STUDY CONTEXT

A study context refers to the physical location in which data collection takes place in a study (LoBiondo-Wood & Haber 2018:508; Polit & Beck 2017:743). This study was conducted in NEIs across all nine provinces in South Africa.

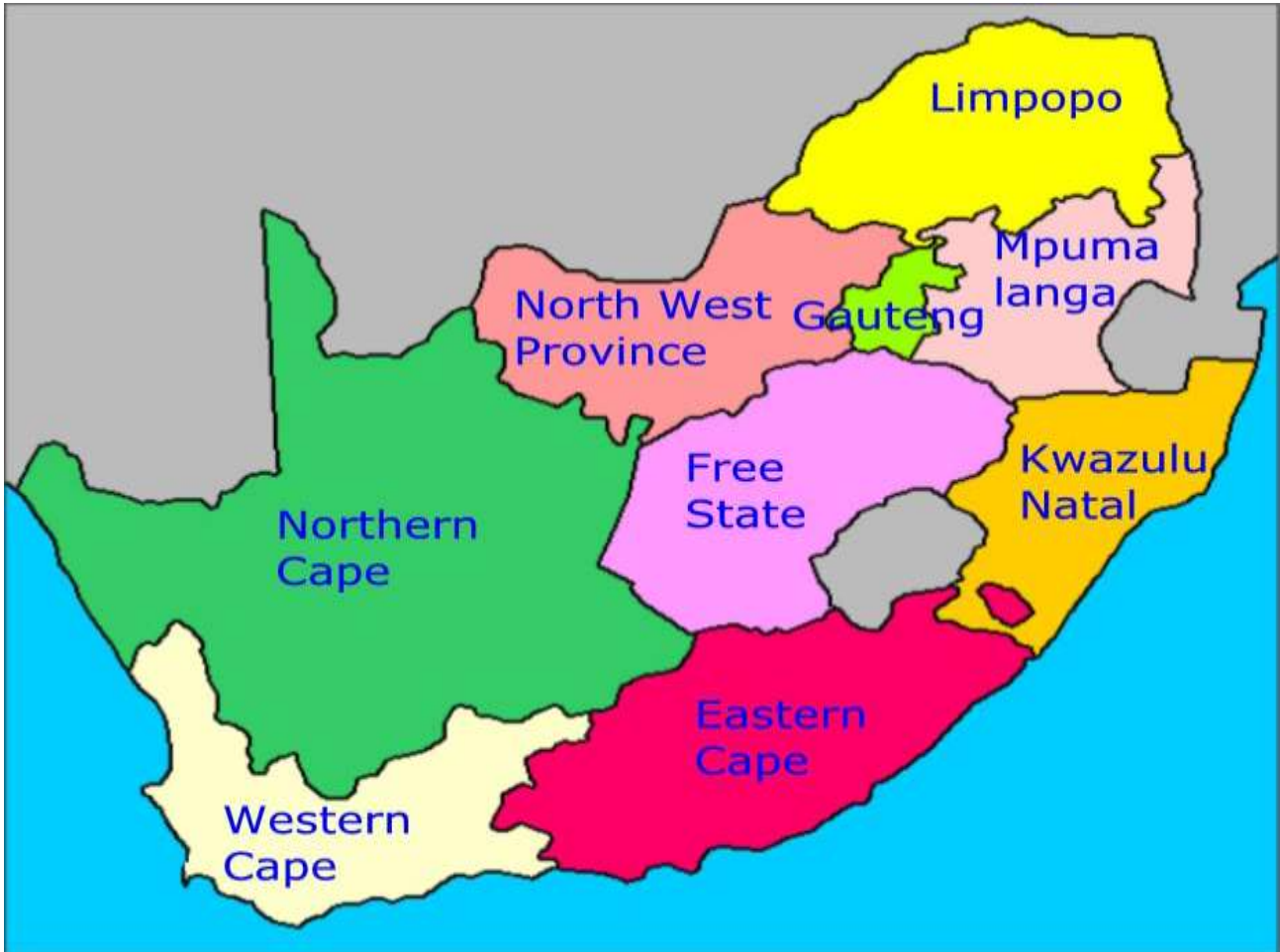


Figure 1.1 A map of the nine provinces of South Africa

The nine provinces include 26 higher education institutions (universities) and 46 state - owned nursing colleges that award a degree, diploma or certificate after a student has successfully completed a prescribed course. The NEIs vary in terms of size, governance and structural composition. However, the nurses' scope of practice is generic and aligned with policy, procedures, and national standards for nursing and nursing practices. The composition of nurse educators in South Africa is heterogeneous in terms of culture, gender and race. Each nurse educator and NEIs are documented and regulated by the South African Nursing Council. Despite the fact that labour laws in South Africa permit licensed nurse educators transferability between provinces the outcomes of nursing education and training programmes, including clinical learning programmes remain consistent. As the South African Nursing Council follows a generic process for accreditation of NEIs

and reviewing and approving of nursing education programmes. In Figure 1.1 the composition of nurse educators in NEIs in South Africa is described.

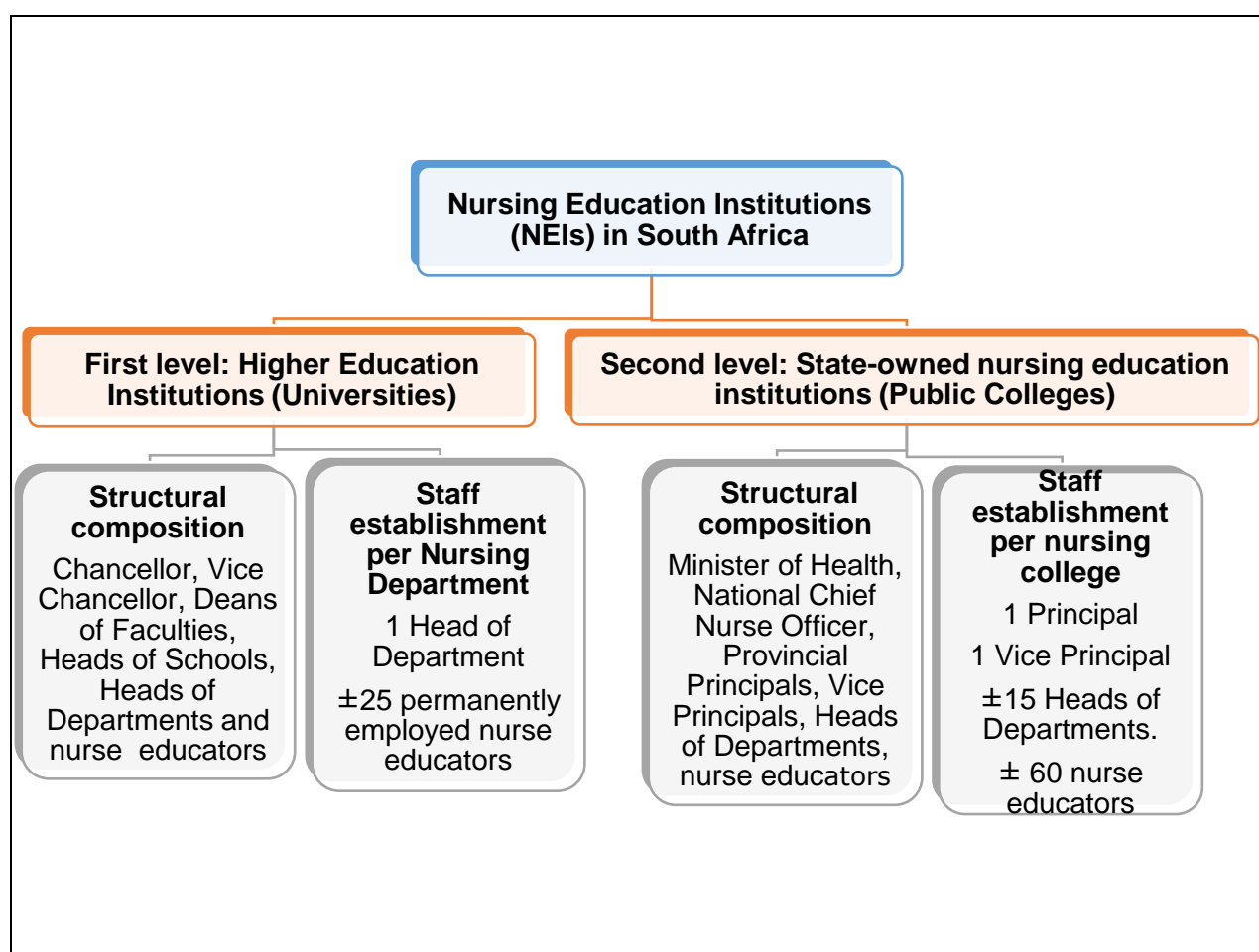


Figure 1.2 Organisational context of NEIs in South Africa

In South Africa, NEIs are divided into two levels, namely higher education institutions and state-owned nursing education and training institutions which differ in terms of governance and structural composition. The first level, higher education institutions, namely universities, comprise a Chancellor, Vice Chancellor, deans of faculties, heads of schools, heads of departments, and nurse educators. Each of the 26 universities in South Africa has a nursing science department that consists of a HoD and approximately 25 permanently employed nurse educators who report directly to the HoD. The second level consists of state-owned nursing education and training institutions, namely nursing colleges. The nursing colleges are headed by the Minister of Health, the National Chief Nurse Officer, the Provincial Director for Nursing Education and Training, principals of nursing colleges, heads of departments, and nurse educators. Each of the nursing colleges consists of a principal, vice principal, approximately 15 HoDs and 60 permanently employed nurse educators.

1.10.1 Organisational context

The study was conducted within the context of nursing education and training. In Phase 1 quantitative data was collected among 100 participants working in NEIs across all nine provinces in South Africa. In Phase 2 the FGIs with nurse educators were conducted and were restricted to the Gauteng province. The reason was that it was a large enough population to recruit participants as seven out of the 26 universities and six nursing colleges, which means 13 NEIs are located in the Gauteng province in South Africa. Another reason is that the researcher resides in the Gauteng province, making it cost-effective and practical as participants were easily accessible. In phase 3, a one-day stakeholder's workshop was held in the Gauteng province.

1.10.2 Theoretical foundation

The researcher used Mateso's (2010) conceptual framework for succession planning and management to guide the development of a framework for leadership development of nurse educators in NEIs in South Africa. The researcher selected Mateso's (2010) conceptual framework for three reasons. Firstly, the researcher found no literature on theoretical frameworks for succession planning in NEIs, or other theoretical framework suitable for the objectives of the study. Secondly, Mateso's framework supported concepts from various theories, which contributed to a comprehensive view and focus for the study. Lastly, it incorporates the leadership development components. An in-depth discussion of Mateso conceptual framework will follow in Chapter 2.

1.10.3 Gaining access

Approval was obtained from the Research Ethics Committee of the Faculty of Health Science at the University of Pretoria to conduct the research study (view Annexure A1). To gain access to the sites, the researcher wrote a letter to conduct the research accompanied by the study protocol. The latter information was upload the same information on the National Department of Health Research Data Base, send to the nursing university head of department and stakeholders involved in nursing education and training to request permission to conduct the study in nursing colleges. Six out of the nine Provincial Health Department's granted permission (view Annexure A2 - A7) to the researcher to conduct the study in their satellite campuses, a few universities responded and 12 stakeholders indicated that they will attend the stakeholders meeting to reach consensus on what concepts to include in a succession planning framework in Phase 3 of this study.

In view of the fact that universities showed a low response to the letter requesting permission the researcher also attended a Forum of University Nursing Deans in South Africa (FUNDISA) business meeting, and was granted an opportunity to explain the research and invite HODs to voluntarily

participate in the study. All the respondents received an invitation letter, accompanied by a questionnaire (view Annexure B2), consent form (Annexure B1) and a copy of the research protocol and ethics approval letter (Annexure A1) from the Research Ethics Committee of the Faculty of Health Science at the University of Pretoria. Each questionnaire included a participant information leaflet (Annexure B1) in order to obtain written consent.

In view of gaining access to nursing colleges, the researcher approached the Principal of the nursing school, after permission was granted by the Provincial Department of Health to conduct the study. Permission was then obtained from Principals of NEIs to gain access to premises to conduct the study. The Principal at each NEI linked the researcher to the chairperson of the college internal research committee. This chairperson acted as a liaison between the researcher and respondents. Communication between the researcher and chairperson included e-mails and telephonic conversations with regard to recruiting respondents, arranging suitable venues for data collection, dates and times most convenient to respondents without interrupting their official duties. The researcher communicated with the chairperson a week before to confirm dates and again two days before as a reminder of the

1.11 SIGNIFICANCE OF THE STUDY

✓ Nursing practice

Since 2011, the notion of having a formal succession planning framework to produce a supply of experienced and skilled nurse educators has been a strategic goal of the National Department of Health. This goal has not been achieved yet because limited evidence is available on leadership development of nurse educators. The study should raise awareness among policy makers of the importance and need to implement a succession planning framework for leadership development of nurse educators in NEIs in South Africa. Furthermore, the envisaged framework should inform and assist policy makers to facilitate an effective succession planning process. If implemented, the framework should also support the Department of Higher Education and National Nursing to navigate educational strategies in developing nurse leaders (DoH 2012:23).

✓ Nursing education and training

The envisaged framework should create a platform for NEIs to develop and prepare young nurse educators internally, before taking up future leadership positions. The findings and recommendations should provide guidance to NEIs in South Africa in identifying, developing and retaining nurse educators for future leadership positions. Moreover, the study should support management, ageing leaders and the human resource department in joining forces, becoming involved and participating in succession planning to establish future leadership in NEIs. If implemented, the envisaged

framework should narrow the gap between the number of nurse educators exiting and entering NEIs and provide leadership stability in NEIs. Ultimately, the envisaged framework should contribute to a smooth leadership transitioning process and increase job attractiveness that would encourage young nurses to join nursing academia.

✓ **Research**

A need for research in the field of succession planning in nursing education was identified to add to the body of knowledge of nursing education in South Africa. The researcher is of the opinion that the study findings could raise awareness and an understanding about the topic and encourage scholars to conduct further investigations. Furthermore, the envisaged framework should serve as a source of reference for further investigation into succession planning in other academic institutions. More studies should be conducted to refine and enrich theoretical frameworks needed in the field of succession planning.

1.12 UNIQUE CONTRIBUTION OF THE STUDY

This conceptual framework contributes to the existing body of knowledge in the field of leadership development through succession planning. The significance of this study lies in its contribution to the theory and practice within the field of succession planning and leadership development in NEIs and the healthcare system at large. A literature search and review yielded no results of existing conceptual frameworks for leadership development of nurse educators globally and in South Africa that explain the notion of succession planning and its implementation. Theoretically, this conceptual framework is authentic and was developed with the valuable input of stakeholders of nursing education and training who participated in this study. Although the framework was developed for the South African context, it contributes to the global body of research and may be adapted for NEIs in other countries since the researcher consulted international literature and included global trends and corporate strategies in the development of the framework.

While the literature and the findings of this study has emphasised that NEIs are slow in embracing structured succession planning practices, this conceptual framework illustrates that strategic alignment, leaders' development and talent management are among the important components that may guide the effective implementation of succession planning. As an attempt to identify and develop potential successors, this conceptual framework illustrates a systematic succession planning process which will promote teamwork and collaborative decision-making between management, human resource departments and nursing Heads of Departments.

Since no questionnaire relating to a succession planning framework for leadership of nurse educators in NEIs was found within the context of NEIs in South Africa the researcher designed a semi-structured questionnaire. The questionnaire can be used by scholars pursuing research in field of succession planning. Although Mateso's (2010) conceptual framework for succession planning and management guided the study, the study results and findings identified the following gaps in the framework of Mateso:

The absence of a mission statement stipulating the purpose of succession planning, and the inclusion of predecessors in the succession planning process was omitted. Specific timeframes for implementation of the succession planning process cycle, frequency of monitoring, reviewing and assessment sessions was also omitted. The age and number of years of work experience that need to be considered before recruiting potential successors and how long before retirement predecessors' should nurture successors, was confirmed in the current framework.

The information of this study will be disseminated through scientific publications, conference presentations and a copy will be available in the library of the university where the researcher is an employee. Research scholars can thus use the information for reference and to guide their future studies in succession planning. Additionally, the study will contribute to the limited body of literature on succession planning in nursing education and training in a global context. Unlike in the business environment where employees are conversant with succession planning, literature on succession planning in nursing education only became available from 2009 onwards. This study has revealed that current succession planning practices are largely unstructured; undocumented and succession processes are unclear. In most cases succession planning are perceived as replacement planning.

The unavailability of a policy on succession planning encouraged the inconsistency of current succession planning practices. However, NEIs will benefit from the results of this study if the recommendations are implemented. The proposed succession planning framework add structure, and promise consistency in succession planning practices by monitoring, reviewing and assessing the succession planning process from its implementation to the end. Moreover, NEIs are allowed to recruit external talent for leadership positions and the study findings could serve as a springboard to encourage them to grow their own timber.

1.13 OUTLINE OF THE STUDY

The study consists of seven chapters (view Table 1.3).

Table 1.3 Outline of the study

Chapter 1	Overview of the study
Chapter 2	Literature review
Chapter 3	Research design and methods
Chapter 4	Phase 1: Data analysis and results
Chapter 5	Phase 2: Nurse educators perceptions on succession planning processes
Chapter 6	Phase 3: Development of a framework for succession planning
Chapter 7	A Succession planning framework for leadership for development of nurse educators
Chapter 8	Conclusion, strengths, limitations, and recommendations

1.14 SUMMARY

This chapter described the problem, purpose, research paradigm, design and methodology of the study; defined key terms, and discussed the ethical considerations of the study.

Chapter 2 discusses the literature review conducted for the study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Chapter 1 outlined the research problem, research design and methodology and ethical considerations of the study. This chapter discusses the literature review conducted for the study, which covered the definition, history, benefits of and barriers to succession planning, and leadership development in corporate and nursing education institutions. The study was guided by Mateso's (2010) conceptual framework for succession planning and management (view Section 2.14, Figure 2.1).

2.2 LITERATURE REVIEW

A literature review is an organised, written presentation of what has been published on a topic (Burns, Grove & Gray 2013:92). The purpose of the review is to convey to the reader what is currently known regarding the topic of interest. In addition, it assists researchers to comprehend and extend their knowledge of the phenomenon under study (Polit & Beck 2017:105).

The researcher conducted an extensive literature review, including books, journal articles and dissertations on succession planning between 2010 and 2018. The publications included studies in corporate institutions, healthcare systems and NEIs. The search terms were *succession planning*; *succession planning process*; *nurse educator*; *leadership development*; *nursing education institution*, and *framework*. Table 2.1 presents the electronic database search engines and search terms used to gather information from accredited journals, published articles and scholarly dissertations on succession planning.

Table 2.1 Electronic database search engines and search terms

SEARCH ENGINES	KEYWORDS
Google Scholar; CINAHL; Science Direct; Emerald, and Business Source Complete	Succession planning; succession planning process; nurse educator; leadership development; nursing education institution, framework

2.3 DEFINING SUCCESSION PLANNING

Succession planning is a deliberate, strategic process whereby an institution identifies, develops, prepares and retains employees with a potential for future leadership positions (Peters-Hawkins, Reed & Kingsberry 2018:29; Sharma & Sengupta 2018:382). Succession planning is about ensuring leadership continuity, and developing the best potential successors in the institution (Fibuch & Van Way III 2012:44).

Succession planning involves the identification of key internal leadership positions, and future vacancies in those positions, as well as identification of potential successors to occupy those vacancies (Oduwusi 2018:2; Titzer & Evans 2016:36). Succession planning not only identifies future successors, but also focuses on developing and equipping employees with the necessary capabilities and skills to perform proficiently in current and future leadership positions and to ensure that successors are respected by their peers and relevant stakeholders (Ahsan 2018:2; Sharma, Sharma & Agarwal 2015:226).

Apart from being used for development and preparation for leadership positions, succession planning is a strategy to enhance diversity within institutions (Gordon & Overbey 2018:6). Leadership teams assess various types of diversity represented within the institution and identify areas that lack representation in terms of diversity. During the succession planning process, the leadership team become deliberate in their efforts to enhance the overall diversity within leadership ranks (Gordon & Overbey 2018:6). Succession planning assists institutions to grow their own talent to respond proactively to workplace demographic changes such as institutional growth, retirement, untimely resignations and death (Kamil, Hashim & Hamid 2016:68; Estedadi, Shahhoseini & Hamidi 2015:41; Hall-Ellis & Greal 2013:587).

The primary purpose of succession planning is to have a formal plan in place that illustrates a pathway of employees' development and management of their performance so that such employees can be earmarked in advance if there is a succession need (Mhlongo & Harunavamwe 2017:7; Pila, Schultz & Paul Dachapalli 2016:145; Mehrtak, Vatankhah, Delgoshaei & Gholipour 2014:174). Based on the literature review, the researcher was of the opinion that if institutions embraced the notion of succession planning and embarked on its implementation, there would be little or no uncertainty about future leadership in nursing education and training institutions.

2.4 HISTORICAL OVERVIEW

The concept succession planning was created by Henri Fayol (1841-1925) to curb the loss of skilled and experienced employees and to secure a stable workforce (Sharma & Agarwal 2016:1; Estedadi et al 2015:41; Seniwoliba 2015:1). Henri Fayol argued that succession planning was a necessary practice to prevent institutional errors from happening, such as placing people in leadership positions for which they were not prepared (Sharma & Agarwal 2016:1, Muhoho 2014:232).

In the 1950s, succession planning was primarily linked to family businesses; following a ritual of handing the business over from one generation to the next (Mariotti 2014:6). In the 1980s, succession planning focused primarily on development of chief executive officers. This primary focus was expanded in the 1990s by including all employees at all levels for future leadership development (Kim 2010:5). Over the years succession planning practices have evolved as corporate institutions became more autonomous in identifying talent and establishing well-defined leadership development programmes. For more than three decades corporate institutions have been using succession planning as a tool to ensure leadership stability and institutional success (Estedadi, Shahhoseini & Hamidi 2015:42; Ellinger, Trapsin, Black, Kotis & Alexander 2014:370). Succession planning is now conceptually integrated into frameworks with common processes and practices (Ahsan 2018:1; Sweeney 2013:1).

However, healthcare settings including nursing education and training institutions (NEIs), are lagging behind the rest of the world (Titzer & Shirey 2013:155) as literature on succession planning in nursing only became available from 2010. Griffith (2012:908) states that in most healthcare institutions nurses are given the necessary training and education relating to management and leadership with minimal attention to succession planning. Healthcare and NEIs tend to focus on replacement planning rather than succession planning. Some institutions regard succession planning as replacement planning. Replacement planning is a risk management strategy used to maintain the status quo of an institution in the event of employee shortages (Rothwell 2011:87). Replacement planning assumes that an institution's staff will remain unchanged over time and identifies candidates

as backups. Replacement planning takes two forms: short-term and long-term replacement planning (Rothwell 2011:88):

- ✓ **Short-term** replacement planning deals with ensuring continuity of workflow and making the right decisions in cases when key people are absent from work due to illness or vacation. Short-term replacement planning allows for gross training development and equips employees with the necessary skills to act as back up if emergencies occur (Donner, Gridley, Ulreich & Bluth, 2017:126; Rothwell 2011:88).
- ✓ **Long-term** replacement planning deals with what to do in cases where more than one person exits on retirement, sudden death or untimed resignation (Donner, Gridley, Ulreich & Bluth, 2017:126; Denker, Sherman, Hutton-Woodland, Brunell, Medina 2015:405; Rothwell 2011:88).

Unlike replacement planning, succession planning does not seek departmental backups if emergencies occur, but determines future demands and needs across departmental level to ensure a pool of talent at the different levels. These pools of talent are developed over time and will fill leadership positions if vacancies occur due to unanticipated resignation, retirement or death. In many countries, succession planning in NEIs is still limited or non-existent through little focus on preparing successors to take over future leadership positions (Evans 2016:36; Tabatabaee, Lakeh & Tadi 2014:233). Consequently, NEIs often suffer a brain drain, losing expertise, institutional knowledge and memory when predecessors exit NEIs for whatever reason (Badara, Johari & Yean 2015:14; Ahmad, Mohamad & Manaf 2015:138; Eshiteti, Okaka, Maragia, Odera & Akerele 2013:158).

Skilled, experienced leaders in nursing education are indispensable to the viability of the nursing profession. Without experienced leaders in NEIs it would be difficult if not impossible to effectively implement succession planning and to sustain a stable workforce and future leadership continuity. Accordingly, the purpose of this study was to develop a succession planning framework for leadership development of nurse educators in NEIs in South Africa. In order to achieve the aim, the objective of the study was to determine the current succession planning processes that are in place for leadership development of nurse educators according to heads of nursing departments in South Africa.

2.5 ADVANTAGES OF LEADERSHIP DEVELOPMENT SUCCESSION PLANNING

Leadership development through succession planning has several advantages for institutions, leaders and potential successors. This section discusses these advantages in Section 2.5.1 – 2.5.3.

2.5.1 Institutions

Institutions benefit because succession planning:

- ✓ Encourages proper and timely impartation of knowledge and information between successor and predecessor; offers motivating, growth-oriented and meaningful professional prospects; encourages optimal development of astonishing successes, and guarantee the engagement of employees with high potential Jooste, Frantz & Waggie 2018:703). Decreases turnover rates as employees feel valued and have an internal desire to grow within the institution and are less likely to seek better opportunities outside the institution (Evans 2016:36).
- ✓ Provides a strategic fit that assists institutions to define and deal with current and future leadership needs, attain strategic goals and support the strategic direction of the institution (Ahmad et al 2017:22; Estedadi, Shahhoseini & Haidi 2015:41; Evans 2016:36).
- ✓ Guarantees continuous leadership, workforce stability and competitiveness because a pool of successors is ready to move into leadership positions in cases of retirement, sudden illness or unforeseen leadership vacancies (Perrenoud & Sullivan 2017:68; Trepanier & Crenshaw 2013:982). Skilled and competent successors personify a unique resource as competitors cannot imitate them (Ahsan 2018:1; Fray & Sherman 2017:90).

2.5.2 Leaders

Leaders benefit from succession planning as follows:

- ✓ Leaders gain knowledge and experience because they are actively involved and take full responsibility for constructing and implementing systems that guarantee institutional goals, objectives and desired outcomes are obtained.
- ✓ Succession planning is an on-going process that necessitates the involvement and commitment of all leaders to contribute to the long-term development of individual employees (Bozer, Kuna & Santora 2015:493). Leaders are provided with the opportunity to head departments, manage human capital, and implement the overall strategic plan of the institution (Ahmad et al 2017:20).

2.5.3 Potential successors

Potential successors benefit as follows:

- ✓ Due to the combination of potential successors with diverse backgrounds and expectations, succession planning leadership development programmes are designed and executed to accommodate individual learning needs (McMurray, Henly, Chaboyer, Clapton, Lizzio & Temi 2012:366). Succession planning sets the foundation for career path advancement and is the driving force for the continuous supply of future “pathways to leadership” (Ahmad et al 2015:133).
- ✓ Succession planning enhances the potential successors’ morale and inspires good work performance and reinforces job security (Trepanier & Crenshaw 2013:982).

At the time of this study, the researcher found no literature on disadvantages related to the implementation of succession planning.

2.6 FACILITATORS OF LEADERSHIP DEVELOPMENT THROUGH SUCCESSION PLANNING

This section discusses facilitators of leadership development through succession planning, barriers to succession planning, and how to overcome these barriers. Diochon and Nizet (2019:3) and Brooks (2014:29) and found three facilitators that could assist institutions with the successful implementation of succession planning. Firstly, institutions should become global competitors by motivating and facilitating the movement of talented employees to support the worldwide transformation agenda. This requires a global mind-set and flexibility when talking about succession planning and its implementation. Secondly, institutions should ensure that a leadership talent pipeline is nurtured by attracting and recruiting young employees. The focus should be on skill and competency development rather than on roles, in order to confirm the institution is well positioned for future demands. Lastly, this talent pipeline should drive the agenda of transformation.

Trepanier and Crenshaw (2013:982) describe several facilitators of succession planning such as continuing education and formal internship to broaden experiences, better equip and prepare potential successors for future leadership positions. One way of identifying a need for broadening experiences is to conduct a gap analysis by assessing the current skill set of the potential career and required skills for future leadership. Other facilitators include ongoing reflection by creating, updating and refining the succession plan, as well as assigning a recognised leader to mentor, stimulate and engage potential successors in leadership positions (Trepanier & Crenshaw 2013:982; Titzer & Evans 2016:36).

2.7 BARRIERTO SUCCESSION PLANNING

There are several barriers to succession planning, which challenge the creation of an internal talent pipeline to pursue future leadership positions. **Structural barriers** to succession planning include absence of monitoring and evaluation measuring tools for success, limited knowledge on defining roles to be included in the succession plan, or determining skills and competencies needed for the unforeseen future (Baldwin 2015:3; Tabatabaee, Lakeh & Tadi 2014:233). Rosenthal, Routh, Monahan and Doherty (2018:3) point out that some leaders perceive leadership development through succession planning as not producing the expected value. Rosenthal et al (2018:3) state further that leaders believe that succession planning takes years before achievements become evident, whereas leaders are generally rewarded on the outcome of short-term achievements. Moreover, there is no well-defined succession planning process and certainty about who is responsible for its implementation and facilitating. Lastly, decisions on potential successors are based on subjective data and political interference such as favouritism and tenure.

Managerial barriers include absence of a formal succession planning framework, limited support from top management, unavailability of a policy, and limited knowledge due to absence of training on the topic of succession planning (Ramseur, Fuchs, Edwards & Humphreys 2018:26; Mhlongo & Harunavamwe 2017:26; Tucker 2017:41).

Behavioural barriers refers to leaders' resistance to relinquish power, nepotism, and communication breakdown between top management, human resources management departments and frontline managers (Palermo, Carnaz & Duarte 2018:1; Sweeney 2013:2). Financial constraints and release time are viewed as the two major barriers to succession planning (Ramseur, Fuchs, Edwards and Humphreys 2018:26; Tafti, Mahmoudsalehi & Amiri, 2017:16). Favouritism, low work morale, and limited interest of subordinates to pursue a leadership position are behavioural barriers that further hinder succession planning (Perrenoud & Sullivan 2017:66; Luna 2012:560; Shamsuddin, Chan, Wahab & Kassim 2012:154).

2.7.1 Overcoming barriers to succession planning

Overcoming managerial barriers to succession planning requires nurse leaders to realise that role-related leadership does not spontaneously equip nurses with skills and competencies to become future leaders (Ramseur et al 2018:26; Fray & Sherman 2017:88). Rather, nurse leaders should be committed to and involved in succession planning efforts by investing time and energy in leadership development throughout the succession planning process. In so doing, emerging nurse leaders

would acquire the skills and competencies needed to achieve institutional goals and meet leadership demands (Ramseur et al 2018:26; Fray & Sherman 2017:88).

Structural barriers can be overcome by incorporating succession planning into the core values, operational policies and vision of the institution (Ahmad et al 2017:22; Estedadi et al 2015:41). This type of incorporation allows for a strategic fit that assists institutions to proactively define and deal with current and future leadership needs, attain strategic goals and support the strategic direction of the institution (Titzer & Evans 2016:36).

Managerial behaviours can be overcome by, institutions acknowledging that the human resource department plays a crucial role in the recruitment, development and retaining of internal talent. Communication between top management and the human resource department is thus a strategic imperative. Ahmad (2018:40) and Momin and Mishra (2015:259) state that the human resource department act as a strategic component for the recruitment and selection process. In addition it assist institutions to accurately design recruitment plans to identify the appropriate candidate for vacant positions and in turn reduce external recruitment costs and turnover rates and keep a track record of the employee performance over the years. Fusarelli, Fusarelli and Riddick (2018:289) and Titzer Evans (2016:36) concur with the latter author by stating that institutions should establish a committee to identify positions with high vacancy and increased turnover rates by analysing all leadership positions over five years. The committee members then establish leadership competencies and methods to recruit and develop internal potential successors

Behavioural barriers could be dealt with if succession matters were guided by a formalised succession planning framework that was clearly defined, understood and embraced by all employees. In so doing, institutions prevent the risk of facing a leadership crisis when experienced leaders exit (Titzer Evans 2016:36; Golden 2014:24). Instead, the likelihood is that outgoing leaders will be replaced with competent new successors who feel valued and have a desire to grow within the institution rather than seek better opportunities outside the institution.

2.8 SUCCESSION PLANNING PROCESS

The succession planning process serves as a point of departure to ensure that top management succeed in strategically directing institutions toward future leadership (Pedersen, Sorensen, Babcock, Bradley, Donaldson, Donnelly & Edgar 2018:168; Church 2014:53; Rothwell 2011:87). The succession planning process is ongoing and should be transparent to ensure that leaders successfully address current and future leadership demands (Titzer & Evans 2014:36, Ellinger, Trapskin, Black, Kotis & Alexander 2014:369; Kowalewski, Moretti & McGee 2011:99). In addition,

Oduwusi (2018:2) describes the succession process as a systematic approach, which consists of four steps. These steps include; gain comprehensive insight into the current workforce; visualise the workplace environment of the future; identify the competencies required to enable institutions to take hold of future opportunities and prosper, and employ strategies to develop, prepare and retain a sustainable future workforce able to perform assigned tasks according to the positions they hold in the institution. Succession planning is a cyclical process of workforce planning; identifying, developing, training and mentoring potential successors, and performance and talent management (Oduwusi 2018:2; Perrenoud & Sullivan 2017:65; Tafti, Mahmoudsalehi & Amiri 2017:16; Mhlongo & Harunavamwe 2017:10). These steps are discussed in Sections 2.8.1 to 2.8.5.

2.8.1 Workforce planning

The first step entails workforce planning to guarantee that skilled, competent, well-prepared potential successors are ready for current and future leadership positions (Midonski & Hines 2013:6). The main purpose of this step is to determine whether a gap exists between the current situation and the preferred positions. Managers conduct a needs assessment of present and future institutional needs of each position and review and determine the skills, knowledge, competence and personality needed to pursue current and future leadership roles (Momin & Mishra 2015:258) Mahdi, Mohd & Almsafir 2014:1077; Tsai 2011:2).

2.8.2 Identify potential successors

The second step involves identifying potential successors at all levels within or outside the institution to establish a talent pool for current and future leadership. Identifying and attracting potential successors necessitate institutions' using assessment tools to perform personality testing and competency and skill-based testing (Ahsan 2018:2; Tafti et al 2017:16). This is done to establish a best match successor according to job requirements and to inform and guide institutions in their decision-making during the selection process. The shortage of professional nurses and the ageing nursing workforce are of worldwide concern, yet the researcher found scant literature on the required age for consideration as potential successor (see Chapter 6 for discussion).

2.8.3 Develop, train and mentor potential successors

This step involves an institution having a robust system in place for assessing individuals' talent for diverse future application with the intention to optimally develop each potential talent and to create a retention system to secure future leadership (Titzer & Evans 2016:36; Kowalewski et al 2011:99; Mateso 2010:140). In this step, developing, training and mentoring are vital, particularly for nurse educators, on which limited evidence is available of structured leadership development programmes. Ali and Babu (2015:312) recommend formal development programmes, mentoring, networking, reflection and action learning. Moreover, for successors to lead, they should possess a combination of strategic instinct, leadership potential, emotional maturity, communication and interpersonal skills, and the potential to attract and inspire other talented people with sharp entrepreneurial minds and functional skills to deliver results (Tafti et al 2017:16).

2.8.4 Performance management

A performance management system is used as a tool to guide managers in monitoring, reviewing, assessing and appraising the progress of potential successors throughout the succession planning process (Mateso 2010:15; Kowalewski et al 2011:99). Furthermore, Ali and Babu (2015:313) recommend a 360-degree feedback. During management meetings successors' work performance is discussed in terms of progress made by each successor. These discussions are based on performance and performance ratings according to managers, internal and external stakeholders, peers and written reports. Performance management allows for easy access to information because it not only captures the progress made, but equally guides institutions in decision-making in terms of what interventions, resources and support each potential successor may need to learn new skills and improve their leadership competencies (Ali & Babu 2015: 313; Du-Plessis 2015:2; Makamu & Mello 2014:105). The researcher found no literature that specified how much time should be allocated to monitoring, reviewing, assessing and the final appraisal of successors during succession planning or the length of time for the succession planning process to reach its full cycle. The researcher discusses these aspects in chapter 6.

2.8.5 Talent management

Talent management refers to the manner in which institutions recruit, develop and retain successors (Perrenoud & Sullivan 2017:68; Tafti et al 2017:16). In addition, it assists institutions to determine current and future leadership needs and defines the interventions and techniques which can be employed to attract, retain and manage a talent pipeline of credible leaders. Leadership skills and competencies are vital elements for establishing a talent pipeline for current and future leadership.

Moreover, they reflect/indicate the degree of likelihood of accomplishing effective leadership and successful institutional outcomes (Ramseur et al 2018:25; Ahsan 2018:1).

Once a successor has been recruited from the group of groomed candidates, an institution should provide sufficient time for the predecessor to mentor the new successor (McCleskey 2014:120; Rabarison, Ingram & Holsinger 2013:1). Although mentorship is a common practice among business leaders, it has only recently drawn the attention of academic nursing, particularly in view of the aging faculty population and need to mentor the new generation of nurse leaders (Bryant, Brody, Perez, Shillam, Edelman, Bond, Foster & Siegel 2015:259). Mentoring assists successors to become accustomed to the internal as well as external environment in which the institution operates. A talent pipeline of credible leaders is created and maintained when new successors receive regular feedback in terms of their performance and opportunities for further career advancement.

Talent management is key to retaining internal successors (Tafti et al 2017:16; Pila et al 2016:146; Chitsaz-Isfahani & Boustani 2014:115; Gulzar & Durrani 2014:274). A major challenge faced by institutions is that once staff members with high potential have been developed and trained, competitors recruit them, which emphasises the need to have talent management practices for potential successors in place (Tafti et al 2017:16; Pila et al 2016:146).

2.9 LEADERSHIP DEVELOPMENT THROUGH SUCCESSION PLANNING

Leadership development through succession planning refers to deliberate decisions taken by institutions to embark on a process to identify and prepare for a smooth transition as leaders enter and exit the institution (Peters-Hawkins et al 2018:27; Badara et al 2015:14; Nkwana 2014:86). As in any institution, leadership development in NEIs is essential to drive quality teaching and training programmes and maintain a competitive edge. A delay or inability of NEIs to fill leadership positions could stall or prevent continuous professional development that is vital to strengthen NEIs' capacity and transform nursing education. Moreover, leadership development through succession planning guarantees the relationship between effective leadership stability and optimal learner performance and achievement. There is a cause-and-effect relationship between leadership and succession planning. Leadership development through succession planning is enshrined in the institution's overall strategic plan, and endorsed as an institutional strategic outcome (Bozer et al 2015:495, Midonski & Hines 2013:6, Fibuch & Van Way III 2012:44). Leadership development consists of deliberate efforts by institutions to broaden successors' capacity, competence and skills in preparing them for future leadership positions (Ahsan 2018:1; Ali & Babu 2015:312). Leadership development has application for succession planning and provides a structure that links well with assessing and developing. For example, in the case of an unanticipated leadership vacancy, it would be too late for

institutions to embark on a leadership development programme as adequate development may take months or even years (Ahsan 2018:1).

Leadership development has a threefold dynamic influence during individual and institutional interaction (Aginah et al 2017:12). First, being nurtured as a successor is part of leadership development. Secondly, the process of identifying and developing a successor is part of a manager's own development (Ahsan 2018:1; Gowthami 2012:342). Finally, top management's involvement and support allow for a sustainable supply of skilled leaders to meet present and future leadership challenges (NHS Leadership Academy 2015:6). Furthermore, leadership development through succession planning may raise awareness and clarify employees', leaders', stakeholders' and policymakers' contribution, roles and responsibilities in succession planning.

Leaders who lead by excellence inspire their followers' potential, improve competence and meet their requirements in terms of attainment of institutional goals (Eshiteti et al 2013:158; Curtis, de Vries & Sheerin 2011:306). In addition, leaders have the ability to instil a sense of trust and loyalty in followers and equip them with leadership skills and competencies over time. This indicates that the ability of institutions to confirm continued leadership relies on a succession plan and the commitment and involvement of leaders during the succession planning to prevent disruption in current and future leadership.

Leadership development through succession planning underpins skills and competencies in terms of knowledge and talent management, strategic planning, staff retention strategies, and sound communication between leaders and employees (Peters-Hawkins et al 2018:27; Kamil et al 2016:68). These skills and competencies could guarantee sound future leadership because each intervention would be well thought through and linked to the long-term vision, strategic direction and core institutional values. From the foregoing, the researcher concluded that leadership development and succession planning efforts should be clearly linked to best manage the leadership pipeline of an institution. Succession planning and leadership are inter-related and cannot operate in silos nor can they be viewed as two independent variables.

2.10 LEADERSHIP COMPETENCIES

Chronic shortages of professional nurses are of grave concern globally. Of equal concern is the growing need for qualified, experienced nurse educators. Within the next two decades, an estimated 60% of nurse educators are expected to exit NEIs, leaving a shortage of experienced nurse educators (Titzer, Philips, Tooley, Hall & Shirey 2013:974). Insufficient succession planning in NEIs may create a shortage of nurse educators, widespread crisis in leadership and institutional stability, and hamper the quality of education and training (Nojedehe & Ardabili 2015:5).

In 2015, Denker, Sherman, Hutton-Woodland, Brunell and Medina (2015:405) conducted a survey in the USA on key leadership competencies, barriers to leadership, and succession planning in nursing. The required competencies were categorised in three dimensions, namely science, art, and the leader within. In the science` domain, nurse leaders should acquire competence in financial, performance, human resource and strategic management, technology, practical knowledge, and foundational thinking skills. The art domain focuses on education and learning relating to human resource leadership skills, relationships and behaviour, diversity and shared decision-making. The leader within domain focuses on personal and professional accountability, career planning, personal journey discipline, and internal leadership through reflection.

Unlike focusing on three skills and competency domains, Church (2014:53) referred to a blueprint for leadership development. The blueprint consisted of dimensions of leadership (career path, growth and foundational knowledge); leadership development competencies (enhancement, engagement and adaptation), and distinct interventions with expected outcomes to realise those competencies. Jooste et al (2018:703) assert that leadership competency is a continuous process, which is developed over time. Leaders should portray competencies such as intrapersonal awareness, good interpersonal relationships, and implement effective conflict management, decision making and problem solving.

The next section discusses leadership styles to explain the link between succession planning and leadership style. Each leadership style has advantages and disadvantages, which either positively or negatively influence leadership development of successors (Brinkman 2017:1; Sfantou, Laliotis, Patelarou, Sifaki-Pistolla, Matalliotakis & Patelarou 2017:1).

2.10.1 Leadership styles

A leadership style is a combination of behavioural traits, characteristics and skills that leaders use during their day-to-day interaction with subordinates (Aginah et al 2017:13; Sfantou et al 2017:1). Leaders are labelled and clustered according to behavioural traits, approaches and styles they portray to cultivate a conducive work environment, improve communication between leaders and followers, and enhance teamwork among followers to achieve institutional goals (Ahsan 2018:3; Ahmad et al 2017:20; Moorosi & Bantwini 2016:2; Nkwana 2014:86).

This section discusses six leadership styles, namely charismatic; transactional; autocratic; bureaucratic, and democratic leadership (Aginah et al 2017:13; Havig et al 2011:3533; Su, Jenkins & Liu 2011: 273). Transformational leadership is regarded as the best for effective succession planning management (Fragouli 2018:298; Aginah et al 2017:13; Havig, Skogstad, Veenstra &

Romøren 2011: 3533). The other five are discussed for better understanding of the link between leadership styles and succession planning (Aginah et al 2017:13; Havig et al 2011:3533; Su, Jenkins & Liu 2011:273).

2.10.1.1 Charismatic leadership

Fragouli (2018:298) and Aginah et al (2017:13) describe charismatic leadership as behavioural traits portrayed by a visionary leader. Charismatic leaders entice employees to follow them as they share their vision with followers, create an environment for innovative ideas and creative thinking, and motivate followers to execute that shared vision and assist them in attaining institutional goals. Charismatic leadership goes beyond ideals and spoken words, and is about using power wisely to get the work done by followers (Nikoloski 2015:18; Sandberg & Moreman 2015:19). Charismatic leaders possess the knowledge, competencies and skills, and are capable of managing followers proactively. They constantly influence, encourage self-confidence and autonomy among followers. In addition, they guide followers to accomplish the mission, vision, and institutional goals in a relentless, highly competing business environment.

At the same time, charismatic leadership has a disadvantage in terms of succession planning (Fragouli 2018:304; Aginah et al 2017:13; Sandberg & Moreman 2015:19). Since charismatic leadership is built on strength of personality, these leaders rarely develop potential successors. Instead, these leaders tend to disregard other strong personalities and focus on their own leadership abilities compared to what could be beneficial to the institution. Consequently, when charismatic leaders exit institutions, they leave behind a multitude of motivated followers, but limited future leaders. This disadvantage could cause dwindling operational functions and leadership instability.

2.10.1.2 Transactional leadership

Transactional leaders exchange rewards such as job promotion or excellent performance as motivation for employees to meet institutional goals and to follow them (Aginah et al 2017:14; Moorosi & Bantwini 2016:3). Transactional leaders' main focus is effort for pay (transaction), which could impact on the realisation of effective succession planning (Amanchukwu, Stanley & Ololube 2015:10). Even if potential successors were identified for leadership development through succession planning, there is a strong possibility is that they would be reluctant to be developed unless the institution assures them that they will occupy leadership positions.

2.10.1.3 Autocratic leadership

Autocratic leaders take a top-down approach by coercing followers to do as they say. These leaders centralise power in terms of decision-making, are narrow-minded and, in most cases, inexperienced to execute tasks at hand and generally blame subordinates for poor outcomes of executed tasks (Aginah et al 2017:14). Autocratic leadership is best used in emergency situations, where leaders have to think on their feet, take decisions and act with immediate effect (Amanchukwu et al 2015:10). While succession planning permits potential successors to take responsibility for their own actions and work performance by allowing them to be creative and encourage innovative ways to acquire new skills and leadership competencies, autocratic leaders disregard the notion of a shared vision and provide limited motivation other than coercion. This type of leadership could contribute to high absenteeism and turnover rates, as followers usually dislike autocratic leaders.

2.10.1.4 Bureaucratic leadership

Bureaucratic leaders formulate and depend on policy to follow the strategic direction of the institution, accomplish institutional goals, and convince subordinates to follow them (Aginah et al 2017:13). Moreover, bureaucratic leaders acquire their positions due to their adherence to policies and may not necessarily have the skills or academic qualifications to lead. According to Amanchukwu, Stanley and Ololube (2015:10), a bureaucratic leadership style is well suited in working environments where employees perform repetitive tasks or are exposed to high-risk safety hazards such as working with toxic substances or machinery. However, a bureaucratic leadership style is not effective when used in teams and institutions that assign flexibility, creativity, or innovation (Amanchukwu et al 2015:10). In succession planning, both policy and identifying, developing and retaining potential successors for leadership positions are equally important and receive equal attention.

2.10.1.5 Democratic leadership

In democratic leadership, leaders make the final decision but involve and share decision-making with their followers (Dyczkowska & Dyczkowska 2018:195; Aginah et al 2017:14). Consequently, whether decisions are good or bad, the underlying notion is that everybody shares an equal level of expertise and responsibility in the execution and outcome thereof (Dyczkowska & Dyczkowska 2018:195; Fitzsimons, James & Denyer 2011:314). Leaders who adopt a democratic leadership style assist employees to develop skills, encourage teamwork, and allow for creative thinking which, in turn, contribute to job satisfaction and improved productivity. Furthermore, employees feel valued, motivated and a sense of belonging (Amanchukwu et al 2015:10). The researcher is of the opinion that a democratic leadership style would not entirely fit in succession planning, as successors are

perceived as novices. Successors are mentored and nurtured to occupy future leadership positions by a knowledgeable, competent and skilled predecessor. For this reason, successors' performance is monitored, reviewed and assessed, and feedback given on progress made in acquiring leadership competencies and skills during the succession planning process.

2.10.1.6 Transformational leadership

Transformational leadership originates from charismatic leadership where followers rely on leaders and leaders are viewed as astute people who protect their followers (Nikoloski 2018:19; McCleskey 2014:120). Transformational leadership is based on the premise of leaders' ability to establish a sustainable relationship between themselves and their followers (Sfantou et al 2017:1; McMurray et al 2012:373; Riaz & Haider 2010:30).

Transformational leaders promote a sense of mindfulness about the value of desired institutional outcomes and adopt mentoring, coaching and other approaches to achieve those outcomes with their followers (Nikoloski 2018:19; McCleskey 2014:120; Sfantou et al 2017:1). The leaders thus motivate and influence followers through a shared vision, which may convert followers into leaders over time and leaders to role models who portray outstanding work performance and workplace ethics. The all-encompassing nature of transformational leadership also coincides with the African-oriented form of leadership of *Ubuntu* due to its characteristics such as compassion, inspiring trust, and collectiveness in decision-making (Moorosi & Bantwini 2016:3). The literature review indicates that positive leadership is crucial to the effectiveness of health care institutions and NEIs alike. However, role-related leadership does not occur spontaneously. Leadership development requires effective development, experience in the environment and invested time to ensure successful succession planning (Ramseur et al 2018:25; McCleskey 2014:120). Although leadership development through succession planning is a global priority, little literature is available on developing a succession planning framework for leadership of nurse educators.

2.11 GLOBAL STATE OF SUCCESSION PLANNING

Succession planning is recognised globally as a strategic imperative to affirm leadership continuity by creating a pipeline of skilled and competent employees for future leadership positions (Ramseur et al 2018:25; Denker et al 2018:405; Fray & Sherman 2017:89). In their report on senior executive succession planning and talent development, Larcker and Saslow (2014:1) state that a "talent war" erupted on the topic of succession planning across institutions, including NEIs. Ellinger et al (2014:370) found little effective succession planning in health-system pharmacy departments. Two notable workforce demographics in higher education and nursing, namely an ageing workforce and

an imminent increased retirement rate focused attention on succession planning (Campbell Golden 2014:22; Trepanier & Crenshaw 2013:980). This situation is exacerbated by the absence of formal succession planning frameworks to establish a nurse leadership pipeline (Denker et al 2018:405; Ramseur et al 2018:25). Consequently, the shortage of and search for current and future competent nurse leaders will prevail for the foreseeable future (Midonski & Hines 2013:5). In addition, most corporate and public institutions as well as NEIs face great difficulties in implementing succession planning.

2.11.1 Global state of succession planning in a corporate context

Few institutions successfully embrace and implement succession planning. An example of succession planning used to instil leadership stability is that of corporate America Southwest Airlines, who successfully implemented succession planning. In 2001, before the company's co-founder Herb Kelleher retired, he prioritised succession planning. In doing so, the company's general counsel was appointed as the CEO, and its former legal secretary became the President and Chief Operating Officer of the airlines (Long, Johnson, Faught & Street 2013:73).

Ali and Babu (2015:315) found that Motorola leadership development system included the active support, involvement and commitment of its senior management. The company's chairperson, Bob Galvin and his senior team members not only attended leadership development programmes but acted as facilitators and served as instructors, and served on advisory boards and policy committees to address leadership development matters. In 2005, Jim Skinner became the CEO of the globally recognised fast food franchise, McDonalds, following the deaths of two CEOs over a period of two years (Gale 2013:2). Jim Skinner identified, mentored and prepared his successor over a period of seven years. In 2012, before Jim Skinner exited on retirement, he confidently announced that his successor was ready to take over as CEO of McDonalds (Gale 2013:2). Cascio (2011:1) found that IBM, Procter & Gamble and General Electric used a comprehensive development programme to succession planning whereby executives and managers were accountable and responsible to groom internal leadership.

However, in a study on the importance, emergence and succession planning processes in micro, small and medium enterprises involving 100 US, 150 Japanese-owned and 400 Taiwan-owned companies, Sharma and Agarwal (2016:5) found an absence of formal succession planning. In addition, development strategies such as mentoring for development of leadership competence and skills of the successors were overlooked. Sharma and Argawal (2016:17) maintain that succession planning should become an indispensable tool used to identify, develop and retain talented employees for future leadership positions.

In a study on eight privately owned consultancy firms in Portugal, Palermo, Carnaz and Duarte (2018:1) found that the companies had limited formal succession planning programmes. In a study to explore management's perception of succession planning and its impact on staff retention at an agricultural company in South Africa, Mhlongo and Harunavamwe (2017:26) reported ignorance about the importance of succession planning. The study found that although employees at all levels understood the meaning of succession planning, management made little effort to implement succession planning programmes. Lack of succession planning could contribute to a crisis in leadership and make it cumbersome and costly to recruit new talent when leaders exit on retirement, resignations, or due to unforeseen illness or death.

2.11.2 Global state of succession planning in a nursing education context

The abovementioned state of succession planning in the corporate and public sectors is no different in NEIs. Although best practices in succession planning are discussed in nursing literature, these initiatives are the exception rather than the norm (Ahsan 2018:2; Denker et al 2015:405). Globally, an estimated 3 000 000 nurses will be retiring within the next 20 years (Denker et al 2015:405). Since January 2011 an estimated 10,000 nurse educators had left NEIs on retirement and this situation would continue for the next 20 years (Jones et al. 2017:64; Campbell Golden 2014:22; Gowthami 2012:31). Complicating the matter is that nurse educators no longer postponed their retirement as they previously did (Ellinger et al. 2014:370).

In 2014, the American Organization of Nurse Executives (AONE) reported a nationwide lack of experienced nurse educators and a vacancy rate in NEIs of up to 8.3% due to the absence of succession planning (Mariotti 2014:8). In the United States of America (USA), Arizona, Virginia, California, and a few states successfully implemented succession planning to develop the next generation of leaders (Ibarra 2005:19).

The literature review indicated a lack of formal succession planning programmes in NEIs. Kamil, Hashim and Hamid (2016:67) and Griffiths (2012:904) found that New Zealand, Jamaica, the USA, Belize, Philippines, Botswana, Ghana, Malaysia, Nigeria, Malawi, Zambia, Kenya, South Africa, Dominica, India and Indonesia suffered from a progressive shrinkage in nurse educators' numbers due to a lack of implementing succession planning.

In Canada, Tucker (2017:41) found no formal succession plans for leadership development of nurse educators who possessed leadership qualities. Ramseur et al (2018:26) found that most NEIs in the south-eastern United States had limited leadership development programmes. These NEIs were

challenged with extended vacancy periods, in which nurse leaders' positions remained vacant for two to three years. Moreover, the remaining educators were exposed to role-and-work overload until vacant posts were filled. In this situation succession planning could be a long-term solution to guarantee leadership continuity and improved quality and sustainability of nursing education and training programmes.

In Ghana, the University of Ghana reported minimal progress in the implementation of succession planning (Kamil et al 2016:67; Seniwoliba 2015:1). The decline in workforce might pose a threat to NEIs' future leadership. Although NEIs may choose to prioritise financial capital, equipment and information technology, their employees are the most valuable asset, particularly those with leadership potential, and should not be replaced easily (Kamil et al 2016:67; Fibuch & Van Way 2012:44).

Titzer Evans (2016:17) and Griffith (2012:901) maintain that NEIs remain in the dark over why a succession planning is needed, how to implement succession planning, what the return on investment is if succession planning is to be implemented, and what a succession planning framework should entail to prepare and retain nurse leaders. It could be that historically, nurse educators filled leadership positions by showing their profound expertise and academic profiles (Sherman, Dyess, Hannah & Prestia 2013:19).

Tabatabaee, Lakeh and Tadi (2014:233) found that most NEIs regarded succession planning as an informal practice and planning was almost non-existent and only considered when key positions remained empty. Thus, succession planning was mostly done on the basis of high performance (if identified and evaluated). Moreover, in some institutions, human resource experts were overlooked and excluded from succession planning endeavours.

Muhoho (2014:233) and Campbell Golden (2014:23) found that NEIs preferred to hire a search agency, alumni, or headhunt individuals outside the institution who they perceived as eligible to fill the vacant post. In addition, vacant leadership posts were advertised and in most cases were filled with external candidates who were unqualified and lacked motivation. Since the main purpose of succession planning is to establish a talent pipeline for leadership progression, it is important to note that NEIs are the cornerstone of nursing capital development (Gowthami 2012:342; Kamil et al 2016:68). Academics must be aware of and teach the importance of succession planning and implement it. The time has come to address the lack of succession planning as the prevailing state of affairs may subtly undermine the quality of human capital and leadership stability of NEIs (Ibarra 2005:24).

2.11.3 State of succession planning in NEIs in the South African context

The researcher found limited literature on succession planning in NEIs in South Africa. In South Africa, professional nurses who completed the undergraduate nursing training under Section 40(1) of Nursing Act, 33 of 2005 (RSA, 2005) may engage in post-graduate studies and become specialised in diverse fields such as nursing management and nursing education. However, undergraduate and post-graduate nursing training programmes are not designed to develop professional nurses for future leadership positions (Harkins, Butz & Taheri 2006:126). Leadership development is a national priority in the South African context (Jooste et al 2018:6). In a study on nurse managers' perspectives on retaining professional nurses in South Africa, Mokoka, Ehlers and Oosthuizen (2011:2) warned that the present and projected future shortage of nurses in South Africa would intensify due to retirements and suggested a system to assist NEIs to establish a stable workforce and leadership continuity.

Regarding the status of education and training of nurse educators in South Africa, Mulaudzi, Daniels, Direko and Uys (2012:3) reported that in terms of succession planning, the number of nurse educators entering NEIs was not consistent with nurse educators exiting on retirement, thus widening the gap of knowledgeable and skilled nurse educators. Moreover, 272 nurse educators would be exiting on retirement over the next ten years, leaving behind inexperienced educators (Mulaudzi et al 2012:3). Mulaudzi et al (2012:10) referred to the lack of mentoring young educators and the inadequate appointment of young nurse educators in NEIs as major concerns. According to Parrish (2015: 825), there is a lack of formal leadership development programmes in higher education institutions. Leadership positions are normally occupied by academics with limited experience in formal leadership roles and responsibilities. Instead, these leaders are known for their research output, teaching credentials and academic accolades.

In a study on the challenges of academic healthcare leaders in a higher education context in South Africa, Jooste, Frantz and Waggie (2018:6) reported that a structured succession planning framework for leadership development was unavailable and that top management showed limited support for leadership development. Consequently, the leaders learned as they went along while their peers detached themselves and showed no desire for future leadership positions because they perceived heading a department as academic suicide (Jooste et al 2018:6).

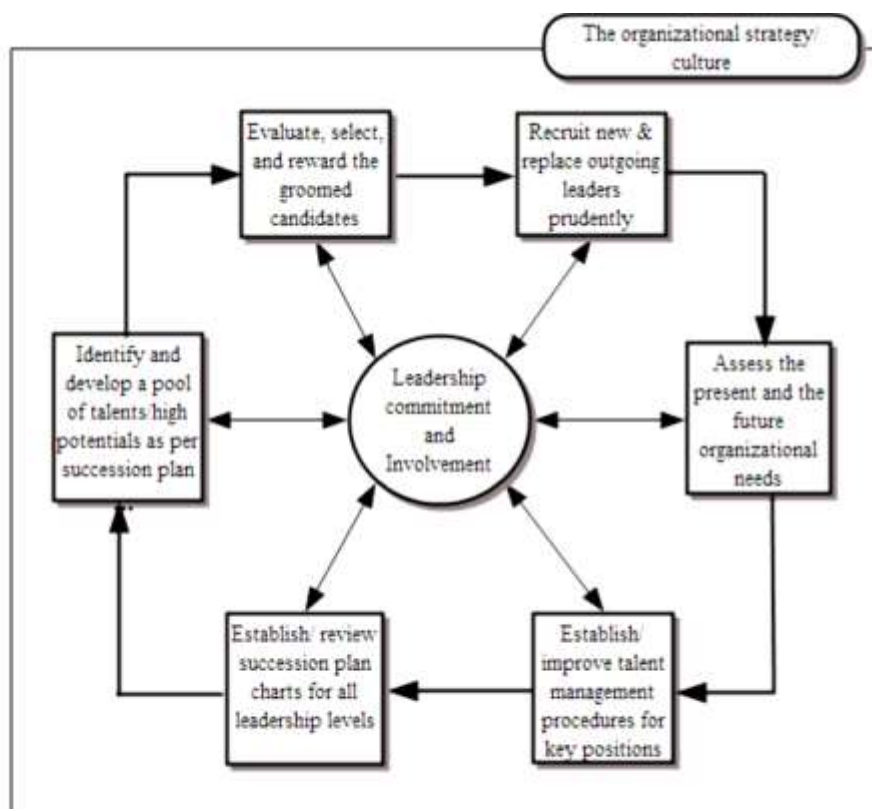
In a study on the lived experiences of nurse educators on teaching in a large class at a nursing college in Gauteng, South Africa, Ndawo (2016:1) reported that the nurse educator-learner ratio of 1:150 was in sharp contrast with the prescripts of 1:15-20. This discrepancy in nurse educator-student ratio could pose a barrier to succession planning as the outcome of large classes may contribute to work overload, thus making it difficult to allocate time for succession planning. A

succession planning framework can serve as frame of reference, a continuum that starts recruiting talented young nurse educators and nurses in training who can gradually be included in the succession planning framework to create a talent pool of emergent leaders for nurse educators.

The literature review on the current state of affairs in terms of succession planning in NEIs in South African raises the question of how NEIs can prepare the next generation of nurse educators through succession planning. This question will remain unanswered unless NEIs adopt and implement succession planning and management.

2.12 CONCEPTUAL FRAMEWORK

The study was guided by Mateso's (2010) conceptual framework for succession planning and management. Figure 2.1 graphically presents the conceptual framework for succession planning and management and its concepts used in the study.



Conceptual Framework for the Proposed Succession Planning and Management Model: By Author (2010)

Figure 2.1 Source: Mateso (2010:15)

Mateso's (2010) conceptual framework for succession planning and management will be discussed with supportive literature under the three components of the framework, namely:

- ✓ Leadership commitment and involvement
- ✓ Six different succession planning management practices
- ✓ The organisational strategy/culture

2.12.1 Component A: Leadership commitment and involvement in succession planning

Leadership commitment and involvement are placed at the centre of Mateso's (2010:15) framework, signifying the direct influence it has on the sustainability of any institution (Taylor 2013:17; Al-Hosis, Plummer & O'Connor 2012:26). Top management should make a deliberate effort in supporting managers to upscale the identification, nurturing and stabilisation of a pipeline of internal future leadership, devise succession planning policies, and create a platform for dealing with succession planning issues (Titzer & Evans 2016:36; Kowalewski et al 2011:99). Managers are key role players in shaping the strategic direction of an institution, determining its core values, mission, vision and culture (Ahmad et al 2015:133).

Although leaders can function at different levels of an institution, they share common interests, namely to afford their employees the most vital resources. Furthermore, if committed, leaders capture and transfer the knowledge and institutional memory to successors before their predecessors leave for retirement or any other reason (Fibuch & Van Way 2012:45; Rothwell 2011:87; Kowalewski et al 2011:99). The support from top management in succession planning efforts may confirm strategic continuity, strengthen internal leadership, and improve day-to-day operations (Mehrtak et al 2014:175, Al-Hosis, Plummer & O'Connor 2012:20; Hampel, Procter & Deuter 2010:278).

2.12.2 Component B: Succession planning management practices

Component A is linked to Component B to accentuate the inference of leadership commitment and involvement in succession planning and management practices. A description of Component B as illustrated in Figure 2.1 follows next. Component B encompasses six succession planning and management practices and will be discussed in sections 2.12.2.1 to 2.12.2.6.

2.12.2.1 Assess the present and the future organisational needs

The first practice is assessment of current and future institutional needs. Mateso (2010) described this practice as a means of examining current and future organisational needs and competencies of leadership positions in its entirety. The primary purpose of this practice is to identify existing gaps between current and the ideal work and competency needs for leadership positions. Rothwell (2011:91) describes this practice as workforce planning, also called human resource planning.

According to Campbell Golden (2014:24) and Rothwell (2011:87), assessment of the current and future organisational needs plays a crucial role in (1) workforce planning that may include changes in habitual practices; (2) identifying current and future vacancies of internal leadership positions, and (3) identifying potential leaders who may occupy such vacancies. In addition, assessing current and future institutional needs is important to guarantee the development of a sustainable supply of quality leaders to meet current and future challenges.

Workforce planning assists top management to identify and give attention to gaps between current workforce and future human capital needs (Rothwell 2011:91). Workforce planning should be aligned with the mission statement and vision of the institution. This step covers the mapping out of work processes, creation of job descriptions, setting of institutional goals, and an explanation of how to meet set goals. This step happens alongside measuring tools used to measure employee performance in terms of action, behaviour, and level of competencies while performing tasks (Rothwell 2011:91).

2.12.2.2 Establish or improve talent management procedures for key positions

The second practice is to establish or improve talent management procedures for key positions. Mateso (2010) describes this practice as the identification and development of either internal talent or talent from outside the organisation to occupy various key leadership positions. The aim of this practice is to develop and retain talent for different future key positions in the organisation. Talent management refers to a dynamic and systematic process, entailing determining and developing individual employees and retaining such talent or business success. The talent management process consists of a wide range of activities such as resource planning, succession planning, employee performance management and development (Chitsaz-Isfahani & Boustani 2014:115). The focal point of talent management is developing the potential of each employee and the potential and progress of employees are frequently discussed and reviewed during and after the succession planning process (Chitsaz-Isfahani & Boustani 2014:115). As a component of strategic human resource management, talent management intends to drive workforce performance and contribute to leadership succession (King 2015:274).

Eshiteti, Okaka, Maragia, Odera and Akerele (2013:158) maintain that since we are living in an era of technological advances and an ever-changing social, political and cultural environment, talent management is essential to attract talented employees, break down the static coordinating of functions, and establish a more competitive business environment. However, organisations need to have explicit talent management procedures in place that are aligned with the mission statement and vision of the organisation and human resources must be clarified to achieve outcomes (Eshiteti

et al 2013:158). According to Irtaimeh, Al-Azzam and Khaddam (2016:1), talent management procedures assist with the mapping out of work processes, creation of job descriptions, setting of institutional goals, explaining how to meet set goals, and the tools to be used to measure employees' performance. This practice necessitates organisations' establishing a pipeline of talent, a group of employees who are prepared for horizontal and vertical career advancement (Mateso 2010:15).

2.12.2.3 Establish or review succession planning charts for all leadership levels

One key feature of succession planning and management is to develop individual employees at all levels of the institution (Mateso 2010:48). This implies that for each level of leadership in the institution there should be a succession plan chart. Succession planning is a process and a succession plan chart serves as a guide to identify internal candidates, develop and prepare them for current and future leadership positions (Trepanier & Crenshaw 2013:981; Hampel 2010:280). To be successful, leaders should design an individual development plan for individual employees to close knowledge gaps, build on the individual employee's strength, identify deficits and intervene to improve competencies and skills. Brandemuehl (2009:17) maintains that in view of shrinking development capital budgets, establishing or reviewing succession planning charts is crucial to institutional success and serves multi purposes. Firstly, it helps establish a track record of learning agility which may evolve into job advancement or lateral rotation. Secondly, it serves to build evidence on strengths, development opportunities and potential retention risk. Thirdly, succession planning charts allow for well thought-out decision making processes. Lastly, it ensures robust constructive feedback sessions in terms of development initiatives, visibility of potential leaders and sharing of potential internal career advancement.

2.12.2.4 Identify and develop a pool of talents or high potentials as per succession plan

The fourth practice comprises identifying and developing a pool of high potentials in the institution. Mateso (2010:16) refers to high potentials as individual employees who are identified as talented enough to become leaders for particular key leadership positions. Since individual employees may have a variety of skills and competency needs, each of these employees should have an individual development plan and capacity building activities should be customised to suit their individual leadership development needs. In addition, grooming potential successors for future leadership should be underpinned by the philosophy of encouraging internal leadership growth and incumbent leaders should participate in development strategies such as mentoring, coaching and planned leadership development activities (Evans 2016:36; Seiwoliba 2015:2)

2.12.2.5 Evaluate, select and reward the groomed candidates

The fifth practice is to evaluate, select, and reward the groomed candidates. Mateso (2010:17) explains that having a pool of high potentials does not necessarily mean that each one of them will be considered for leadership succession. Ultimately, only a chosen few capable employees from the pool of high potentials will be identified, developed and groomed to take up leadership positions when such opportunities occur (Mahdi et al 2014:1077; McClesky 2014:119). Hence, it is essential for managers to conduct regular performance assessment of all employees included in the pool of high potentials to determine their leadership readiness (McCleskey 2014:120, Rabarison et al 2013:1).

Potential candidates should be adequately motivated by providing them with rewards and incentives with the intention to mitigate employee turnover as workers feel valued if they receive acknowledgement and are rewarded for a job well done (Witter, Fretheim, Kessy & Lindahl, 2013:1). Kampf, Hitka, and Potkany, (2014:1) refer to “motivation” as an employee’s readiness to sustain efforts towards attaining pre-defined goals. Incentives are a source of motivation because an employee or institution would perform an action in order to attain a valued resource (Witter, Fretheim, Kessy&Lindahl 2013:6).

2.12.2.6 Recruit new and replace outgoing leaders prudently

The sixth practice involves recruitment of new leaders to replace outgoing leaders prudently. Mateso (2010:17) advocates that leadership transitioning should have the best interest of the institution and stakeholders at heart. Leadership transitioning should happen within a short period of time and free from unnecessary friction among groomed candidates. Furthermore, in terms of leadership transition times, a management team or governing board should play an enabling and supportive role to new successors to curb any political influences that may ruin the corporate image or disrupt operations of an institution (Ellinger et al 2014:36; Tsai 2011:1)

2.12.3 Organisational strategy/culture

Component C is the final and third component of Mateso’s (2010) conceptual framework for succession planning and management. This component emphasises the integration of succession planning and management process in the overall organisational culture or strategy. Mateso (2010:17) states that integration is vital to establish the context within which succession planning is executed as an ongoing process. Moreover, the integration of succession planning and management

processes into the institution's overall strategic plan creates an institutional culture within which succession processes will remain constant and continuous. Mehrtak, Farzaneh, Habibzadeh, Kamran, Zandian, and Mahdavi (2017:5807) and Teräväinen, Junnonen and Ali-Löytty (2018:50) describe organisational culture as values, norms, beliefs and attitudes adopted and internalised by employees that represent the core values of the organisation and its employees. Organisational culture provides employees with a sense of identity and belonging as it nurtures and forms behaviours, which in turn enhance commitment and persistence among employees and add a degree of workforce stability in the system due to a shared belief and value system. Organisational culture cultivates an emotional sense of commitment and involvement to an organisational code of conduct and value system which, in turn, enhances work performance and organisational effectiveness. According to Iljinsa, Skvarciany and Gaile-Sarkane (2015:945), macrocultures, subcultures and microcultures could reside within the organisation. These are mini cultures that reside in departments and silos due to different work focus and priorities among groups within the broader organization. Consequently, these mini cultures may contribute to disengagement or limited dissemination of information to outside groups. Leaders should thus accept the importance of culture and distinguish between organisational culture and mini cultures to gain insight into numerous factors that keep the momentum of the organisation.

The development of individual employees for leadership is as crucial as supporting the existing leaders to maintain the momentum of an institution (Ahmad et al 2017:19). Thus, in preparing potential successors for future leadership it is inevitable that the organisational culture will change as each potential successor brings their unique values, ideals and vision of success (Davis & Dolson 2018:46). Mehrtak, Farzaneh, Habibzadeh, Kamran, Zandian, and Mahdavi (2017:5807) maintain that a pipeline of future leaders cannot be established within an environment that is not conducive to growing experiences. Succession planning accentuates the acquirement of knowledge, promotes skills and capabilities, and considers the cultural capability of the organisation to grow. It is therefore key that leaders educate themselves about the existing organisational culture and organisational design (processes, systems and information flow). In so doing, leaders will be able to ensure that anticipated changes in leadership do not negatively affect daily operations and manage successors so that the organisation remains relevant and maintains its competitive edge (Davis & Dolson 2018:46).

From the literature review, the researcher is of the opinion that succession planning requires an organisational culture that recognizes the importance of creating a talent pipeline. However, the current state of succession of NEIs in South Africa is in sharp contrast with what is prescribed as the ideal organisation culture. The existing culture in NEIs in South Africa appears to fall short of capacity

to adopt and implement a succession planning framework for leadership development of nurse educators.

2.13 SUMMARY

This chapter discussed the literature review on succession planning and leadership. The review covered the definition and history of succession planning; the relationship between succession planning and leadership; succession planning advantages and barriers; the global and South African state of succession planning in NEIs. The literature review also examined the importance of succession strategies, leadership development and succession planning as a process, and the two notable workforce demographics in higher education and nursing, namely an ageing workforce and an imminent increased retirement rate, that focused attention on succession planning in view of the predicted rate of retirements within the coming two decades. The literature review enabled the researcher to choose a conceptual framework based on the research methodology of the study.

Chapter 3 discusses the research design and methods of the study.

CHAPTER 3

RESEARCH DESIGN AND METHODS

3.1 INTRODUCTION

Chapter 2 discussed the literature review conducted for the study, which covered succession planning and its processes, strategies and challenges. This chapter discusses the research design and methodology of the study.

3.2 RESEARCH DESIGN

Research designs are plans and procedures that include different assumptions and method used for data collection and analysis in a study (Polit & Beck 2017:743; Liamputtong 2017:525). A research design refers to the most appropriate approach to answer the research question, while considering factors such as number of research subjects, timing of data collection, and research interventions, if any (Gray, Grove & Sutherland 2017:676). Mixed methods designs are strategies of enquiry that allow for multiple data-collection methods by using both quantitative and qualitative approaches in one study (Gray, Grove & Sutherland 2017:676; Liamputtong 2017:519; Creswell 2014:12; Tariq & Woodman 2013:2).

The researcher selected a sequential explanatory mixed method design for the study. In a sequential explanatory mixed method design, quantitative (first) phase data collection and analysis are done first, in order to inform and guide the qualitative (second) phase (Polit & Beck 2015:585). After collecting and analysing the qualitative data, the findings and results of both phases are mixed to conclude information. The researcher considered a sequential explanatory mixed methods design the most suitable approach to investigate succession planning processes in NEIs in South Africa. This design allowed for rich conceptualisation of succession planning and elucidated associations between succession planning processes and leadership development within NEIs in South Africa.

3.2.1 Sequential explanatory mixed methods design

A sequential, explanatory mixed method design is a logical thought process of deductive reasoning, whereby the researcher moves from a general premise to a particular situation (Gray, Grove & Sutherland 2017:676; LoBiondo-Wood & Haber 2018:501). In sequential, explanatory mixed method designs, quantitative (numerical) data are collected and analysed first before the qualitative (text) phase. The concept sequential, explanatory mixed method design is best understood as the collection and analysis of both quantitative and qualitative data, and their integration within a single study to provide a broader insight of the research problem (see Section 3.7) (Liamputtong 2017:519; Guetterman, Fetters & Creswell 2015:554; Halcomb & Hickman 2015:3; Tariq & Woodman 2013:1).

Mixed methods confirm collected data, yield richer information, comprehend the research problem, provide a broader diversity of views, and stir new ways of thinking (Halcomb & Hickman 2015:6; Olivier 2017:2). By using both approaches, mixed method data intentionally uses the advantages of each methodology, while reducing their limitations to best answer the research questions (LoBiondo-Wood & Haber 2018:116). The researcher considered mixed methods the most appropriate way to achieve the objectives of the study. The researcher found limited literature available on both quantitative and qualitative research in the field of succession planning in NEIs in South Africa. Moreover, in mixed methods the researcher was at liberty to select any qualitative and data analysis approach as there are no mandatory guidelines for selecting qualitative follow-up phases. The quantitative approach allowed the researcher to collect empirical data on the demographics of HoDs and obtain required information on succession planning for leadership development of nurse educators in NEIs in South Africa. This was followed by collecting qualitative data by means of FGIs in order to understand and interpret the data in depth.

The data from both methods were integrated and the information used to introduce stakeholders to current succession planning processes in NEIs before the commencement of a nominal group technique (NGT), during which input was provided and consensus reached, which assisted the researcher to develop a succession planning framework. The purpose of using mixed methods is to enhance the expansion, triangulation, development and complementarity of the study (McCrudden & McTique 2018:2; Schoonenboom & Johnson 2017:108; Zhang & Watanabe-Galloway 2014:655). Table 3.1 outlines the purpose of using mixed methods in this study.

Table 3.1 Purpose of mixed methods in this study

PURPOSE	DESCRIPTION	APPLICATION
Expansion	Expansion investigates different aspects of a research question, and applies different methods to answer each aspect of the research question (Schoonenboom & Johnson 2017:124; Fiorini, Griffiths & Houdmont 2016:37; Tariq & Woodman 2013:4).	This study consisted of three phases, which included one research question per phase. In each phase a different method was used to answer the research question.
Triangulation	Triangulation refers to the use of both quantitative and qualitative results to corroborate data (Schoonenboom & Johnson 2017:124; Fiorini, Griffiths & Houdmont 2016:37; Tariq & Woodman 2013:4).	In this study the use of multiple methods assisted the researcher to generate three data sets to answer questions on succession planning processes thus, achieving the aim of this study.
Development	Development discusses the use of results obtained in one method to inform the next method (Schoonenboom & Johnson 2017:124; Fiorini, Griffiths & Houdmont 2016:37; Tariq & Woodman 2013:4).	In phase 1, quantitative data were collected first and the results obtained informed the second (qualitative) phase. The results and findings from the first and second phases were consolidated and served as introduction to the NGT that was applied in phase 3 of this study. The results of phase 3 informed the development of a succession planning framework for leadership development for nurse educators in NEIs in South Africa.
Complementarity	In mixed method research, complementarity refers to the utilisation of data collected in one method to illustrate results from another (Schoonenboom & Johnson 2017:124; Fiorini, Griffiths & Houdmont 2016:37; Tariq & Woodman 2013:4).	In phase 1, quantitative data was collected first and qualitative data served as a follow-up to augment the quantitative results and to seek further clarity on questions in phase 1.

3.3 RESEARCH METHODOLOGY

Research methodology is the plan for conducting the specific steps of a study (Gray, Grove & Sutherland 2017:683). Research methods are “the techniques researchers use to structure a study and to gather and analyse information relevant to the research question” (Polit & Beck 2017:743). Research methods are strategies and techniques employed to conduct research to generate new knowledge and include selection of a study design, population, setting and choice of data analysis (Liamputtong 2018:519; Gray, Grove & Sutherland 2017:683). In quantitative studies, the aim of a research method is to collect, analyse and interpret data and describe results in a meaningful manner. In qualitative research, a research method assists a researcher to gain in-depth information about a specific phenomenon and interpret findings according to participants’ lived experiences. This study employed a sequential explanatory mixed method, using both quantitative and qualitative approaches. This assisted the researcher to understand and gain a deeper understanding about the phenomenon thereby allowing her to report on the current state of succession planning in NEIs in South Africa. The research methods are discussed according to three phases, namely phase 1: quantitative approach; phase 2: qualitative approach, and phase 3: development of a succession planning framework.

3.3.1 Phase 1: Quantitative approach

Phase 1 is discussed in terms of (1) population, (2) sampling, (3) selection of respondents, (4) data collection instrument, (5) pilot study, (6) data collection process, (7) data analysis and, (8) rigor.

3.3.1.1 Population

A study population is the set of individuals under study with which the research problem is concerned (Gray, Grove & Sutherland 2017:687; LoBiondo-Wood & Haber 2014:213). In this study, the population was all the HoDs working in NEIs in South Africa as they shared common characteristics and could answer the first research question. The population consisted of approximately 446 HoDs working in NEIs in South Africa.

3.3.1.2 Sampling

Sampling is the process of selecting a portion of the population to represent the entire population so that inferences about the population can be made (LoBiondo-Wood & Haber 2018:515; Gray, Grove & Sutherland 2017:691).

Stratified random sampling was used to guarantee a representative sample by providing all HoDs in NEIs in South Africa with an equal opportunity to participate in the study. LoBiondo-Wood and Haber (2018: 516) describe stratified random sampling as a probability method used to select participants from the population by dividing the population into two or more groups based on the traits considered important to the purpose of the study and then randomly selecting members within each group. The population was divided in two strata, namely universities and state-owned nursing colleges. The rationale for dividing the study population in two strata was that in South Africa, NEIs are divided into three levels and differ in terms of governance and structural composition (view Figure 1.2).

The researcher recruited a sample of 100 HoDs working in NEIs in South Africa. The sample size of 100 (15 from the Universities and 85 from the state-owned nursing colleges) was predefined by a qualified biostatistician for the study. The sample size calculation was based on power, effect size and significance. A total of 180 questionnaires were distributed to obtain the predefined sample size of 100 participants, a response rate of 57%. Polit and Beck (2017:691) explain that a response rate of participants in a study are calculated by dividing the number of respondents who completed and returned the questionnaire by the number of respondents who was sampled. In view of the latter explanation the response rate in this study was high as more than half of respondents that was sampled completed and returned the questionnaire. Figure 3.2 described and illustrates the distribution and return response rate of the questionnaire.

3.3.1.3 Selection of respondents

Selection of respondents refers to the sampling criteria used by the researcher to identify respondents to be included in the sample (Liamputtong 2018: 516; Burns, Grove & Gray 2013:696). The inclusion criteria were restricted to the following respondents:

Inclusion criteria for both strata:

- ✓ Heads of nursing departments,
- ✓ Working in NEIs with a minimum of four years' concurrent working experience in the same institution
- ✓ Proficient in English.

The researcher assumed that with a minimum of four years of work experience in the institution, the participants would be familiar with the day-to-day operations of nursing departments. Participants who did not meet the inclusion criteria for both strata were excluded from this study.

3.3.1.4 Data-collection instrument

A semi-structured questionnaire was used to collect data from HoDs working in NEIs in South Africa. LoBiondo-Wood and Haber (2018:516) and Liamputtong (2017:524) refer to a questionnaire as a self-report instrument where the respondents write their responses to printed questions on a document.

As existing instruments were not suitable for data collection in this study, the researcher in collaboration with supervisors and an experienced biostatistician developed a questionnaire based on an extensive literature review on succession planning and implementation. The researcher initially generated 41 open-ended and closed response items. The study supervisors and an experienced biostatistician were consulted to verify whether the items on the questionnaire (Annexure B1) covered the content being researched, contained understandable wording and followed a logical order. The number of items on the questionnaire was reduced from 41 to 32 open-ended and closed response items.

The questionnaire was divided into four sections:

- ✓ Section A: Respondents' biographical information
- ✓ Section B: Leadership commitment and involvement in current succession planning processes
- ✓ Section C: Succession planning strategies
- ✓ Section D: Challenges in the implementation of succession planning.

✓ Advantages

Like other data-collection methods, questionnaires have advantages and disadvantages. The two main disadvantages of questionnaires are low response rates and submission of incomplete questionnaires (LoBiondo-Wood & Haber 2018:516; Maree & Pietersen 2016:180). The researcher took steps to counteract the disadvantages. To prevent low response rates, each section in the questionnaire consisted of a purpose and instructions on how to answer the questions. For example, the researcher explained how to use the Likert scale.

✓ Disadvantages

To prevent submission of incomplete questionnaires, the respondents were requested to itemise five suggestions according to importance of priority. This was done to prevent drawn-out explanations and discussions that could lead to submission of incomplete questionnaires.

3.3.1.5 Pilot study

A pilot study is a preliminary study conducted prior to the actual research to determine whether the instruments are adequate and appropriate (LoBiondo-Wood & Haber 2018:514; Gray, Grove & Sutherland 2017:686). The latter authors explain that respondents in the pre-test are then not part of the main study. The questionnaire was tested with four HoDs in NEIs in the Tshwane district. After completion of the questionnaires, a discussion session was held to hear from respondents whether the questionnaire was clear, easily understood and whether or not it needed modification. The respondents indicated that most were clear but indicated difficulty with some questions. The questionnaire was modified according to their feedback (Annexure B2 original questionnaire and Annexure B1 modified questionnaire). The respondents and the results obtained during the pilot study were excluded from the main study.

3.3.1.6 Data-collection process

Data collection refers to the orderly, organised and formalised method for collecting of data required to answer the research question (Gray, Grove & Sutherland 2017:675). Figure 3.2 illustrate the distribution of questionnaires during the date collection process.

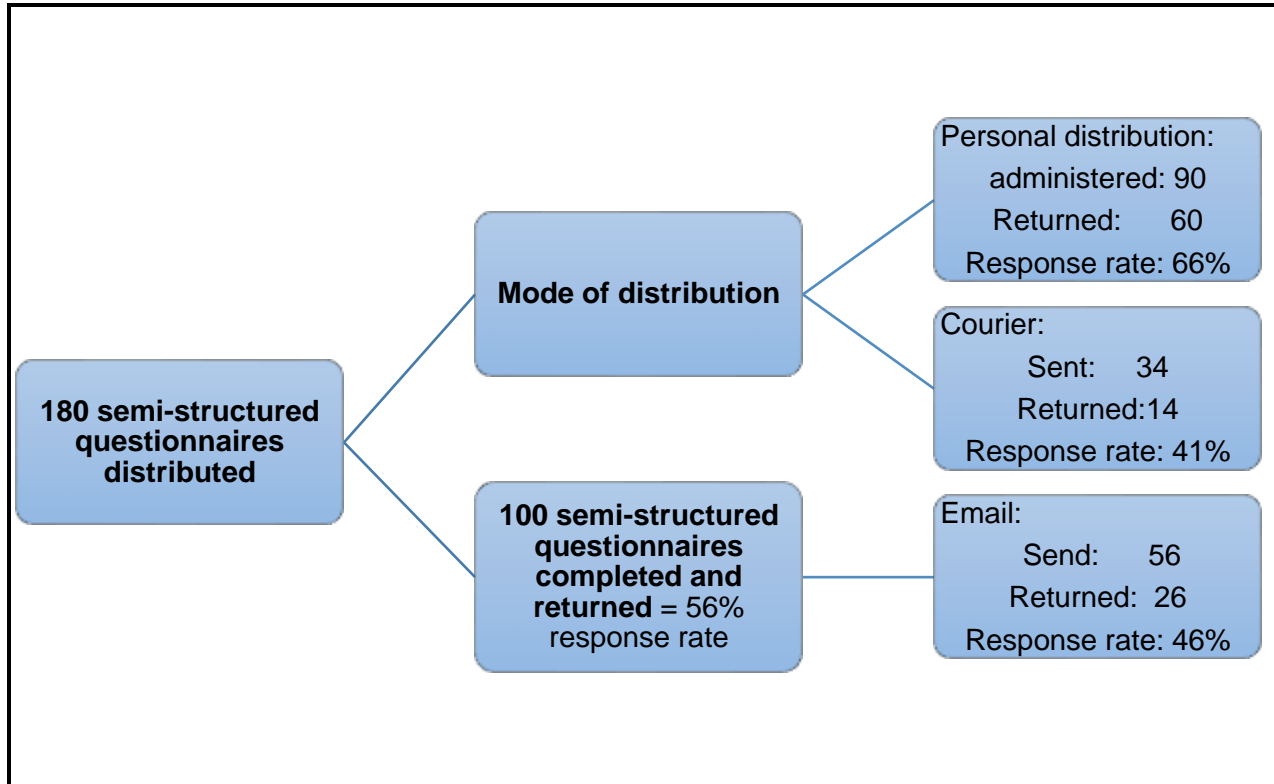


Figure 3.1 Distribution and return response rate of semi-structured questionnaire

Data was collected using a semi-structured questionnaire (Annexure B2). A total of 180 questionnaires were distributed via e-mail, courier post, and personally by the researcher to nearby NEIs. Considering the time for completion of the study, travelling time and financial costs, the researcher was physically prevented from collecting data from each NEI in the nine provinces in South Africa. Hence, the researcher selected various modes of questionnaire distribution. Out of the 180 questionnaires distributed, 100 were returned. A representative response rate of 56%.

The researcher attended a FUNDISA business meeting, and was granted an opportunity to explain the research and invite HODs to voluntarily participate in the study. All the respondents received an invitation letter, accompanied by a questionnaire (Annexure B2), consent form (Annexure B1) and a copy of the research protocol and ethics approval letter (Annexure A1-A8) from the University of Pretoria Ethical Committee. Each questionnaire included a participant information leaflet (Annexure B1) in order to obtain written consent. Of the 90 questionnaires personally distributed by the researcher, 60 questionnaires were returned, followed by 26 returns out of 56 electronically distributed questionnaires and 14 out of 34 questionnaires that were

returned via courier. The modes of distribution of the questionnaires, namely personal distribution, courier, and e-mail distribution, are discussed next.

3.3.1.6.1 Personal distribution

Permission was obtained from Heads of NEIs to gain access to premises to conduct the study. Each NEI linked the researcher to the chairperson of their research committee who acted as a liaison between the researcher and respondents. Communication between the researcher and chairperson included e-mails and telephonic conversations with regard to recruiting respondents, arranging suitable venues for data collection, dates and times most convenient to respondents without interrupting their official duties. The researcher communicated with the chairperson a week before to confirm dates and again two days before as a reminder of the scheduled meeting.

On the actual day of data collection, the researcher met with HoDs either in the boardroom or in an unoccupied lecture room. The researcher explained the purpose and envisaged outcome of the study, confidentiality and anonymity and distribution of results. Respondents were then invited to participate voluntarily in the study. Those willing to take part were handed a covering letter to obtain informed consent (Annexure B1) as well as the questionnaire (Annexure B2) to complete on their own. A sealed collection box was used to deposit the questionnaires after completion and was left in the venue. The researcher waited on the premises and only collected the sealed box once the chairperson indicated all respondents were done and had left the room. It took respondents a minimum of 15 minutes to complete the questionnaire. Only one sealed box was used for the different institutions. In this way, the respondents' and institutions' anonymity was protected because it was difficult to link a completed questionnaire to a specific HoD or institution.

The researcher is of the opinion that the response rate of 66% of personal distributed questionnaires could be due that the respondents found it less burdensome. The fact that the researcher met with respondents on pre-arranged dates and data collection times in their respective NEIs made it a personal process. For example, the researcher was present to clarify ambiguous questions respondents may have had, before they completed and submitted the questionnaire. In addition, the researcher's position as an academic may have contributed to the increased return response rates as respondents may have regarded her as "one of them" and not an outsider.

3.3.1.6.2 Courier distribution

In terms of courier distribution, the NEIs allocated the chairperson of the research committee or the vice-principal or personal assistant of the principal to assist the researcher with distribution and collection of completed questionnaires. Communication between the researcher and allocated personnel included e-mails and telephonic conversations, such as explanation of each question, ethical considerations, completion and receiving of questionnaires and deadline for returning questionnaires. All questionnaires that were sent by courier included a return envelope, which was packaged and sent through a courier service to NEIs.

3.3.1.6.3 E-mail distribution

Respondents were furnished with the e-mail details of one of the three administrative officers where the researcher was working. This was done to ensure that the questionnaire was returned via email to the administrative officer and in so doing, guaranteed that the principles of anonymity and confidentiality were upheld. The suggestion was well accepted by HoDs. The administrative officer thus acted as a liaison between the researcher and NEIs during the data-collection process. All electronically distributed questionnaires were sent directly to the administrative officer. The officer printed out the completed questionnaire and deposited it in a sealed box. Data was collected over a period of two months.

The researcher collected the sealed box from the administrative officer after two months. The establishment of an electronic return system enhanced confidentiality and anonymity in this study. For example, a subjective question such as age could be a sensitive issue to some respondents. The returning system provided respondents with a sense of confidentiality, as it would not be possible for the researcher to identify specific HoDs or NEIs. The courier and e-mail mode of distribution accounted for response return rates of 34% and 14%, respectively. The researcher is of the opinion that respondents may have felt that their confidentiality and NEI anonymity could be compromised. The low response rate of e-mails and courier responses could also be related to lack of time to complete the questionnaire and the burden of sending it back to the researcher.

3.4 DATA ANALYSIS

Data analysis is the technique used to reduce, categorise, organise and manipulate raw data so that the information derived from such data can be described in meaningful terms (Gray, Grove & Sutherland 2017:675). The biostatistician captured and analysed the data from the completed questionnaires. Each of the 32 response items was measured individually and produced an individual score for each response item, presenting frequency distributions.

According to Grove, Gray, and Sutherland (2017:674), percentages are useful in interpreting data. Moreover, percentages enable the researcher to comprehend the essential frequency distributions, and to compare the frequency distributions with one another (view Figure 3.2). An experienced biostatistician conducted the data analysis. Analysis System (SAS) STATA version 4.1 software program was used to analyse the data (view Section 4.4).

3.4.1 Rigor

Validity and reliability in sequential explanatory mixed methods involve employing strategies to address potential issues in data collection, data analysis, and interpretation that may compromise the merging or connection of quantitative and qualitative strands of the study (Liamputtong 2017:525).

3.4.1.1 Validity

Validity refers to the trustworthiness and accuracy of a study (Liamputtong 2017:529; LoBiondo-Wood & Haber 2018:517). Validity thus, is used to determine the degree to which a conclusion, measurement or concept is well established, and corresponds precisely to the real world. Validity is measured by construct, content and face validity.

✓ Construct validity

Construct validity refers to the degree to which a study measures all characteristics of a concept. Construct validity depends on the proficiency of the researcher to conceptually define and then operationally define the study variable (Gray, Grove & Sutherland 2017:674). Since the questionnaire was newly constructed, it was assessed by the study supervisors and discussed with the biostatistician. The study supervisors recommended that the questionnaire be linked to

Mateso's (2010) conceptual framework which guided the study. The questionnaire was based on Mateso's (2010) set of interrelated concepts which contributed to the validity of the questionnaire (LoBiondo-Wood & Haber 2018:509). In addition, the questionnaire was pretested and modified.

✓ **Content validity**

Content validity is concerned with whether a measuring device will provide an adequate, or representative sample of all content, elements, or instances of the phenomenon being measured (Libiondo–Wood LoBiondo-Wood & Haber 2018:509; Gray, Grove & Sutherland 2017:674). Content validity was grounded because the questionnaire was pretested to validate its practicability and appropriateness on respondents similar to those who participated in the main study. The content validity was further ensured by a biostatistician who coded the questionnaire and analysed the data obtained with the questionnaires.

✓ **Face validity**

Face validity refers to how relevant the questionnaire is to the participants. Without it, the researcher may encounter resistance from the participants, which may, in turn, adversely affect the results obtained (Gray, Grove & Sutherland 2017: 678). The questionnaire was assessed and its validity approved by both the statistician and the study supervisors. The statistician suggested a 4-point Likert scale for some sections and open-ended questions. In cases where respondents had to answer “yes” or “no” to a question, the statistician recommended a follow-up question. This provided respondents with an opportunity to write about current succession planning in place for leadership development of nurse educators in their respective institutions in their own words. In addition, the supervisors suggested simple, unambiguous wording and shortening of statements and questions for easy reading and comprehension. The comments were incorporated in the questionnaire and approved by the statistician and supervisors. The questionnaire was user friendly as it consisted of four pages and took a minimum time to complete as all questions were clear and easy to comprehend.

3.4.1.2 Reliability

The reliability of a questionnaire refers to the consistency with which respondents understand and respond to all the questions (LoBiondo-Wood & Haber 2018:515).

An instrument can be reliable without being valid, but cannot be valid if it is not reliable (Brink et al 2013:169). Reliability underpins three categories of measurement, namely stability, internal consistency, and equivalence reliability (Gray, Grove & Sutherland 2017:690).

✓ **Stability**

Stability measures whether the research measurement instrument, if used more than once, can yield the same results. Internal inconsistency is concerned with how well each item in a questionnaire relate to and agree with each other (Liamputtong 2017:517, Gray, Grove & Sutherland 2017:681). Equivalence reliability refers to cases where more than one researcher is involved in the study, using the same measurement instrument to generate data (Gray, Grove & Sutherland 2017:677; Polit & Beck 2017:727). Stability was confirmed in this study as the same questionnaire was distributed to respondents in different provinces in various NEIs in South Africa. The questionnaire was completed by comparable respondents measuring the same items in a similar way over a period of three months.

✓ **Internal consistency**

Internal consistency refers to the extent to which items within a scale measure the same concept (Liamputtong 2017:511). The researcher in consultation with the study supervisors developed the questionnaire (Annexure B1). Further, a biostatistician from the University of Pretoria was consulted to assess the questionnaire in terms of its practicability and the appropriateness of the proposed questions. In addition, a pilot study was conducted to test the reliability of the questionnaire. The same questions were used during data collection to ensure internal consistency.

✓ **Equivalence**

Equivalence was ensured in this study. On completion of capturing the raw data on an excel sheet, the researcher requested a colleague who is an academic and familiar with quantitative data, to assess and confirm if the data were accurately captured. The biostatistician used descriptive statistical techniques, statistical System (SAS) STATA version 4.1 to analyse the data.

3.5 PHASE 2: QUALITATIVE

This section discusses the methods followed in the qualitative phase of the study.

3.5.1 Population

A population refers to a well-defined set with specified properties, which could include objects, people or animals in a study (LoBiondo-Wood & Haber 2014: 213; Polit & Beck 2017:273). The population for this phase included all nurse educators working in NEIs in Gauteng province in South Africa. According to LoBiondo-Wood & Haber (2014:213), in terms of feasibility, time and availability, it is advisable to use a target population.

The target population for this study consisted of nurse educators who were involved in training and teaching either undergraduate or postgraduate programmes in Gauteng province. Seven of the 26 universities in South Africa, six nursing colleges, and 13 NEIs are situated in Gauteng. Each university has at least 15 to 30 permanently employed nurse educators, respectively and each nursing college has at least 75 nurse educators, a large enough population to recruit participants for FGIs. Furthermore, the researcher resided in Gauteng province therefore it was cost-effective and practical as participants were easily accessible to the researcher.

3.5.2 Sampling

Sampling refers to choosing a group of people representative of the entire population who display characteristics or knowledge that is of interest to the study (Gray, Grove & Sutherland 2017: 300; Polit & Beck 2017:743). Purposive sampling was used, which is non-probability purposive sampling. According to Polit and Beck (2017:741) and Liamputtong (2017:525), in purposive sampling researchers intentionally select participants based on their personal judgement. In addition, participants can provide extensive information on the phenomenon under study (Polit & Beck 2017:743). In this study, the sample included 20 nurse educators who were recruited and consented to participate in this study.

✓ Inclusion criteria

Inclusion or eligibility criteria refer to specified characteristics of the target population that the researcher considers important for the study (Polit & Beck 2017:250).

To guarantee that the information collected presented an accurate picture of leadership development of nurse educators in NEIs in South Africa, nurse educators were included if they were permanently employed at the NEI. They had to have a minimum of three years' education experience and able to converse in English as medium of communication. Participation was

voluntary with no restriction on age, race or gender. The researcher assumed that the participants were familiar with the day-to-day operations of the institution and could provide rich information. Participants who did not meet the inclusion criteria for both strata were excluded from this study.

3.5.3 Data-collection method

FGIs are a data-collection technique for describing and understanding a specific phenomenon from the perspective of the group of participants (LoBiondo-Wood & Haber 2018:94; Aurini, Heath & Howells 2016:118). The researcher used FGIs to collect rich, in-depth information as expressed by nurse educators in their natural setting. By conducting FGIs the researcher acquired insight into the current state of succession planning practices and processes followed and the challenges experienced in NEIs in South Africa.

3.5.3.1 Focus group interview

A focus group interview is a technique whereby a researcher collects data from a group of 5 to 12 participants to discuss a particular phenomenon, with the intention of drawing on the multifaceted personal experiences, perceptions, beliefs and behaviour of the participants through social interaction (Liamputtong 2017:85; Nyumba, Wilson, Derrick & Mukherjee 2017: 21). An FGI is often used as a qualitative method of enquiry aimed at gaining an in-depth understanding of social issues. The objective of phase 2 was to explore and describe nurse educators' perceptions of current succession planning processes for leadership development at NEIs in South Africa. The researcher generated contextual, rich and detailed data about the nature of reality through the use of FGIs with participants in their natural setting and field notes (Liamputtong 2017:98).

FGIs rely on overcoming several methodological limitations linked to their implementation, such as composition of group (including class, gender, ethnicity, and lived experiences), logistical constraints of venue, and timing (Flynn, Albrecht & Scott 2018:2). Cultural norms, values and beliefs also need consideration in planning FGIs, as participants may ascribe to dominant belief systems established by society. The use of FGIs in a study has advantages and disadvantages (LoBiondo-Wood & Haber 2018: 94; Liamputtong 2017:90; Gray, Grove & Sutherland 2017:263; Nyumbo, Wilson, Derrick & Mukherjee 2017:21; Aurini, Heath & Howells 2016:118). Hence, the researcher carefully planned the preparation, interview and post-interview phases to minimise the

disadvantages. Table 3.3 lists the advantages and disadvantages of FGIs and the steps taken by the researcher, to overcome methodological limitations.

Table 3.2 Advantages and disadvantages of focus groups

ADVANTAGES	DISADVANTAGES	STEPS TAKEN BY RESEARCHER TO MINIMISE DISADVANTAGES
Provide a collective perspective on the topic of interest (Flynn, Albrecht & Scott 2018:1, Liamputtong 2017:90).	Challenging to control confidentiality issues and to manage issues that are distressing to individual participants (Liamputtong 2017:90; Nyumbo, Wilson, Derrick & Mukherjee 2017:21).	Focus group interviews were conducted in allocated rooms such as boardrooms and classrooms that were conducive and non-threatening.
Allow access to groups that may not always access traditional data-collection methods such as surveys because of language difficulties (Liamputtong 2017:90; Nyumbo, Wilson, Derrick & Mukherjee 2017:21).	Conflicts may arise in the group that are challenging without skilled moderation. (Liamputtong 2017:90; Nyumbo, Wilson, Derrick & Mukherjee 2017:21).	Focus group interviews using English as the only language of communication were conducted. The researcher had experience in conducting FGIs and was knowledgeable and skilled in FGIs.
Facilitate cultural brokering, engagement and developing culturally appropriate strategies (Flynn, Albrecht & Scott 2018:2; Liamputtong 2017:90)	Group dynamics may influence participants' level of involvement (Liamputtong 2017:90; Nyumbo, Wilson, Derrick & Mukherjee 2017:22).	The composition of the groups was heterogeneous, and diverse in terms of age and race to gather different perspectives on succession planning processes in different NEIs in South Africa, to improve the quality of discussion and the outcomes (Nyumba et al 2017:22). During the interview, participants first discussed each question among themselves to stimulate social interaction. In so doing, participants shared their perceptions of leadership development of nurse educators, thus encouraging participant involvement.

ADVANTAGES	DISADVANTAGES	STEPS TAKEN BY RESEARCHER TO MINIMISE DISADVANTAGES
Allow for the clarification and synthesis of views and opinions through a group perspective (Liamputtong 2017:90)	The success of the focus group is dependent on the skill of the moderator (Liamputtong 2017:90).	The researcher adopted a facilitator role and facilitated discussion between the participants and not between herself and participants.
May yield richer results as voices of participants are recorded to ensure that all information is fully captured (LoBiondo-Wood & Haber 2018:94; Gray, Grove & Sutherland 2017:263; Aurini, Heath & Howells 2016:118).	The monitoring of verbal and non-verbal responses is challenging because of the number of participants (Liamputtong 2017:90).	As all FGIs were audio recorded with permission from the group. The researcher was able to take field notes of verbal and non-verbal behaviour and actions to generate dense descriptions and interpretations.
Facilitate access to a large number of participants for lower resource expenditure than individual interviews (Liamputtong 2017:90; LoBiondo-Wood & Haber 2018: 94).	There is no guarantee that when individuals agree to participate in a focus group, they will honour the appointment on the day of the focus group (Gray, Grove & Sutherland 2017:265).	With permission from the HoDs, the researcher arranged suitable venues for data collection, dates and times most convenient to participants without interrupting their official duties. The researcher confirmed FGI dates a week before and again two days before as a reminder of the scheduled meeting.

In sequential explanatory mixed methods the quantitative results guide the formulation of questions for an interview guide. The researcher identified quantitative results that required further explanation as an outcome during the qualitative phase (Annexure C). Questions were developed based on findings from phase 1 and in collaboration with the study supervisors. Four FGIs were conducted with 20 participants from 4 different institutions, using a semi-structured interview guide (Annexure C) to navigate group discussions between 3 June 2017 and 21 July 2017. Each group consisted of five members. The interview guide included open-ended questions to elicit and obtain various views on the development of a succession planning framework.

Each interview lasted at least 90 minutes to gather enough data and reach saturation (Aurini, Heath & Howell 2016:120). Data saturation refers to the point when the information being shared with the researcher becomes repetitive and new data yields redundant information (LoBiondo-Wood & Haber 2018:520; Liamputtong 2017:23; Creswell 2014:189; Polit & Beck 2012:742). Data saturation was reached after four FGIs with participants, as demonstrated by repetitive themes, and no additional or new information emerged from the FGIs. The FGIs consisted of three phases, namely preparatory, interview and post-interview phases as discussed in the next section.

✓ **Preparatory phase**

The preparatory phase involved planning of interviews and recruitment of participants prior to the initial interview sessions (Polit & Beck 2016:510). The researcher invited participants telephonically, via e-mail or by word of mouth. The FGIs took place on NEI premises. The researcher identified suitable dates and times. In the case of nearby NEIs, permission to conduct interviews at pre-arranged times and dates was obtained from the HoDs. During these visits, the purpose of the study was explained, after which the nurse educators were invited to participate.

Each participant was informed of their rights to participate and that participation was voluntary. Informed consent (Annexure A 2) was obtained from those who agreed to participate voluntarily. The researcher assured participants that their names would not be written down during the study report to protect their identity. An interview guide, audio-recorder with additional batteries, notebook and pen were used during the FGIs.

✓ **Pilot interview**

According to Gray, Grove and Sutherland (2017:508) a pilot interview is a small-scale, trial run conducted of an actual research study. This was done to test whether the questions posed would yield relevant information and identify errors, which could be avoided during the actual interviews (LoBiondo-Wood & Haber 2018:225). Two pilot FGIs were conducted prior to the main study. The first FGI included three nurse educators and the second included five nurse educators. Those who participated in the pilot study were excluded from the main study. There was no need to make any changes to the initial interview guide.

✓ **Interview phase**

Polit and Beck (2016:515) define the interview phase as the commencement of a conversation between the researcher and the participants aimed at gathering information on the topic under study. On the day of the FGI, the venue was prepared to create an environment free of any distractions. The participants were welcomed and greeted to allay anxiety. Before the start of the interviews, the objective of the study was explained, after which the participants were invited to participate.

A participation information leaflet and cover letter (Annexure C1) was given to each nurse educator for written consent to be obtained. The audio-recorder was switched on only with permission of the participants and questions were asked. The researcher used various communication skills, such as listening, paraphrasing and probing to obtain more data (Polit & Beck 2017:515). The researcher used additional means to ensure trustworthiness as follows:

- ✓ Prepare and practise for the interview beforehand to ensure audible voice recordings.
- ✓ Clarify each question to participants, ensure understanding so that answers can be coded without the possibility of doubt.
- ✓ Allow for group discussion and for participants to make notes for the purpose of collecting in-depth information.

✓ **Post-interview phase**

The post-interview proceeded directly after the initial interview. The researcher thanked participants for their willingness to take part in the study.

The researcher listened carefully to each recording for completeness, and then labelled each with an identification number. Thereafter the researcher recorded additional field notes. Field notes are s

notes taken by the researcher on observations made about participants' immediate setting and behaviour during the FGI (Creswell & Poth 2018:170). Furthermore Polit and Beck (2017:729) state that field notes are not limited to a specific type of behaviour or action. Rather they epitomise a set of narratives which mirror a clear picture of human interaction in their natural setting. In this study field notes were taken during each FGI, which assisted the researcher to remember the course of each FGI. In addition, the researcher documented observations, developments and ideas for future possible publication and dissemination of research findings.

The field notes were useful as they assisted with building a thick and dense data set and were taken as follows:

- ✓ The start of each interview was recorded on a new page and the date and time noted.
- ✓ Wide margins were used to include the researcher's own behaviour and words, and to allow for adding notes if the researcher remembered something.
- ✓ The researcher made rough sketches of each setting to outline the seating arrangement.

3.5.4 Data analysis

Data analysis is a process of transcribing and coding raw data and organising it into categories, themes and subthemes for meaningful interpretation of information (Gray, Grove & Sutherland 2017:675; Liamputtong 2017:512). The researcher used thematic analysis (Braun & Clarke 2006:79). Braun, Clarke, Hayfield and Terry (2018:3) differentiate between two levels of themes namely; semantic and latent. Semantic themes report on the participants' explicit statements (a surface of meanings) and the analyst is not looking for anything beyond what a participant has said or what has been written; (Braun, Clarke Hayfield & Terry 2018:3; Maguire & Delahunt 2017:3353). While, latent themes looks beyond what has been said by the participant and starts to explore the underlying ideas, assumptions and ideologies that are theorised as shaping or informing the semantic content of the data (Braun, Clarke, Hayfield & Terry 2018:4; Maguire & Delahunt 2017:3353). In this study, themes were classified at the semantic level and supported with relevant literature to represent the nurse educators' perceptions on current succession planning processes in NEIs in South Africa.

Thematic refer to analysis as identifying, analysing and reporting patterns in data through careful reading and rereading of data (Liamputtong 2017:527, Polit & Beck 2017: 478). Unlike deductive content analysis, thematic analysis is inductive, constructing concepts and theoretical theories from the data. Thematic data analysis enabled the researcher to validate answers to questions (verification) and to reveal the reality surrounding the participants' perceptions of current succession

planning practices (evaluation) for leadership development in NEIs in South Africa. The thematic analysis consisted of six steps, namely: (1) familiarisation of data, (2) coding, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) writing up.

3.5.4.1 Familiarise yourself with the data

In this phase the researcher transcribed the recorded data verbatim. The researcher repeatedly read the data and field notes to familiarise herself with the content of the data prior to coding. The researcher repeatedly examined the audio recordings by listening to them attentively over and over again to fully understand the content. The researcher generated a list of initial ideas about what was interesting in the data (Liamputtong 2017:527, Polit & Beck 2017: 478).

3.5.4.2 Generate initial codes

The second phase, the researcher produced initial codes from the data. Interesting features of the data were coded systematically across the entire data set. Data was organised into meaningful groups. Coding can be done manually or with the use of a software program. In this study, the researcher performed coding manually by writing notes and using different coloured highlighters to indicate potential patterns. All data extracts were coded and then collated together in each code (Liamputtong 2017:527, Polit & Beck 2017: 478).

3.5.4.3 Search for themes

In this phase, the researcher organised different codes into potential themes, and collated all the relevant coded data extracts in the identified themes. The researcher first analysed the codes and considered how different codes could be combined to form overarching themes (Liamputtong 2017:527, Polit & Beck 2017: 478).

3.5.4.4 Review themes

The researcher reviewed themes to confirm whether they worked in relation to the coded extracts and the entire data set, then generated a thematic map of the analysis (Liamputtong 2017:527, Polit & Beck 2017: 478).

3.5.4.5 Define and name themes

This phase involved on-going analysis to refine the specifics of each theme and the overall story that the analysis told. The researcher generated clear definitions and names for each theme (Liamputtong 2017:527, Polit & Beck 2017: 478).

3.5.4.6 Produce the report

This is the final phase of thematic analysis. In this phase, the researcher selected vivid, compelling extract examples, and made a final analysis of the selected extracts. The final analysis was then related back to the research question and literature review followed by a report of the analysis. This core storyline was grouped into three themes (view Chapter 5 for full discussion).

Thematic analysis is a flexible method of analysing data, therefore analysis did not follow a linear process of moving from one phase to next. Instead the analysis was more of a recursive process whereby movement is permitted back and forth across the phases, as needed. The researcher and an independent coder, experienced in the qualitative research, assigned codes to the data and identified themes and categories. The researcher and the coder confirmed and reached consensus on the findings.

3.6 TRUSTWORTHINESS

Trustworthiness refers to quality of the data in a qualitative study and is the equivalent of validity and reliability in quantitative research (LoBiondo-Wood & Haber 2018:125). The researcher ensured credibility, dependability, confirmability and transferability (Liamputtong 2017:21).

3.6.1 Credibility

Credibility refers to confidence in the truth of the data and interpretation thereof (Liamputtong 2017:521). The researcher invested sufficient time (prolonged engagement) during data collection to obtain an in-depth understanding of the data and to increase the probability of credible findings. At the end of the interviews the researcher confirmed with participants whether the data was a truthful account of their perceptions of the succession planning process.

Site triangulation was enhanced by conducting FGIs in different NEIs, using an interview guide, asking all participants the same questions and probing questions. Methodological triangulation was

achieved as the FGIs were audio-recorded and transcriptions made of each interview (referral adequacy), field notes were captured and research observations to gather information on participants' perceptions of succession planning processes in their respective NEIs. Lastly, research triangulation was enhanced in this study as the researcher arranged a consensus meeting with the independent coder to confirm the findings. In research triangulation, more than one researcher participates in data analysis and confirmation of results.

3.6.2 Dependability

Dependability refers to the extent to which a study repeated with the same or similar participants in the same context would yield the same results (Liamputtong 2017:21). The researcher ensured dependability through dense description of the methodology used to conduct the study, and dense description of the data. Data was organised in categories and subcategories. All interview materials, transcriptions, documents, findings, interpretations, and recommendations were kept safely to be available and accessible to the study supervisors and any other researcher to conduct an audit trail.

3.6.3 Confirmability

Confirmability refers to the potential for congruency of data in terms of accuracy, relevance or meaning (Liamputtong 2017:521). Confirmability was established as the researcher made use of a reflective diary to write her ideas, and experiences as an awareness of personal views and opinions regarding the research topic. Keeping a reflexive diary supported the researcher to bracket her personal knowledge, opinions, and experiences (Polit & Beck 2017: 729; Gray, Grove and Sutherland 2017:674; Chan, Fung & Chien 2013:2) in order to accurately describe current succession planning process in NEIs in South Africa. An experienced co-coder was assigned to assist the researcher in data analysis.

3.6.4 Transferability

Transferability refers to the transferability of findings in other contexts or to other participants (Liamputtong 2017:21; Creswell & Poth 2018:257). The researcher used strategies to enhance transferability, such as purposive sampling and thick descriptions of the methodology and the setting of the study.

3.6.5 Authenticity

Authenticity refers to the extent to which the researchers indicates a range of realities in a fair and faithful manner (Creswell & Poth 2018: 256, Polit & Beck 560). The researcher listened carefully to each audio-recording and read the transcribed data over and over again in an effort to understand and familiarise herself with the data. Thereafter, each interview was transcribed and the body cues (clenching of hands, facial frown, silence, etc) were inserted in brackets in the transcripts. Lastly, the researcher reported on succession planning processes as reported by the participants, using their direct quotations and not according to the researcher's perceptions.

3.7 INTEGRATION OF QUANTITATIVE AND QUALITATIVE PHASES

The integration of mixed methods research refers to consolidating quantitative and qualitative data to gain an in-depth understanding of the research phenomenon (McCrudden & Tique 2018:2). In this study integration were achieved through the merging; connecting, and embedding of both quantitative and qualitative data. Figure 3.2 provide a visual illustration of the integration of quantitative and qualitative phases of enquiry using a sequential explanatory mixed method research design in the study.

In phase 1, the researcher first generated quantitative data using a semi-structured questionnaire (view Annexure B1) to gain a general idea about the current succession planning process in NEIs according to HODs. In the quantitative phase, the researcher relies solely on numerical data and follows a general set of orderly, disciplined procedures to acquire information (Subedi 2016:571; Almaki 2016:293; Ihuah & Eaton 2013:938). The quantitative (first) phase was dominant and given stronger priority over the qualitative (first) phase. The primary emphasis was on the quantitative aspect of the study.

Following the completion of both quantitative and qualitative data collection and analysis, results and findings were then integrated. The quantitative results answered the first objective of this study by providing primary information about demographic data and specifics on succession processes for leadership development according to the participant HoDs. The quantitative phase grounded the focus of the study as an outcome of one data set building upon the qualitative data (Almaki 2016:293; Creswell & Plano Clark 2012:134). Some of the quantitative results needed further clarification regarding nurse educators' perception on succession planning processes. Hence, the researcher generated qualitative data by conducting focus group interviews (FGIs) with nurse educators. For example, succession planning is practised in some of the NEIs. However, the qualitative data

indicated that the succession planning practices were unstructured and informal resulting in compromising the leadership development of nurse educators in NEIs in South Africa. A component of the quantitative data was embedded in the qualitative data. The qualitative findings provided the researcher with a deeper insight on the specific state of affairs regarding succession planning for leadership development. While the qualitative findings elicited the participant nurse educators' perceptions of leadership development for nurse educators working in NEIs. This information might have imperative inferences that could go unnoticed if not integrated.

Both quantitative results and qualitative findings were connected and used as the introductory for Phase 3 of the study. In Phase 3 the researcher conducted a stakeholders' workshop to reach consensus on what should be included in a succession planning framework for leadership development. The stakeholders' workshop assisted the researcher to obtain the primary purpose of this study, namely to develop a succession planning framework for leadership development of nurse educators in NEIs in South Africa.

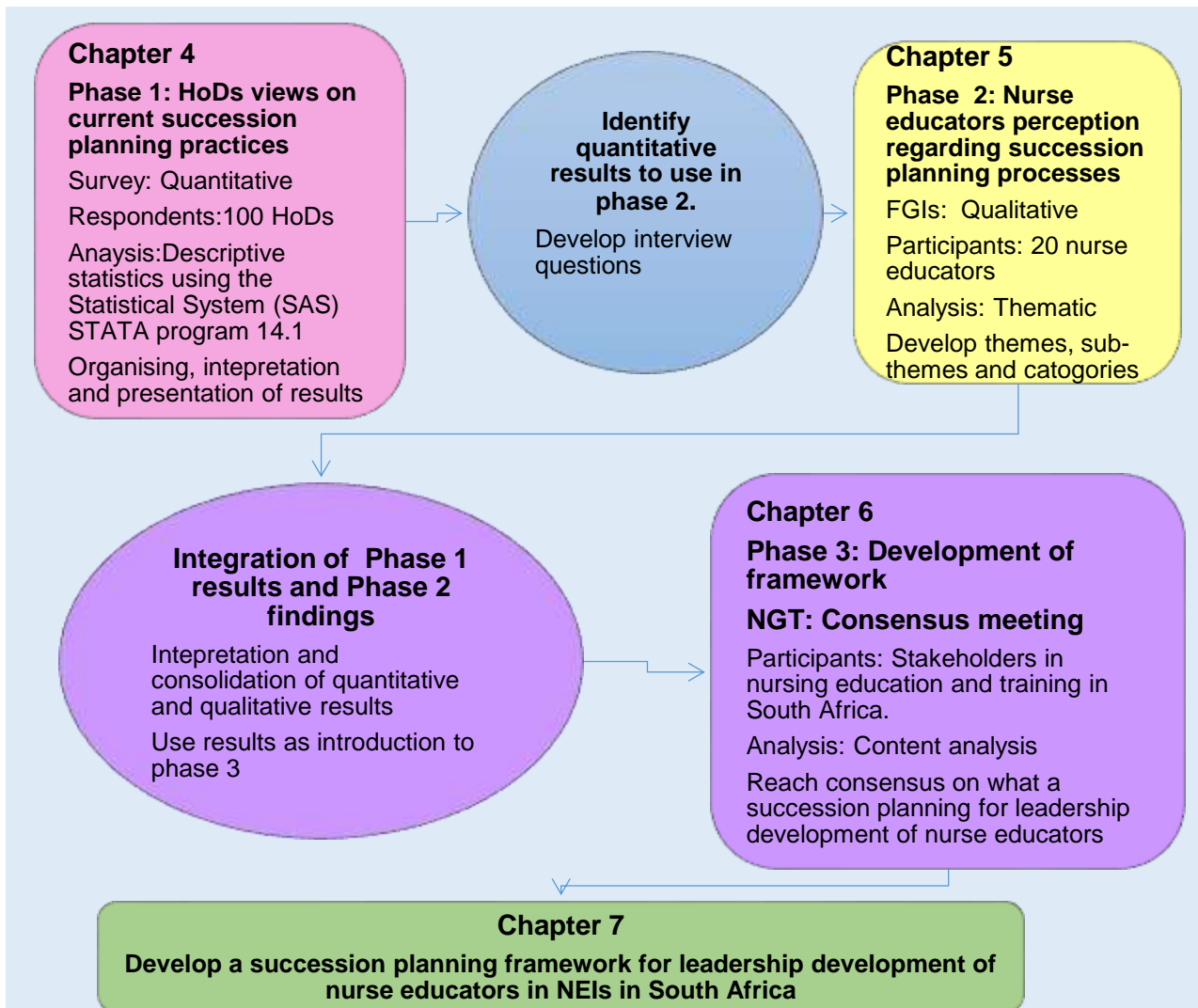


Figure 3.2 Visual illustration of the integration of quantitative and qualitative phases

3.8 PHASE 3: DEVELOPMENT

A workshop with stakeholders involved in nursing education and training in South Africa was conducted. The results and findings obtained from phase 1 and 2 were consolidated and presented to the stakeholders prior to the start of phase 3. The presentation (sharing) of “new knowledge” provided stakeholders with equal opportunity to give input on what a framework for succession planning for leadership development of nurse educators in NEIs in South Africa should entail. During this phase, data was collected by facilitation of inputs (decision) and consensus (persuasion) was reached (Hugé & Mukherjee 2017:33; McMillan, King & Tully 2016:655), which assisted the researcher to develop the envisaged succession planning framework. Site triangulation was used to enhance diversity, enrich understanding and accomplish the research objectives of this study.

3.8.1 Population

The target population in phase 3 was nurse educators working in different NEIs, including HoDs, principals, vice- principals, philosophiae doctor in nursing science and professors. The stakeholders included members of the Nursing Education Association and the Forum of University Nursing Education of South Africa (FUNDISA), the Gauteng Department of Health, the Democratic Nursing Organisation of South Africa (DENOSA) and two professors who are experts in the field nursing leadership, including succession planning. Since the study protocol was electronically communicated to stakeholders in nursing education and NEIs, HoDs were made aware that a stakeholders' workshop would follow after phase 2 of the study, and were invited accordingly. In cases where the researcher presented the study to nurse educators in the different NEIs prior to data collection, they were made aware that the stakeholders' workshop formed part of Phase 3 of the study.

Twelve participants attended the stakeholders' workshop. The diverse composition of the population provided a unique and valuable opportunity for mutual clarification on succession planning processes in NEIs. The selected participants also allowed for the capturing of first-hand information on what a succession planning framework for leadership development of nurse educators in NEIs in South Africa should entail. Table 3.4 represents the composition of participants who attended the stakeholders' workshop.

Table 3.3: Composition of participants who attended the stakeholders' workshop

PARTICIPANTS	INSTITUTION	POSITION/ RANK	NUMBER OF PARTICIPANTS
Nurse educator	University	Professor: experts in leadership and succession planning	2
Nurse educator	University	Philosophiae Doctor in nursing science: Director, medical skills lab	1
Nurse educator	Nursing college	Principal	1
Nurse educator	Nursing college	Vice-principal	1
Nurse educator	Democratic Nursing Association of South Africa	Nursing leadership: training and development	1
Nurse educator	Nursing college	Head of Departments`	4
Nurse educator	Gauteng Nurse Leaders Forum	Member	2
		Total number of participants	12

3.8.2 Sampling

Purposive sampling was used to select participants. Twelve participants were selected and divided into three groups of four members per group. The group was diverse in terms of gender, job titles and race to allow for the collection of a considerable amount of data in a fairly short time.

3.8.3 Inclusion criteria

To be invited to participate in the stakeholders' workshop of the study, participants had to be:

- ✓ HoDs from universities and nursing colleges who had worked for at least three years in the same NEI in South Africa.
- ✓ Nurse educators holding a permanent lecturing position for at least three years in the same NEI in South Africa.

- ✓ Stakeholders in leadership positions and who had been actively involved in nursing education and training for at least five years in South Africa. Participants` who did not met the inclusion criteria for both strata were excluded from this study.

3.8.4 Preparation phase

The researcher invited stakeholders to the stakeholders' meeting telephonically, via email and word of mouth. The researcher booked a venue spacious enough to accommodate 20 participants. The seating arrangement was U-shape, with a flip chart at the open end of the U. The researcher provided each table with a felt-tip pen and A3 sheet of paper.

3.8.5 Process for conducting an nominal group technique

The nominal group technique (NGT) was used as method to generate information in response to succession planning in NEIs in South Africa during a stakeholders' workshop. The population, sampling technique, inclusion criteria, preparation phase and process of conducting an NGT are discussed next. Hugé and Mukherjee (2017:33) and McMillan, King and Tully (2016:655) describe an NGT as a structured face-to-face meeting, and one of the most generally used formal consensus development methods. NGTs allow for different ideas on matters of shared interest to be expressed and collated, with a view to identifying areas of consensus and establishing priorities for change (Harvey & Holmes 2012:188). The NGT approach was selected for its distinctive application, namely problem identification, development of solutions, and establishing priorities. The researcher used the four steps of NGT as suggested by (Hugé & Mukherjee 2017:33; McMillan, King & Tully 2016:657).

In the opening session the researcher welcomed all participants, clarified the importance of the tasks and member roles and group objectives. A participation information leaflet and informed consent leaflet (Annexure D1) were given to each stakeholder in order to obtain voluntary consent from participants before the commencement of small group discussions. The study findings from phase 1 and phase 2 were consolidated and presented to update participants on current succession planning processes in NEIs. The researcher also referred to the importance of each participant's contribution, and divided the stakeholder group into three small groups. The researcher presented the question to be addressed to the group:

What should a framework for succession planning for leadership development of nurse educators in NEIs in South Africa entail?

The researcher used the four steps of NGT as suggested by Hugé and Mukherjee (2017:33) and McMillan, King and Tully (2016:657).

STEP 1: GENERATING IDEAS

The researcher and study supervisor acted as facilitators for the three NGT groups, respectively. The facilitator presented the question to be addressed to the group in written format and read the question to the group. The facilitator asked each group member to write ideas in brief phrases or statements and to work independently. Each group generated ideas and wrote them down (see Section 6.3.4.3). During this period, the facilitator asked group members not to consult or discuss their ideas with others. Step 1 took approximately 10 minutes.

STEP 2: RECORDING OF IDEAS

Group members were encouraged to share the ideas they had generated. The facilitator recorded each idea on a flip chart using the words spoken by the group member. Group members engaged in a round robin feedback session to succinctly record each idea (without debate at this point). The round robin process continued until all ideas had been presented. Group members were encouraged to write down any new ideas that might arise from what others' shared. This process ensured that all participants had an opportunity to make an equal contribution and provide a written record of all ideas generated by the group. This step took 15 to 30 minutes.

STEP 3: DISCUSSING IDEAS

After all ideas had been recorded, each idea was discussed to confirm clarity and importance. For each documented idea, the facilitator asked, "Are there any questions or comments group members would like to make about the item?" This ensured that each group member was allowed to contribute and that discussion of all ideas was thorough without spending too long on a single idea. Moreover, it guaranteed that the process was as neutral as possible, free of judgment and criticism. The groups suggested new items for discussion and combined items into categories; no ideas were removed (see Section 6.3.4.5). This step lasted 30 to 45 minutes.

STEP 4: VOTING ON IDEAS

Each group member was requested to vote privately in order to prioritise the ideas. The votes were checked to identify the ideas that were rated highest by the group as a whole. To start, each group member selected the five most important items from the group list and wrote one idea on an A3 sheet of paper. Next, each member ranked the five ideas selected, with the most important receiving a rank of 5, and the least important receiving a rank of 1. After members had ranked their responses in order of priority, the facilitator created a score sheet on the flip chart with numbers down the left-hand side of the chart, which corresponded to the ideas from the round robin. The facilitator collected all the A3 sheets of paper from each group and asked one group member to read the idea number and number of points allocated to each one, while the facilitator recorded and then added the scores on the score sheet. The ideas most highly rated by the group were the most favoured group ideas in response to the question posed by the facilitator. The results are presented in Table 6.4.

3.9 SUMMARY

This chapter described the research design and methodology, including the three phases of the study. In view of the complexities and multi-faceted nature of the study, the researcher selected a sequential explanatory research design, using a mixed methods approach. The primary source of the data was the quantitative phase followed by complementary semi-structured interviews in the qualitative phase.

Chapter 4 discusses the data analysis and interpretation and results of the quantitative phase.

CHAPTER 4

PHASE 1 DATA ANALYSIS AND RESULTS

4.1 INTRODUCTION

Chapter 3 described the research design and methods of the study are presented. This chapter discusses the data analysis and results of phase 1 of the study. Phase 1 was quantitative and intended to achieve the first objective of the study: to determine current succession planning processes that are in place for leadership development for nurse educators according to heads of nursing departments in South Africa.

4.2 PHASE 1 DATA COLLECTION

Data collection is the precise, systematic process of collecting data from study participants that is relevant to the purpose of the study, research questions or hypothesis (Gray, Grove & Sutherland 2017:675). The collection of quantitative data tends to involve highly structured methods in which exactly the same information is collected from participants in a comparable and pre-specified way (Polit & Beck 2017:784). In phase 1 data was collected by means of a semi-structured questionnaire (Annexure B2). A total number of 180 questionnaires were distributed and 100 questionnaires' were completed and returned.

4.3 PHASE 1 DATA ANALYSIS

Data analysis refers to the systematic organisation and synthesis of research data (Polit & Beck 2017:291; Gray, Grove & Sutherland 2017:675). Data analysis entails the interpretation of numeric data through statistical procedures for the purpose of describing the study phenomena (Polit & Beck 2017:741) The biostatistician analysed the data, using the Statistical System (SAS) STATA version 14.1 and descriptive statistics.

Descriptive statistics are used to describe and summarise data (Lionbondo – Wood & Haber 2018:512; Gray, Grove & Sutherland 2017:675; Polit & Beck 2017:726). Descriptive statistics convert and condense a collection of data into an organised, visual representation, or picture, in a variety of ways, so that the data have some meaning. Descriptive statistics presented frequencies,

distributions and percentages for each variable and mean and standard deviation for continuous variables (Polit & Beck 2017:373). The data from the questionnaire was captured using Excel software and then converted into a Strata format. The data analysis was predominantly descriptive presenting summary statistics in terms of frequencies, and proportions and associated 95% confidence interval according to the layout domains (Process, Strategies and Challenges). Hence results was summarised by the demographic characteristics of the respondents. Furthermore, the effects of factors influencing the domains (Process, Strategies and Challenges) were evaluated using cross-tabulations to achieve the objective.

4.4 RESULTS OF PHASE 1

The interpretation of the results of phase 1 achieved the first objective of the study. This allowed for conclusions to be drawn, which in turn informed phase 2 and assisted the researcher in the development of a succession planning framework for leadership development of nurse educators in NEIs in South Africa (Gray, Grove & Sutherland 2017:681; Polit & Beck 2017:372). The results are summarised and discussed by means of tables and figures and supported by relevant literature reviewed.

The results are presented according to the four sections of the questionnaire (Annexure B), namely

- ✓ Section A: Respondents' biographical profile
- ✓ Section B: Succession planning process
- ✓ Section C: Succession planning strategies
- ✓ Section D: Succession planning challenges

4.4.1 Section A: Respondents' biographical information

Section A of the questionnaire consisted of six items (A1 - A6) on the respondents' biographical information: gender, age, highest qualifications, type of institution, field of speciality, and years of experience in the field of speciality. Workforce demographics such as age and years of experience may influence succession planning efforts to recruit and prepare future leaders therefore the respondents' biographical information was considered necessary (Gray, Grove & Sutherland 2017:676; Lionbondo – Wood & Haber 2018:510)

4.4.1.1 Gender distribution n=100

The respondents who participated in phase one of the study, 93% (n=93) were female and 7% (n=7) were male (view Table 4.1).

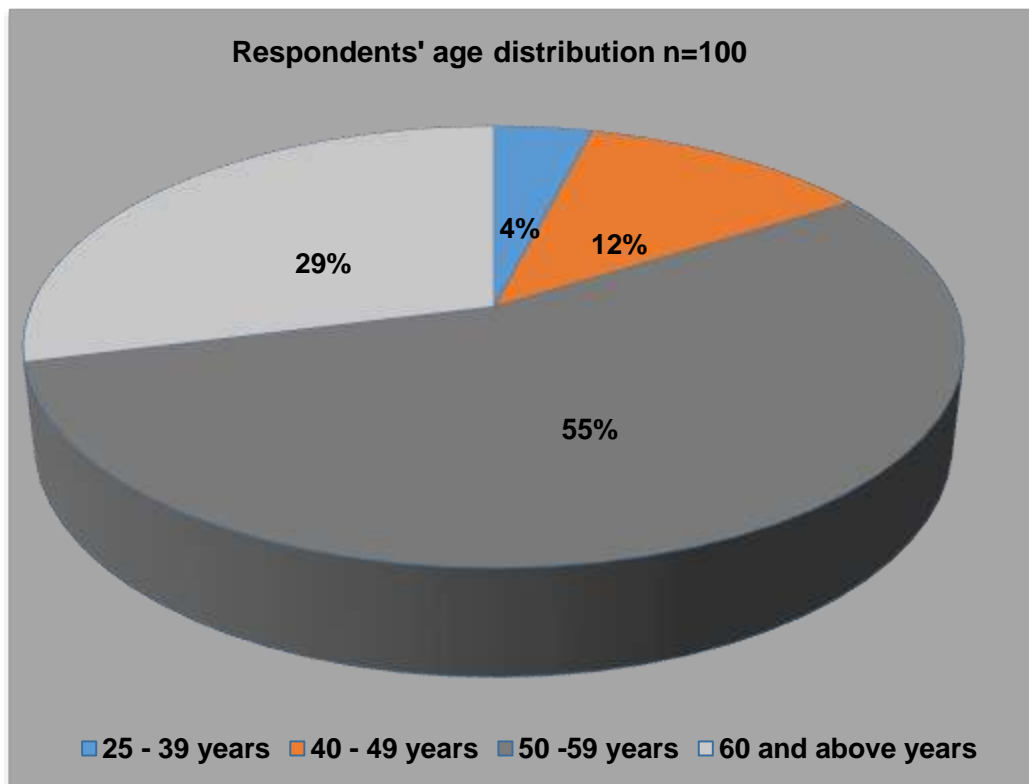
Table 4.1 Respondents' gender n=100

Variable	Gender	Frequency	Percentage
2	Female	93	93%
1	Male	7	7%

These findings confirm that nursing is a female-dominated profession. McKenna, Vanderheide and Brooks (2016:74) and Kippenbrock, (2016:118) as well as Stanley, Beament, Falconer, Haigh, Saunders, Stanley, Wall and Nielson (2016:1155), state that globally, nursing is a female-dominated profession. This could be due to a tradition initiated by Florence Nightingale for women to be trained as nurses (Mu, Yao, Cui, Han, & Yang 2018:372).

4.4.1.2 Respondents' age n=100

The respondents were asked to indicate their age (see Figure 4.1). Of the respondents, 55% (n=55) were between 50 and 59 years old; 29% (n=29) were 60 and above; 12% (n=12) were between 40 and 49, and 4% (n=4) were between 25 and 39 years old.

**Figure 4.1 Respondents' age distribution n=100**

The results support the finding that globally an estimated 60% of nurse educators would be exiting NEIs within the next thirty years, leaving a shortage of experienced nurse educators (Titzer, Philips, Tooley, Hall & Shirey 2013:974; Gowthami 2012:342). Denker, Sherman, Hutton-Woodland, Brunell, and Medina (2015:405) state that globally an estimated 3,000,000 nurses will be retiring within the next two decades. Another study conducted by Jones, Deckers, Strand, Bissmeyer, Wilkinson Bowman and Mathe (2017:64) found that since January 2011 an estimated 10,000 nurse educators had left NEIs on retirement and this situation would continue for the next 20 years.

Based on this study results, 84% (n=84) of respondents` aged 50-59 and 60 and above will be exiting NEIs in the next decade, meaning 16% (n=16) of respondents` aged 40-49 and 25-39 will be left behind at the NEIs. This predicts an inevitable shortage of experienced nurse educators and calls for a formalised succession planning framework in NEIs in South Africa. The finding adds to the body of knowledge as statistics on the ages of nurse educators in NEIs in South Africa were not available at the time of the study.

4.4.1.3 Respondents' academic qualifications n=100

The respondents were asked to indicate their academic qualifications (view Figure 4.2). Of the respondents, 19% (n=19) held a doctorate (PhD), 50% (n=50) held a master's degree; and 31 (31%) held a bachelor's degree.

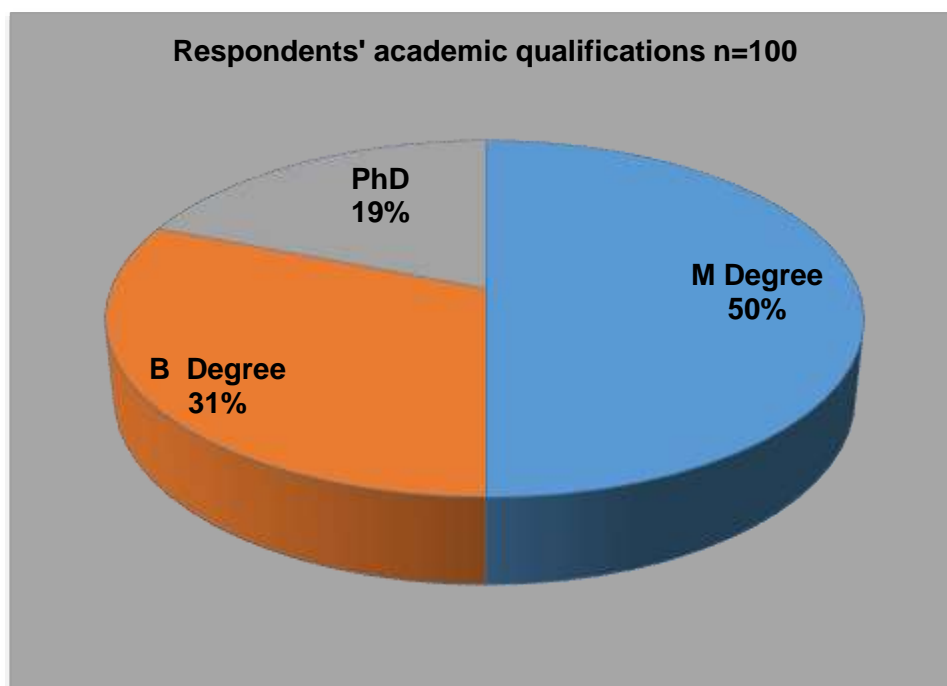


Figure 4.2 Respondents' academic qualifications n=100

Academic qualifications usually indicate the extent of an individual's exposure to other views and include a broader knowledge base. These results indicate that respondents (HODs) in NEIs in South Africa consisted of skilled, competent and highly educated nurse educators who have a broad knowledge base, as all respondents` had obtained post-graduate qualifications. According to state, efforts made in NEIs to plan for effective succession planning of nurse leaders shows limited evidence, as the HODs do not take advantage of the opportunity to capacitate their highly qualified nurse educators to create a talent pipeline of skilled and competent future successors (Pedersen et al. 2018:168). NEIs consist of a pool of employees`, leaders and talented workforce, who is capable for taking over leadership roles (Bano, 2017:79). The envisaged framework may serve as a guide for HODs at NEIs to communicate a clear pathway to each individual to initiate the establishment of leadership development of nurse educators within the institutions.

4.4.1.3 Academic institution

The respondents were asked to indicate their employment institution (view Figure 4.3). Of the respondents, 88% (n=88) were employed at nursing training colleges, and 12% (n=12) were employed in the nursing departments at universities.

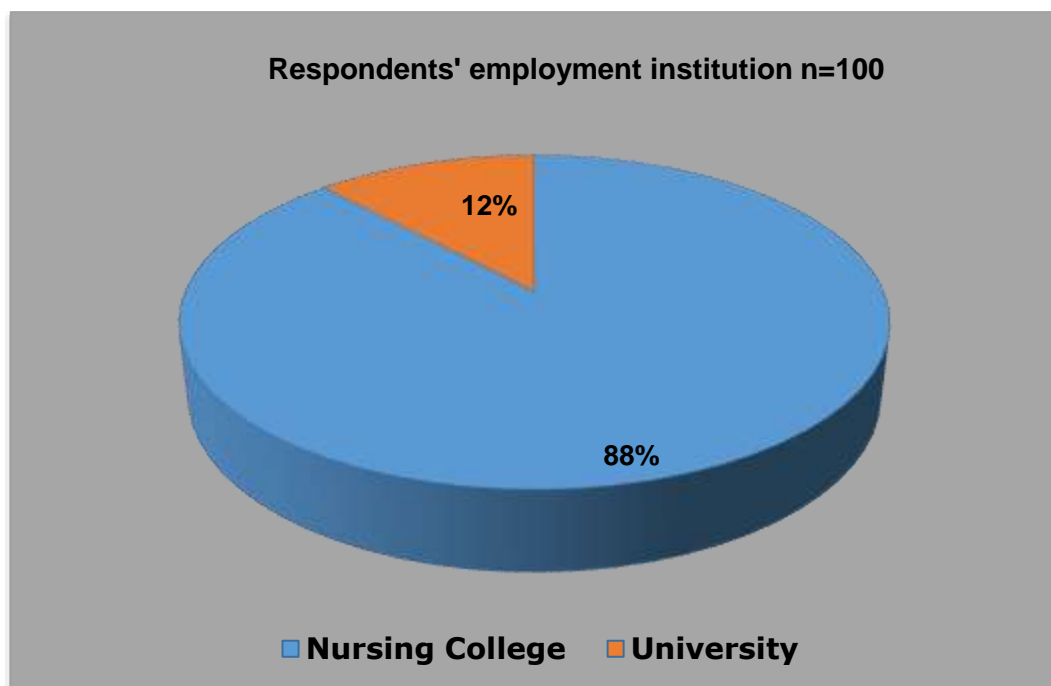


Figure 4.3 Respondents' employment institution n=100

These results confirm that both universities and nursing colleges are represented in this study. The great margin between the participating respondents of the two institutions is due to the composition of NEIs in South Africa (view Section 1.10).

4.4.1.5 Respondents' area of speciality

Respondents were asked to write down their area of speciality. Of the respondents, 26% (n=26) specialised in midwifery; 24% (n=24) specialised in general nursing science; 16% (n=16) specialised in community nursing. Followed by 10% (n=10) specialised in psychiatric nursing; 9% (n=9) specialised in education; 6% (n=6) specialised in nursing management; 3% (n=3) specialised in child nursing; 2% (n=2) specialised in critical care; 2% (n=2) specialised in primary health care, and 2% (n=2) specialised in student counselling and development (view Table 4.2).

Table 4.2 Respondents' area speciality n=100

RESPONDENTS' ARE SPECIALITY	FREQUENCY	PERCENTAGE
Midwifery	26	26%
General Nursing Science	24	24%
Community Nursing	16	16%
Psychiatric Nursing	10	10%
Nursing Education	9	9%
Nursing Management	6	6%
Paediatric Nursing	3	3%
Critical Care	2	2%
Primary Health Care	2	2%
Student Counselling and Development	2	2%

A speciality field refers to the field or area in which individuals have become expert through advanced or further studies in a specific field or subject, after obtaining a basic degree or diploma in nursing. A field of speciality may thus include an advanced degree in Midwifery and Neonatal Nursing Science (Act No 50 of 1978). It should be noted that 76% (n=76) of the respondents' specialities were within the prerequisite for students to obtain a bachelor's degree or diploma after completing a four-year undergraduate nursing programme. This indicated that the respondents were responsible for theoretical and clinical teaching (i.e., combination midwifery, general nursing science, community nursing and psychiatric nursing). In South Africa, on completion of the four-year undergraduate nursing training programme, nursing students obtain a nursing bachelor's degree or diploma in

general nursing, midwifery, community nursing and psychiatric nursing (South Africa 1984 Regulation 425). These results imply that NEIs could face a crisis in the undergraduate nursing training programme if respondents exit NEIs for retirement or other reasons, unless succession planning is adopted and implemented.

A succession planning framework for NEIs in South Africa might decrease the imminent widespread crisis in leadership stability and improve the quality of education and training, and institutional viability (Nojede & Ardabil2015:5; Gowthami 2012:31).

4.4.1.6 Respondents' years of experience as nurse educators

The respondents were asked to indicate their years of experience as nurse educators (view Table 4.3). Of the respondents, 27% (n=27) had 10 to16 years experience; 26% (n=26) had 17 to 23 years experience; 20% (n=20) had 3 to 9 years' experience; 16% (n=16%) had 24 to 30 years' experience, and 11% (n=11) had over 30 years' experience as nurse educators. This indicated that the respondents were experienced and skilled nurse educators.

Table 4.3 Respondents' years of experience n=100

YEARS OF EXPERIENCE	FREQUENCY n=100	PERCENTAGE (%)
3 -9	20	20%
10-16	27	27%
17-23	26	26%
24-30	16	16%
>30	11	11%

Nurses with over 5 years of experience in the same working environment are considered experienced, proficient and expert nurses (Stinson 2017:2; van Graan, Williams & Koen 2016:281). Experienced nurse educators thus, base their decision-making on real-life work experience. Furthermore, proficient nurse educators are quick in making and implementing decisions, while expert nurse educators critically analyse situations and act initiatively without conscious cause as to need. The extent to which succession planning is accepted determines its successful implementation. The researcher is of the opinion that the respondents' years of experience would

contribute to sound decision making, judgement, and actions during succession planning, professional accountability and process. In addition, the respondents' sound knowledge base would allow for better understanding and implementation of succession planning.

4.4.2 Section B: Leadership commitment and involvement in succession planning process

Section B covered leadership commitment and involvement in succession planning process in NEIs in South Africa. In this section, closed ended that required "yes" or "no" answers and open-ended questions that permitted respondents to provide details if they answers were asked. This section includes statements that were linked to a 4-point Likert scale to measure items (See Annexure B1).

4.4.2.1 Question B1: Do your NEI have a formal succession planning framework for leadership development in place?

The respondents were asked to indicate whether their NEIs had a formal succession planning framework for leadership development in place (See Figure 4.4). Of the respondents, 88% (n=88) indicated not having a formal succession planning framework, while 12% (n=12) indicated having a formal succession planning framework in their nursing departments.

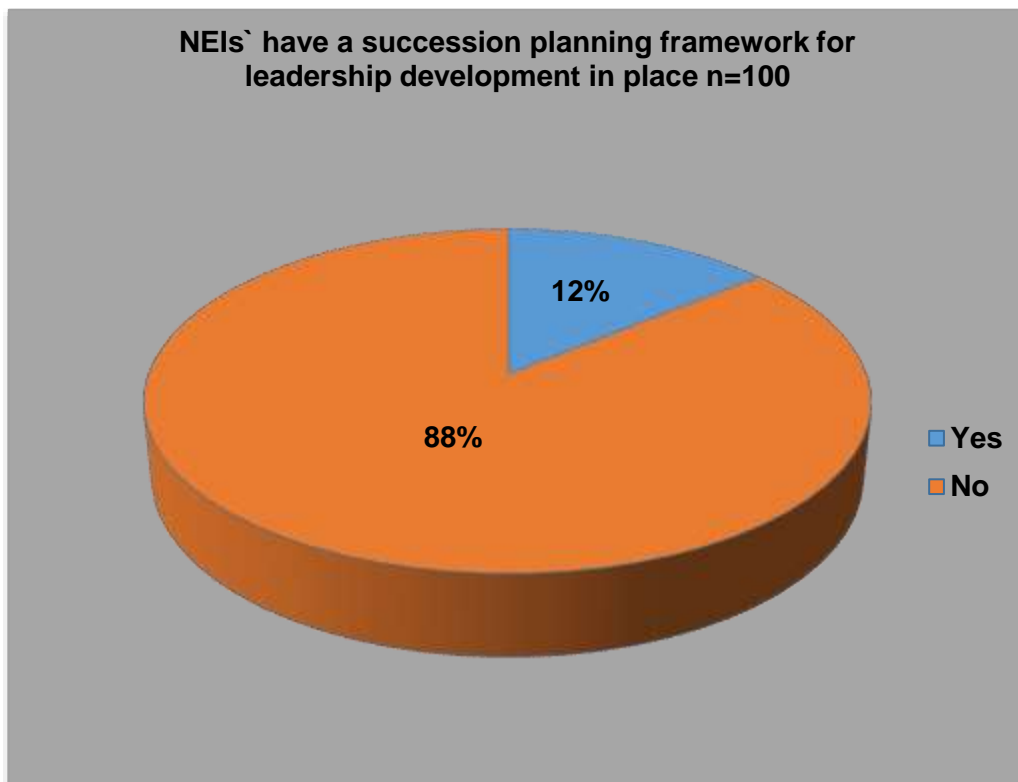


Figure 4.4 Formal succession planning framework for leadership development

These findings confirm that although many institutions understand the importance and urgent need to implement succession planning, only a few NEI institutions have formal succession plans in place (Ramseur et al 2018:26; Bano 2017:79; Titzer Evans 2016:36; Seniwoliba 2015:3). In 2014, the American Organization of Nurse Executives (AONE) reported a nationwide lack of experienced nurse educators and suggested formal succession planning to promote the implementation of succession planning (Mariotti 2014:8). In Canada, Tucker (2017:41) found limited formal succession plans for leadership development of nurse educators who possessed leadership qualities.

Bano (2017:79) found that public Higher Education Institutions in Malaysia rely on a skilled and competent workforce to execute daily operations. However, most of these institutions do not have a formal succession plan in place in case prominent leaders leave the institution (due to resignation, retirement, promotion, illness, disability and death). Mhlongo and Harunavamwe's (2017:7) study found that most institutions were unprepared and ill equipped to develop the next generation of leaders. This was due to the absence of a formal succession planning framework aimed at establishing a talent pipeline of potential future leaders. Consequently, daily operations could come to a standstill when skilled employees exited institutions.

In South Africa, in the study of Mulaudzi, Daniels, Direko and Uys (2012: 2) it was found that NEIs in South Africa have no evidence available relative to identifying, developing and retaining of young nurse educators for future leadership positions. It is not clear as to how these aforementioned strategies can be executed as 88% (n=88) of the respondents previously indicated, that their respective NEIs have no formal succession planning frameworks in place (See Figure 4.4). Similarly, a majority 74% (n=74) of the respondents have no successors for their current field of speciality (See Figure 4.6), instead replacement planning is used as a strategy of preference to replace leadership on a short-term basis. Unlike succession planning which follows a clear, structured process with measureable outcomes, replacement planning is a risk management strategy used to maintain the status quo, in cases of unforeseen short fall of staff, for whatever reason (Mhlongo & Harunavamwe 2017:7, Krinzman 2014:1, Rothwell 2011:87, Stadler 2011:265).

4.4.2.2 Question B2: Did you receive any in-service training in succession planning?

The respondents had to indicate whether they had received in-service training in succession planning (See Figure 4.5). Of the respondents, 87% (n=87) had not received in-service training pertaining to succession planning, while 13% (n=13) had received in-service training pertaining to succession planning.

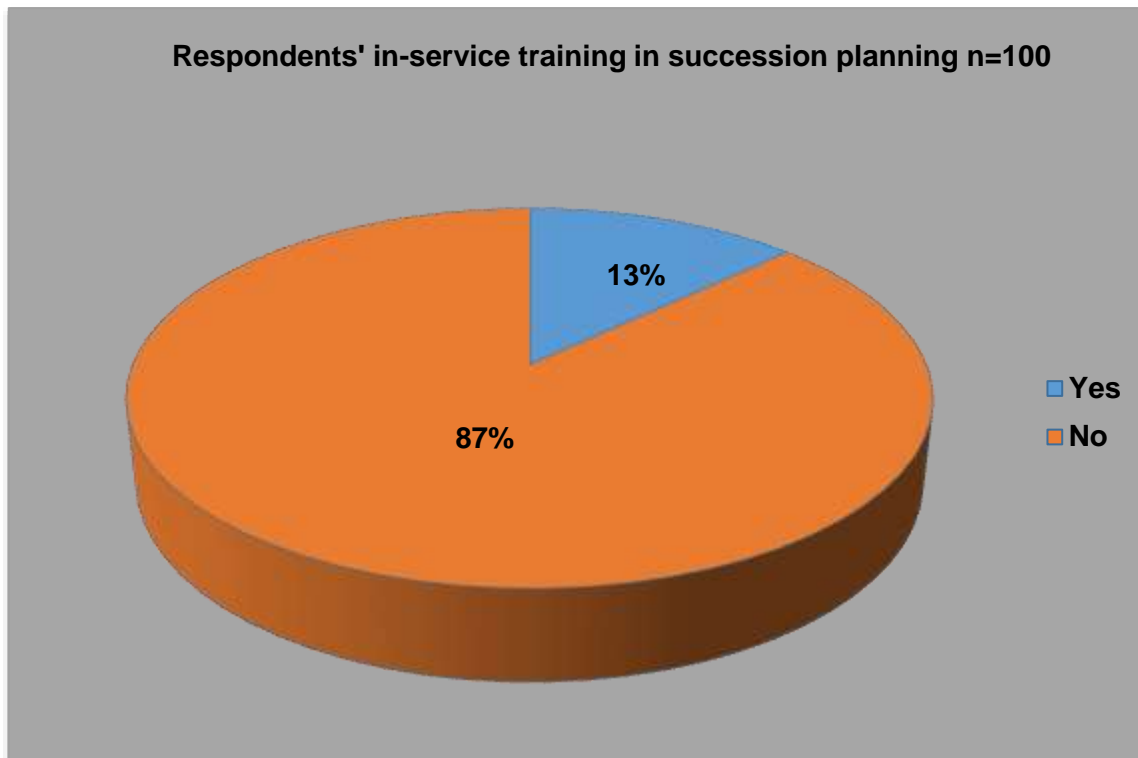


Figure 4.5 Respondents' in-service training in succession planning n=100

The study of Mc Murray et al. (2012:366) on leadership succession management in a university health faculty confirms that there is a need for in-service training on the topic of succession planning as a required strategy for change management. The author explains in-service training also include, the need for top management to value the development of managerial skills of Head of Departments. Tabatabaee, Lakeh and Tadi (2014:233) found that most NEIs regarded succession planning as an informal practice and planning was almost non-existent and only considered when key positions remained empty. Moreover, in some institutions, human resource experts were overlooked and excluded from succession planning endeavours.

This study results raise concern especially in the light of the Department of Health's (2010:23) intention to prepare nurses for future leadership roles and the *National Strategic Plan for Nurse Education, Training and Practice, 2012-2017*. In-service training in succession planning informs participants of the importance, process and implementation thereof (Adams 2015:1). Succession planning is not restricted to identifying successors with high potential only, but also focuses on providing employees with the required competence and skills to lead proficiently in current and future leadership positions (Kamil et al 2016: 68; Sharma & Agarwal 2016:1).

The researcher is of the opinion that the envisaged framework could guarantee intellectual capital, and affirm internal continuity of leadership development and a measure of institutional workforce

stability. In addition, assisting NEIs in South Africa to develop competent leaders overtime and change the institutional culture that most academic leaders in the past have 'learned on the job', rather than being selected for their leadership skills (Jooste, Frantz & Waggie 2018:693).

4.4.2.3 Question B3: Did you prepare a successor for future leadership position?

The respondents were asked to indicate whether they had a successor prepared for future leadership positions (See Figure 4.6). Of the respondents, 74% (n=74) did not have a successor prepared, while 26% (n=26) stated that they had a successor prepared for future leadership position.

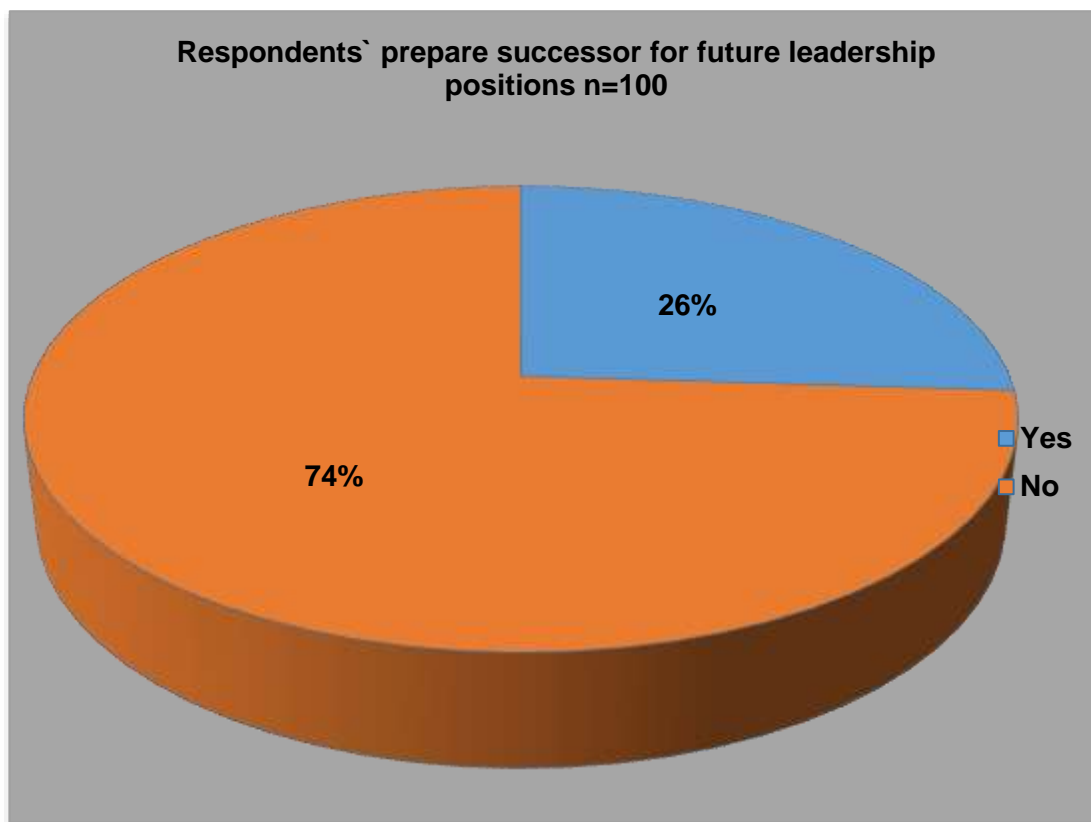


Figure 4.6 Respondents' prepare successor for future leadership position n=100

This result confirms literature that; succession planning is almost non-existent and that limited efforts have been made to internally recruit and develop employees for leadership positions (Mhlongo & Harunavamwe 2017:7; Titzer Evans 2014:36; Ellinger, Trapskin, Black, Kotis & Alexander 2014:369). Previous literature on succession planning report that, as institutional situations change through corporate growth, job promotions, retirements and resignations of leaders, proactive succession planning may guarantee that institutions will have a talent pool of highly prepared candidates to fulfill new leadership roles (Mhlongo & Harunavamwe 2017:9; Ahmad, Mohamad & Manaf 2015:139; Mehrabini & Mohammed 2011:1).

The results of this study further confirm a global need for NEIs to prepare successors for future leadership positions. A study finding of Pedersen et al. (2018:168) suggest that more than 75% of current nurse leaders will leave the workforce within the next five years. The authors explain that these predicted numbers of vacancy in future necessitate a formal succession planning framework to develop and prepare successors for leadership positions. Parrish (2015:822) state that preparation of successors for future leadership in higher education institutions is lacking, and most post are filled by nurse educators who have limited experience in formal leadership roles and responsibilities. Pandey and Sharma (2015:153) conducted a study and found that, although institutions are aware that they had to prepare and retain successors for future leadership positions to guarantee institutional success, only a few institutions has the capacity to practically plan for leadership gaps and fill them on time. Furthermore Chlebikova (2015:252) reiterate that succession planning is crucial to identify, prepare and retain successors to fill future leadership positions.

The results of this study awaken a longstanding concern regarding the preparation of successors for future leadership in NEIs in South Africa. In a study on nurse managers' perspectives on retaining professional nurses in South Africa, Mokoka, Ehlers and Oosthuizen (2011:2) warned that the present and projected future shortage of nurses in South Africa would intensify due to retirements and suggested a system to assist NEIs to establish a stable workforce and leadership continuity. Regarding the status of education and training of nurse educators in South Africa, Mulaudzi, Daniels, Direko and Uys (2012:3) reported that in terms of succession planning, the number of nurse educators entering NEIs was not consistent with nurse educators exiting on retirement, thus widening the gap of knowledgeable and skilled nurse educators.

Moreover, 272 nurse educators would be exiting on retirement over the next ten years, leaving behind inexperienced educators (Mulaudzi et al 2012:3). Additionally Mulaudzi et al (2012:10) referred to the lack of mentoring young educators and the inadequate appointment of young nurse educators in NEIs as major concerns. The envisaged succession planning framework will assist NEIs in that as institutional situations change through growth, promotions, retirements and resignations of leaders, proactive succession planning would guarantee that institutions had a feeder pool of potentials prepared to fulfil new leadership roles (Mhlongo & Harunavamwe 2017:9; Ahmad et al 2015:139).

4.4.2.4 Question B4: If you answered "Yes" to question B3, please indicate how you prepared you successor?

The respondents who answered 'yes' to question B3 indicating that they had a successor were asked how their successors were prepared (See Figure 4.7). Of the respondents, 26% (n=26) answered "yes" to question B9 on how they prepared successors. of the respondents, 17% (n=17) permitted successors to act randomly as HoDs; 7% (n=7) mentored successors, and 2% (n=2) used shadowing as a strategy to prepare successors for future leadership positions. These respondents indicated that they had no succession plan and used various strategies to develop and prepare successors for leadership positions.

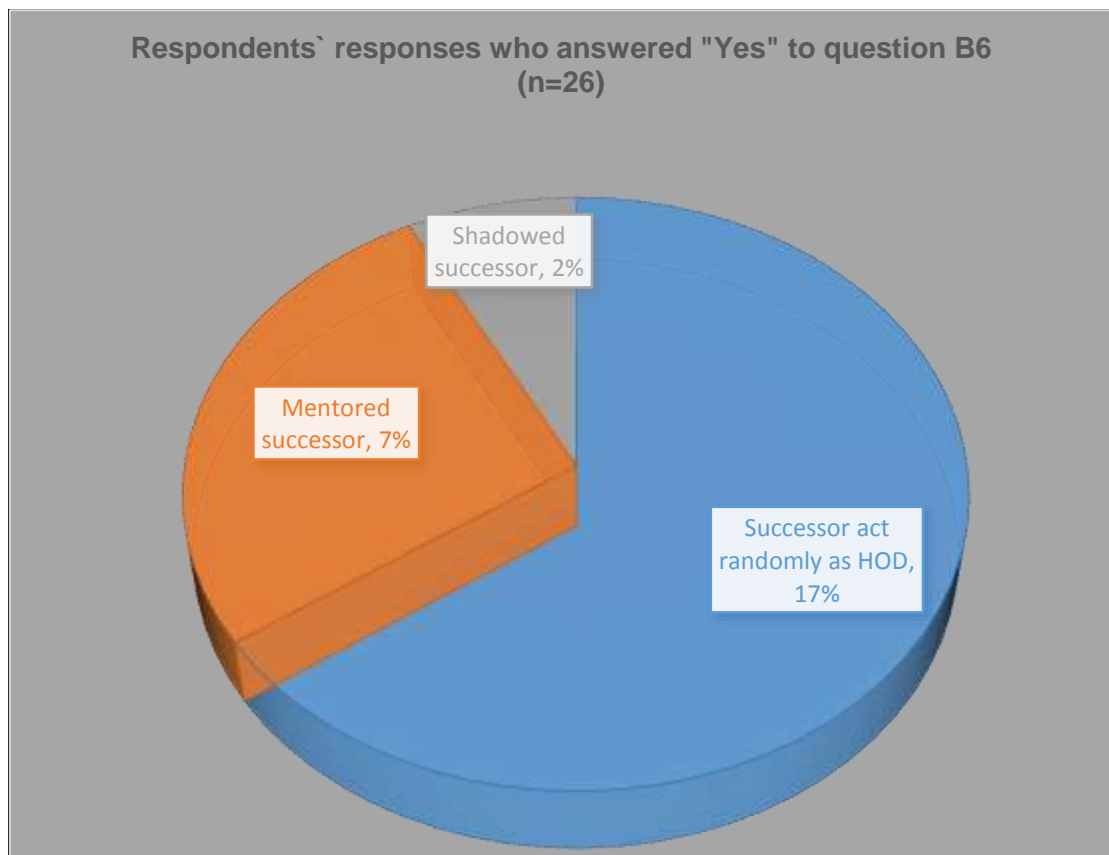


Figure 4.7 Respondents' responses who answered "Yes" to question B3 (n=26)

These results indicated that the heads of department identified successors in the NEIs, and leadership development strategies were unstructured and applied independently. According to Oduwusi (2018:1) and Donner et al. (2016:125), succession planning assists in forecasting leadership needs, and incorporating institutional goals and human capital needs into the institution's strategic plan to ensure leadership stability.

Succession planning sets the stage for navigating pathways to future leadership and calls on supervisors and top management (leaders) to act as a catalyst in facilitating the succession planning process (Ahmad et al 2015:139; Mohamad & Manaf 2015:139). The absence of a formal succession plan and the respondents' inconsistent application and facilitation of the succession planning process could impact negatively on the strategic direction of the institution (Ahsan 2018:2; Gordon & Overbey 2018:6; Sharma, Sharma & Agarwal 2015:226; Kamil, Hashim & Hamid 2016:68; Estedadi, Shahhoseini & Hamidi 2015:41). Moreover, it might affect securing internal leadership continuity and workforce stability.

4.4.2.5 Question B5: If you answered "No" to question B3 , please provide information

The respondents who answered 'No' to question B3 were asked to provide information on why successors were not prepared (See Figure 4.7). Of the respondents, 28% (n=28) stated that posts for vacant leadership positions were advertised; 24% (n=24) indicated that there was no policy on succession planning, and 22% (n=22) stated that there was no formal succession planning framework in place.

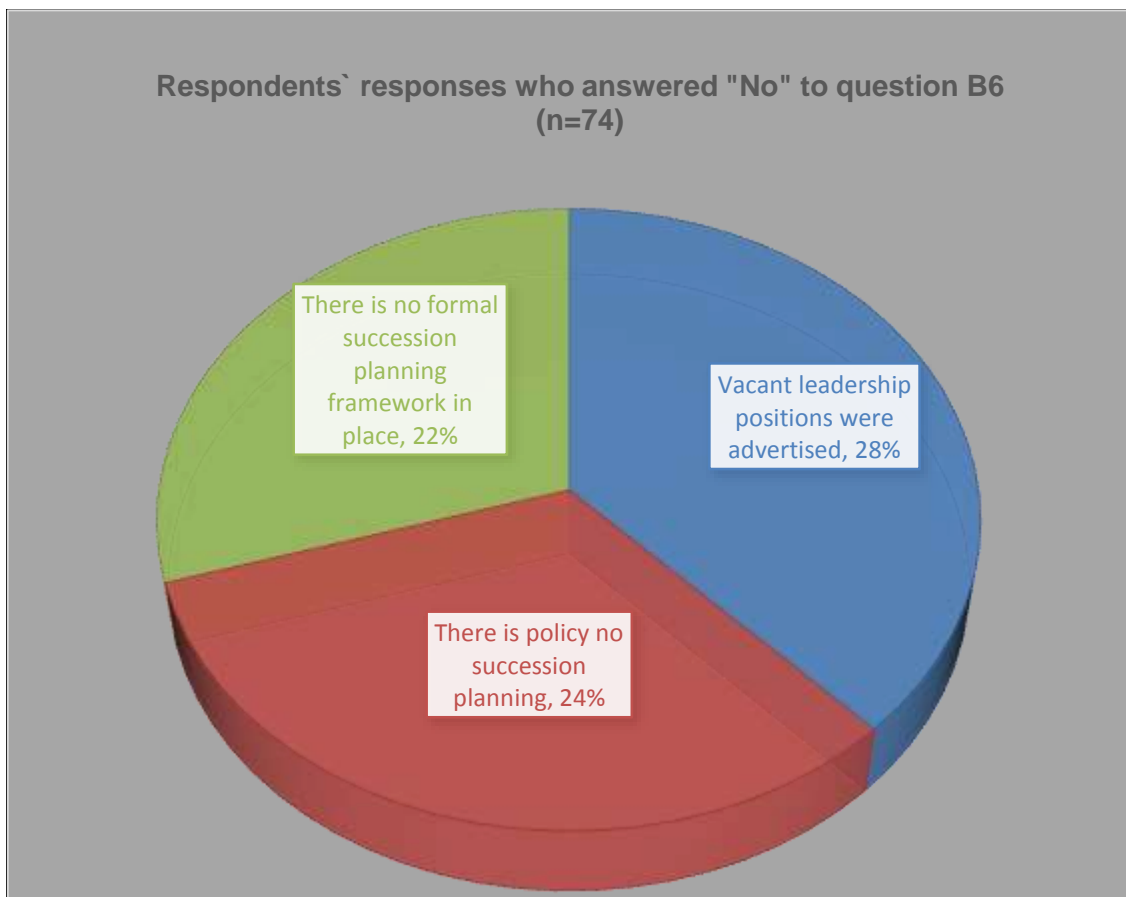


Figure 4.8 Respondents' responses who answered "No" to question B3 (n=74)

This study result coincide with previous study that confirms that most NEIs do not have a formal succession planning framework in place, vacant leadership positions are advertised and that there is need for policy formulation and implementation with regard to succession planning. Seniwoliba (2015:1) study found that higher education institutions are reluctant to embrace a formal approach to succession planning. Muhoho (2014:233) and Campbell Golden (2014:23) found that NEIs preferred to hire a search agency, alumni, or headhunt individuals outside the institution who they perceived as eligible to fill the vacant post. In addition, vacant leadership posts were advertised and in most cases were filled with external candidates who were unqualified and lacked motivation. Darvish and Temelie (2014:12) state that closing the gap between those exiting and those entering academic institutions is underpinned by the institution's ability to internally identify succeeding candidates, develop and prepare them for leadership positions through the facilitation of a formal succession planning framework and supportive policy.

The results in Figure 4.8 expressed the need to adopt and implement a succession planning framework for leadership development of nurse educators to prevent NEIs in South Africa from suffering a brain drain, losing expertise, institutional knowledge and memory when predecessors exit NEIs for whatever reason (Badara, Johari & Yean 2015:14; Ahmad, Mohamad & Manaf 2015:138; Eshiteti, Okaka, Maragia, Odera & Akerele 2013:158).

4.4.2.6 Statement B6: Succession planning for leadership development for nurse educators is included in the institutions' strategic plan

The respondents were asked to agree or disagree with statement B6 that succession planning for leadership development of nurse educators was included in the institutions' strategic plan (See Figure 4.9). Of the respondents, 86% (n=86) indicated that succession planning for leadership development was not included in their institutions' strategic plan, and 14% (n=14) indicated that succession planning for leadership development of nurse educators was included in the strategic plan.

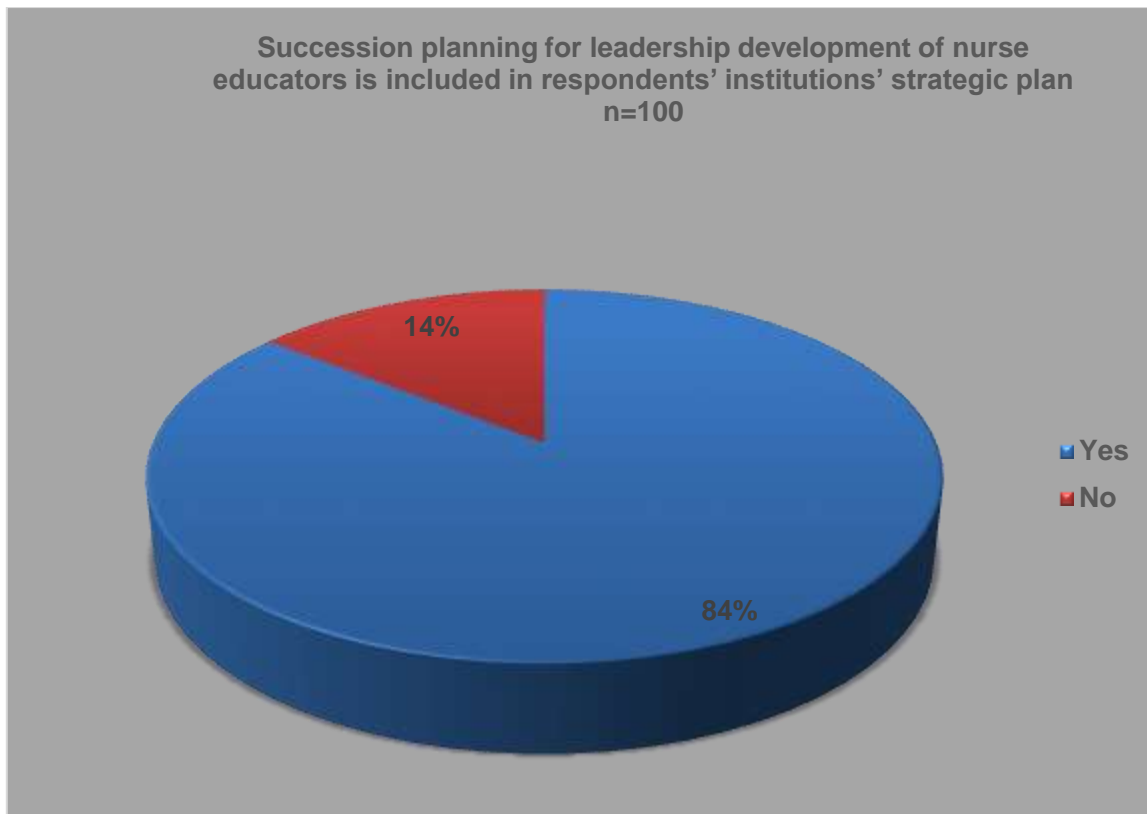


Figure 4.9 Succession planning for leadership development of nurse educators included in respondents' institutions' strategic plan

This result indicated the need for NEIs to align succession planning for leadership with the institutions strategic plan. Succession planning involves more than confirming current and future leadership positions, and emphasises enhancing systems and processes to sustain continued internal leadership development (Seniwoliba 2015:3; Fitzpatrick 2014: 359).

Globally, alignment of succession planning with the institution strategic plan is perceived as a strategic imperative. A study conducted by Chlebkova, Misankova and Kramarova (2015:252) in Slovakia, found that succession planning should be based on the strategic plan and institutional goals of the institution. Moreover, the strategic plan should assist top management to determine a set of criteria to identify and develop future successors, which will in turn guarantee institutional growth, sustainability and success (Fusarelli, Fusarelli & Riddick 2018:289; Titzer Evans 2016:40). Another study conducted by Mc Murray et al. (2012:369) on leadership succession management in university health faculty in Australia found that alignment of succession with the institutions strategic plan is deemed important. These authors explain that strategic planning allows for identifying of desired needs and skills, targeting key positions, potential successors, instituting mentoring and coaching, ensure developmental processes, provide adequate resources and assessment.

The envisaged succession planning framework if implemented will offers NEIs with an opportunities to strategically plan for succession planning as effective leadership and sound governance are key in sustaining and improving institutional excellence and sustainability (Parrish 2015:821).

4.4.2.7 Statement B7: Succession planning for leadership development supports the long-term vision and strategic direction of the institution

The respondents were asked to agree or disagree with the statement 7 (See Table 4.5). Of the respondents, 51% (n=51) strongly disagreed and 35% (n=35) disagreed, while 9% (n=9) agreed and 5% (n=5) strongly agreed that succession planning for leadership development supported the institution’s long-term vision and strategic direction.

Table 4.4 Respondents’ views on succession planning for leadership development supporting long-term vision and strategic direction of the institution n=100

STATEMENT:B7		FREQUENCY (N = 100)	PERCENTAGE (%)
Succession planning for leadership development supports the long-term vision and strategic direction of the institution. Agree: (14%) Disagree: (86%)	1: Strongly Agree	5	5%
	2: Disagree	35	35%
	3: Agree	9	9%
	4:Strongly Disagree	51	51%

The findings indicate a need for a systematic approach to identify, develop and prepare nurse educators as potential future leaders to support the NEIs’ vision and strategic direction and curb the loss of talent, knowledge and experience. The vision defines a long-term, future-oriented, and comprehensive view of an institutions development. It primarily focuses on a broader outlook of the institution’s future, with the intention to be emotionally engaging. The vision is further broken down into measureable, specific institutions goals for employees to achieve (Braun, Wesche, Frey, Weisweiler, Peus 2012:431). Succession planning for leadership development is linked to and form an integral part of the institution’s long-term vision and strategic direction (Ahmad et al 2017:22; Estedadi et al 2015:41). If that is not the case, succession planning could be compromised and hamper strategic direction (Mhlongo & Harunavamwe 2017:7). Furthermore Fusarelli, Fusarelli & Riddick (2018:287) conducted a study in Portugal, in a public university and found that investing in

human capital is a strategy successful institutions use to guarantee a strategic, long-term, leadership growth plan and establishing a talent pipeline of skilled leaders for the future.

In Pakistan, Gulzar and Durrani (2014:275) found that the implementation of succession planning should be strategically aligned with the institution's vision to provide a point of departure for leadership development programmes for both leaders and subordinates. In addition, succession planning assists in structuring, measuring and assessing workplace policies and practices to attract and retain individuals with skills and competencies necessary for the development and sustainability of the institution.

4.4.2.8 Statement B8: The succession planning process for leadership development of nurse educators is linked to the core institutional values n=100

The respondents were asked to agree or disagree with statement B8 (See Table 4.5). Of the respondents, 41% (n=41) disagreed and 40% (n=40) strongly disagreed while 15% (n=15) agreed and 4% (n=4) strongly agreed that the succession planning process for leadership development was linked to institutional values.

Table 4.5: The succession planning process for leadership development of nurse educators is linked to the institutional values n=100

STATEMENT B8		FREQUENCY n=100	PERCENTAGE (%)
The succession planning process for leadership development is linked to the institutional values Agree: 19 (19%) Disagree: 81 (81%)	1: Strongly Agree	4	4%
	2: Disagree	41	41%
	3: Agree	15	15%
	4: Strongly Disagree	40	40%

Institutional values refer to for example fairness, morality and sustainability with the intention of guiding attitudes, behaviour, and decision-making in institutions (Braun, Wesche, Frey, Weisweiler, Peus: 2012:431). Additionally Golden (2014:24) and Rothwell (2011:87) emphasise that linking leadership development to the values of an institution is imperative as it serves as a platform for understanding the strategic direction of the institution. Furthermore, it enables institutions to measure

individual employee performance in terms of behaviour and level of skills and competencies, and guarantees the prospect of having quality leaders, able to meet current and future leadership demands. Parrish (2013:822) suggests that leadership training programmes in higher education should be designed based on competencies and skills to develop effective leadership. These leadership programmes should represent the institutional values such as; integrity and credibility, being considerate, trustworthy and empathetic, treating staff fairly and acting as a role model as suggested by Parrish (2013:822).

In South Africa leadership development is regarded as a national priority. However, Jooste, Frantz and Waggie (2018:693) in their study on challenges of academic healthcare leaders in a higher education context in South Africa found that the current trends in higher education settings are that leadership positions are filled by academic staff who are appointed with limited experience in formal management or leadership roles and responsibilities. These results confirms that succession planning process for leadership development is not linked to the institutional values. The envisaged framework will allow for the alignment of the institutional values with leadership development efforts to prevent NEIs running the risk of filling future leadership positions with inexperienced and unprepared leaders. Moreover, this finding highlighted the need for a formal succession planning framework for leadership development of nurse educators.

4.4.2.9 Statement B9: Respondents understand the succession planning process for leadership development.

The respondents were asked to agree or disagree with Statement B9 (See Figure 4.6). Out of the 100 respondents 65% (n=65) disagreed and 36% (n=35) agreed that they understand the succession planning process for leadership development.

Table 4.6 Respondents understand the succession planning process for leadership development

STATEMENT B9		FREQUENCY n=100	PERCENTAGE (%)
Respondents understand the succession planning process for leadership development Agree: (35%) Disagree: (65%)	1: Strongly Agree	9	9%
	2: Disagree	24	24%
	3: Agree	26	26%
	4: Strongly Disagree	41	41%

Leadership development through succession planning can only be achieved if employees understand the succession planning process in order to reach the institution's strategic goals (Titzer & Evans 2016:37).

4.4.2.10 Statement B10: Respondents' degree of partnership with senior management and human resource management department to introduce the implementation of the succession planning process

The respondents were asked to agree or disagree with Statement B10 (See Figure 4.7). Of the respondents, 73% (n=73) disagreed and 1% (n=1) strongly disagreed while 16% (n=16) agreed and 10% (n=10) strongly agreed that respondents were in partnership with senior management and the human resource management department to introduce the implementation of the succession planning.

Table 4.7 Respondents' partnership with senior management and human resource management department to introduce the implementation of succession planning n=100

STATEMENT B10		FREQUENCY (N= 100)	PERCENTAGE
Respondents are partnership with senior management and human resource department to introduce the implementation of succession planning, Agree: (26%) Disagree: (74%)	1: Strongly Agree	10	10%
	2: Disagree	73	73%
	3: Agree	16	16%
	4: Strongly Disagree	1	1%

These results show that despite the imminent wave of retirements expected in the next 10 years as previously indicated (see Figure 4.1), the vast majority 74% (n=74) of respondents are not involved in the implementation of the succession planning process. This finding confirms the statement by the World Health Organisation (WHO) that poor succession planning processes are pervasive challenges which reside in nursing (International Council for Nurses (ICN) 2014:16).

Bano (2017:80) states that human resources management play a key role in the implementation of succession planning as well as to develop and implement competencies for the entire workforce. This author explains that the human resources management department plans for the mentoring and coaching for new employees to be able to know exactly what is expected of them. By expanding succession planning efforts, institutions may more easily, and consistently, identify a pool of talented people. Partnership thus with management and human resource departments is the point of departure in any succession planning process (Rothwell 2011:91). This partnership assists institutions to assess the existing workforce and identify gaps between current and future workforce needs. Workforce planning should include recruitment, mapping out work processes, job descriptions, institutional goals, and performance measuring tools that are aligned with the mission statement and vision of the institution (Rothwell 2011:91).

4.4.2.11 Statement B11: Respondents' degree of involvement in attracting new talent into the nursing department by assisting in developing nurse educators for future leadership positions.

The respondents were asked to agree or disagree with Statement B11 (See Figure 4.8). Of the respondents, 51% (n=51) strongly disagreed and 35% (n=35) disagreed while 9% (n=9) agreed and 5% (n=5) strongly agreed that respondents' were involved in attracting new talent into the nursing department by assisting in developing nurse educators for future leadership positions.

Table 4.8 Respondents' involvement in attracting new talent into the nursing department by assisting in developing nurse educators for future leadership positions n=100

Statement B11		Frequency n=100	Percentage
Nurse educators are involved in attracting new talent into the nursing department by assisting in developing nurse educators for future leadership positions. Agree:(14%) Disagree:(86%)	1: Strongly Agree	5	5%
	2: Disagree	35	35%
	3: Agree	9	9%
	4: Strongly Disagree	51	51%

This result confirms that historically, nursing departments showed reluctance in implementing succession planning, "growing home talent," for sustainable future leadership (ICN 2014:15, Fitzpatrick 2014:35,). Involvement in leadership through succession planning include: encouraged visibility of employees with great leadership potential, structured programmes, monitoring and evaluation of work performance, and provision of feedback (Irtameh, Al-Azzam & Khaddam 2016:1; Chitsaz-Isfahani & Boustani 2014:115). In addition Jooste et al.(2018:692) and Hofmeyer, Sheingold, Klopper and Warland (2015:181) emphasise that leadership succession planning is a key issue for NEIs for sustainable leadership. As leadership development is integral to succession planning and includes structured programmes, monitoring and evaluation of work performance, and provision of feedback to develop a sound cadre of future nurse leadership (Shamsuddin et al 2012:152; Titzer et al 2013:971).

4.4.2.12 Statement B12: Respondents is supported by top management to implement the succession planning process?

The respondents were asked to agree or disagree with the statement B 12 (See Table 4.9). Of the respondents, 41% (n=41) strongly disagreed and 24% (n=24) disagreed, while 9% (n=9) strongly agreed and 26% (n=26) agreed that they received support from top management to implement succession planning.

Table 4.9 Respondents receive support from (top) management to implement the succession planning process

Statement B12:		Frequency (n= 100)	Percentage (%)
Respondents receive support from (top) management to implement the succession planning Agree: (35%) Disagree: (65%)	1: Strongly Agree	9	9%
	2: Disagree	24	24%
	3: Agree	26	26%
	4: Strongly Disagree	41	41%

These results indicate that most of the respondents did not receive support from management to implement succession planning. One reason could be that the majority of respondents are not in partnership with management and the human resource management department (See Table 4. 7) to implementation of the succession planning process. Similarly, in Table 4.8 the vast majority are not involved in attracting new talent into the nursing department by assisting in developing a sound cadre of nurse educators for future leadership positions.

Seniwoliba (2015:5) state that the first step toward developing an effective succession planning framework is to receive the support and involvement of the University's top management, which includes the Academic Board, Deans and the entire Senior Management Team. Additionally, the University Council should take an active role at the center of the process by approving an policy that enhance the implementation of succession planning. Leaders' involvement and commitment in succession planning is key to capture and transfer the knowledge and institutional memory to successors before their predecessors leave for retirement or any other reason (Fibuch & Van Way 2012:45)

4.4.2.13 Question B13: How many months are allocated for leadership development of nurse educators?

The respondents were asked how many months they allocated to leadership development of nurse educators (See Figure 4.10). Of the respondents, 60% (n=60) allocated no time; 16% (n=16) allocated 3 months; 13% (n=13) allocated 6 months; 9% (n=9) allocated 12 months; 7% (n=7) allocated 1 month; 3% (n=3) allocated 8, 24 and 48 months, respectively, and 2% (n=2) allocated 2 months to leadership development of nurse educators.



Figure 4.10 Number of months respondents allocated for leadership development of nurse educators n=100.

The results indicate limited and inconsistent time dedicated to leadership development and succession planning. The finding also affirms literature indicating that institutions do not allocate time to develop and prepare employees for leadership positions (Kleinsorge 2010:67). One reason could be that there is no need to allocate time, as 88% (n=88) of respondents previously indicated that they do not have a succession planning framework in place in their respective NEIs. Individual development planning assists institutions to achieve strategic goals by linking individual abilities to certain strategic challenges, while enhancing institutional flexibility and promoting an objective

approach to work assignments (Darvish & Temelie:2014:14). Leadership succession planning is a key issue for the nursing profession. The envisaged framework will guide NEIs to allocate the appropriate length of time so that nurse educators gain tactic knowledge and skills to best lead employees (Haines 2013:12).

4.4.2.14 Question B14: How frequently do you monitor candidates during succession planning of monitoring?

The respondents were asked how frequently they monitored candidates during succession planning (See Figure 4.11). Of the respondents, 73% (n=73) indicated that they never monitored candidates during succession planning; 16% (n=16) monitored candidates quarterly; 10% (n=10) monitored candidates annually, and 1% (n=1) monitored candidates monthly.

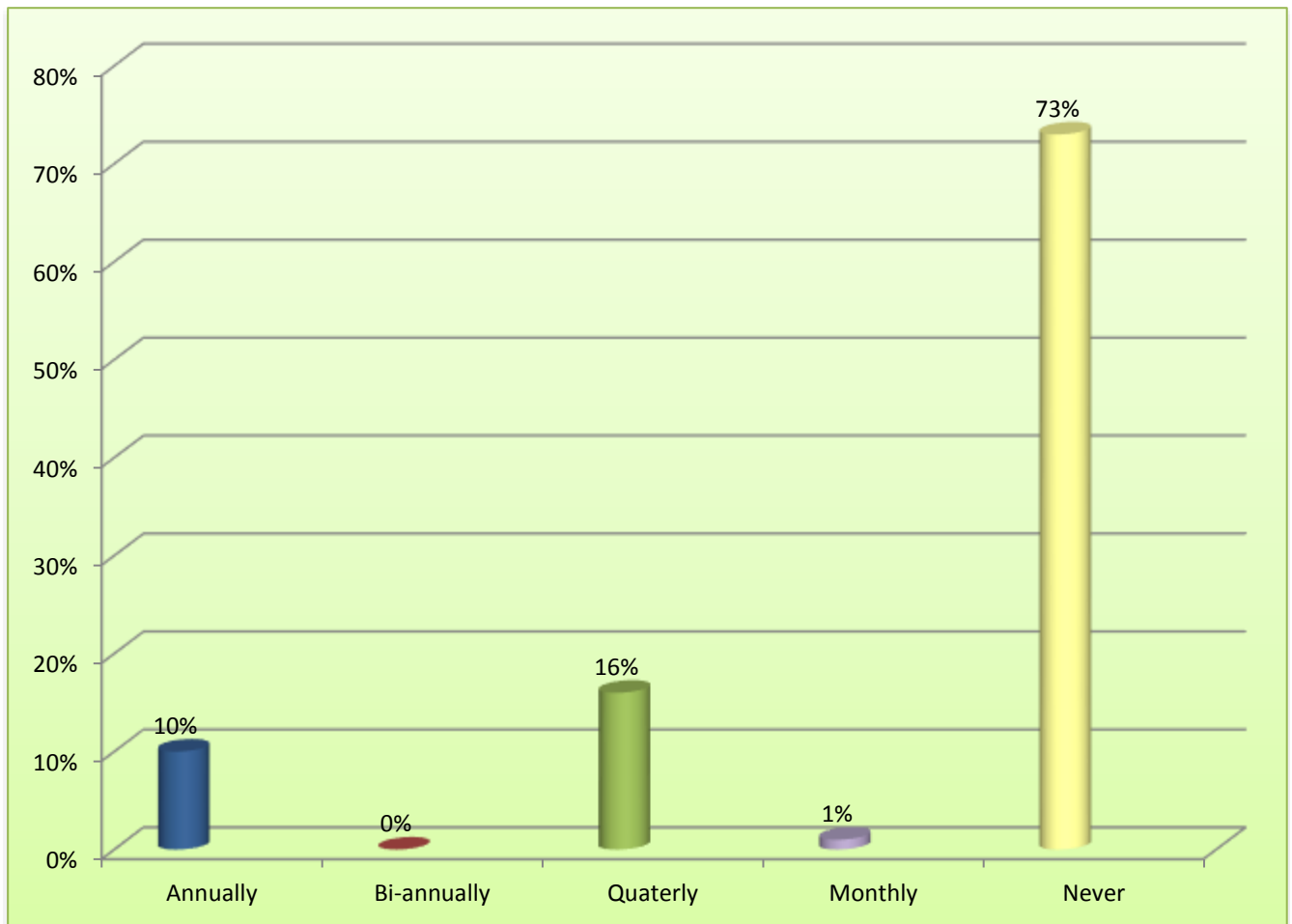


Figure 4.11 Respondents' frequency of monitoring candidates during succession planning n=100

The result is indicative of limited attention to monitoring of succeeding candidates during the succession planning process. If a majority 88% (n=88) of respondents recorded that they do not have a successor for their current positions, it is understandable that there will be no need for monitoring to take place, as evident in Figure 4.11. However, while the minority 26% (n=26) do have successors that need monitoring, these results indicated an inconsistency in how monitoring is pursued by the minority 27% (n=27) of respondents. It is also not clear where the extra 1% (n=1) stems from in the findings as only 26% (n=26) of the respondents previously indicated that they do have a formal succession plan in place.

Monitoring is a continuous process and forms an indispensable part of the succession planning process in an institution. Monitoring permits both predecessors and successors to provide input on what leadership qualities work well, how to improve, and what ought to be continued. Moreover, it ensures that successors acquire the essential characteristics, experience and skills for taking up leadership positions (Griffiths 2012:901).

4.4.2.15 Question B15: How frequently do you submit progress reports on candidates to the head of department?

The respondents were asked to indicate how frequently they submitted candidates' progress reports to the head of department (See Figure 4.12). Of the respondents, 76% (n=76) never submitted progress reports; 11% (n=11) submitted progress reports quarterly; 7% (n=7) submitted reports annually; 5% (n=5) submitted progress reports monthly, and 1% (n=1) submitted progress reports bi-annually to the head of department.

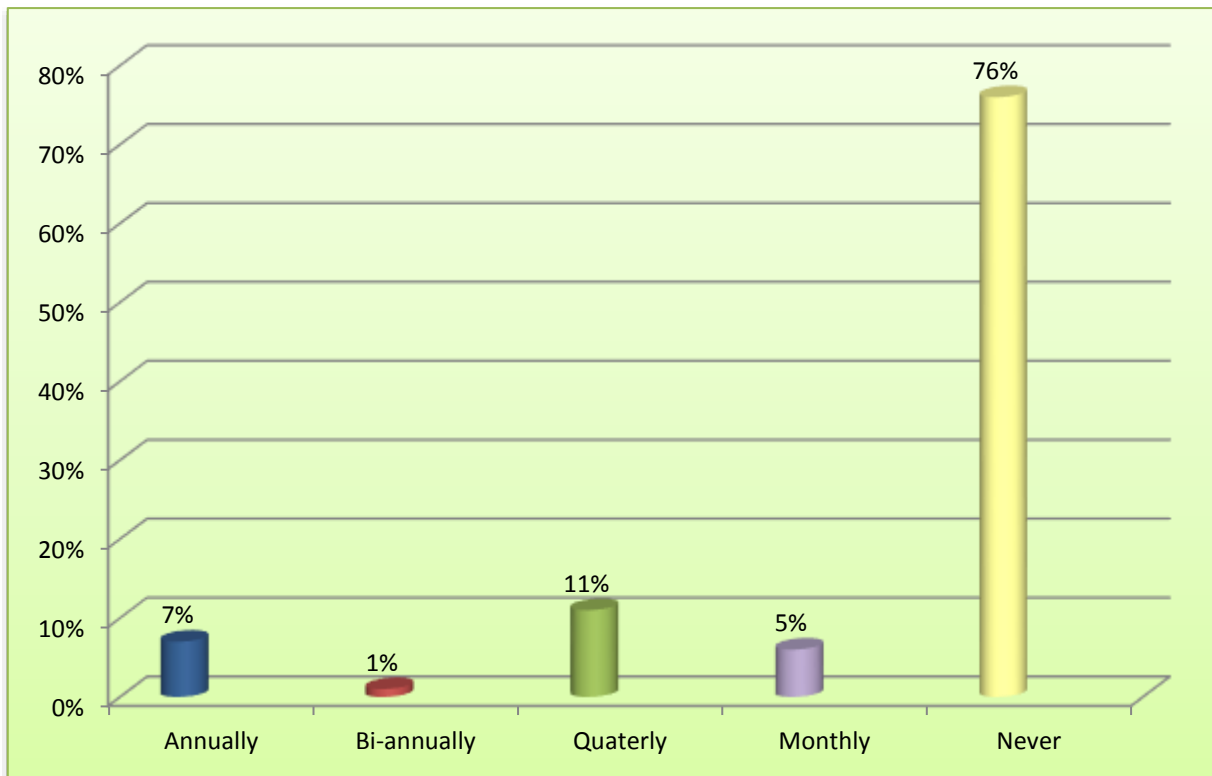


Figure 4.12 Respondents frequency of submission of candidates' progress reports to the head of department n=100

These findings indicate limited communication between heads of department and the respondents about candidates' progress during the succession planning process. Communication is the only way for successors to grow and develop leadership skills. Darvish and Temelie (2014:14) maintain that if predecessors, who are responsible for the leadership development of successors, fail in their task, succession planning becomes futile and a drain of institutional energy. Heads of departments need to be informed in writing about candidates' progress regularly. In this way, heads of departments can engage with predecessors to support leadership development and redirect efforts, if necessary.

4.4.2.16 Question B16: How frequently does the head of department evaluate the overall implementation of the succession planning?

The respondents were asked to indicate how frequently the head of department evaluate the overall implementation of the succession planning (See Figure 4.13). Of the respondents, 70% (n=70) never evaluated the overall implementation of the succession planning process; 13% (n=13) evaluated it annually; 3% (n=3) evaluated it bi-annually; 13% (n=13) evaluated it quarterly, and 1% (n=1) evaluated it monthly.

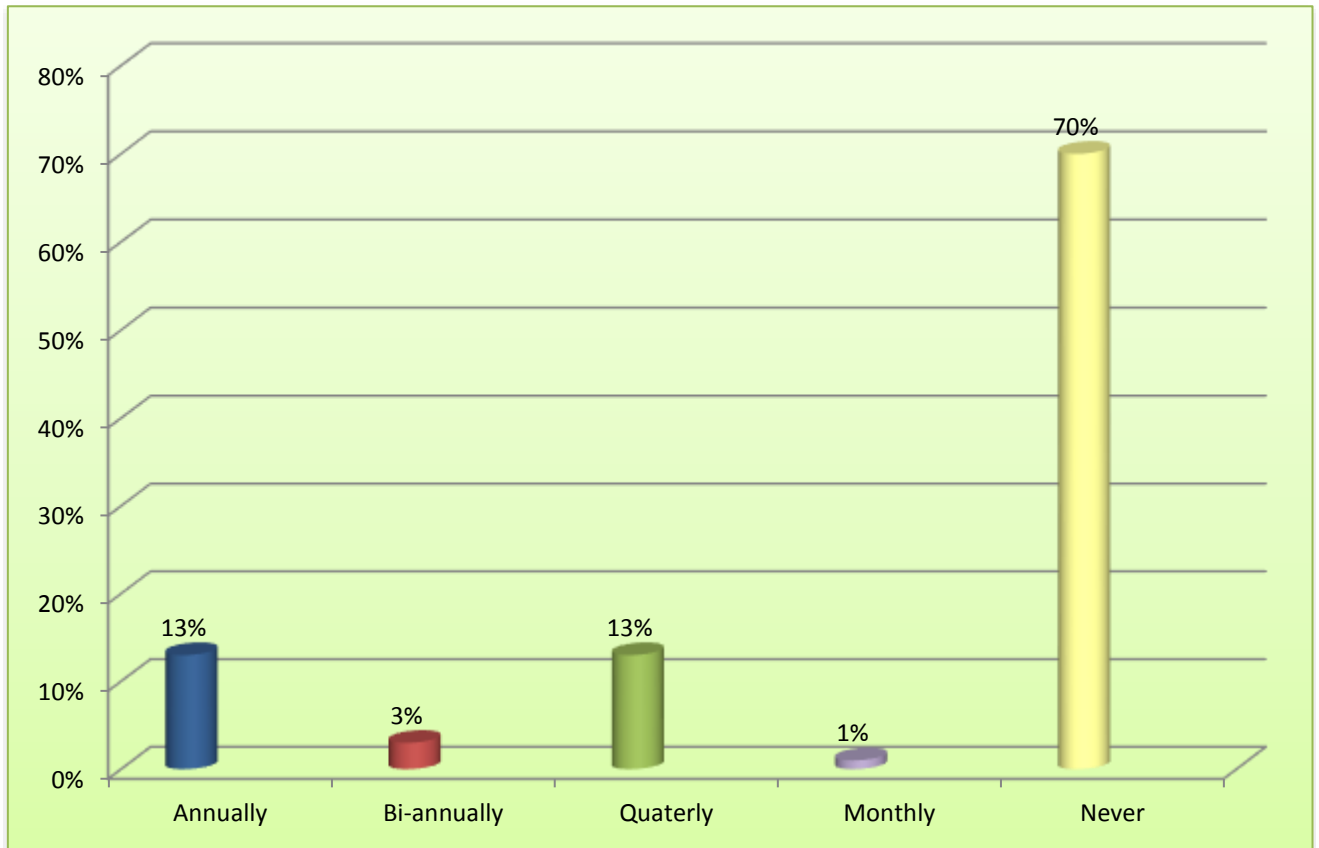


Figure 4.13 Frequency of evaluation of the overall implementation of the succession planning process by heads of departments n=100

In view of the result of this study the frequency of evaluation of the overall implementation of the succession planning process by heads of departments are inconsistent. Although 70% (n=70) respondents never conducted evaluation, inconsistency exists in how often 30% (n=30) respondents conduct evaluation on the overall implementation of the succession planning process. One reason could be knowledge deficiency as previous noted (See Figure 4.5) that 87% (n=87) never attended in-service training on succession planning. Another reason could be a lack of mentoring as more than half, 65% (n=65) (See Table 4.7) lack understanding regarding succession planning. The evaluation comprises information on the progress according to individual development plans and provides the institution with an opportunity to identify a pool of candidates with potential as institutional needs evolve. Darvish and Temelie (2014:14) recommend quarterly reviews of the overall implementation of the succession planning process. Although, globally literature on how often evaluation should happen are limited, suggestions are made globally.

For example, a study by Shobaki and Naser (2016:14) found performance evaluation is perceived as a multifaceted process in which many of the job aspects may overlap, hence heads of departments together with officials in the human resources departments should plan thoroughly; follow logical steps in sequential order to achieve the performance objectives of the evaluation. In another study Raddar, Majidada and Akanno (2015:9) found that overlooking feedback and acknowledgement during the evaluation process discourage employees.

It is therefore suggested, to acknowledge individual performance and team results as it will contribute to the establishment of a work environment conducive for individual development and teamwork. The envisaged succession planning framework includes leadership development and would therefore assist in addressing knowledge deficiencies about succession planning and its implementation process.

4.4.3 Section C: Succession planning strategies

Section C consisted of three questions. The first question required the respondents to rank five current succession planning strategies used for leadership development. The second question required the respondents to suggest five ways that could assist in enhancing implementation of succession planning. The third question required the respondents to list five main challenges that

4.4.3.1 Question C1: Rank five current succession planning strategies used for leadership development

The respondents were asked to rank (list in order, itemise) five current succession planning strategies used for leadership development according to priority (See Figure 4.14). Of the respondents, 82% (n=82) indicated acting as HoDs in their absence; 77% (n=77) indicated deputising HoDs; 76% (n=76) indicated mentoring; 66% (n=66) indicated coaching, and 64% (n=64) indicated delegating predecessors to successors.

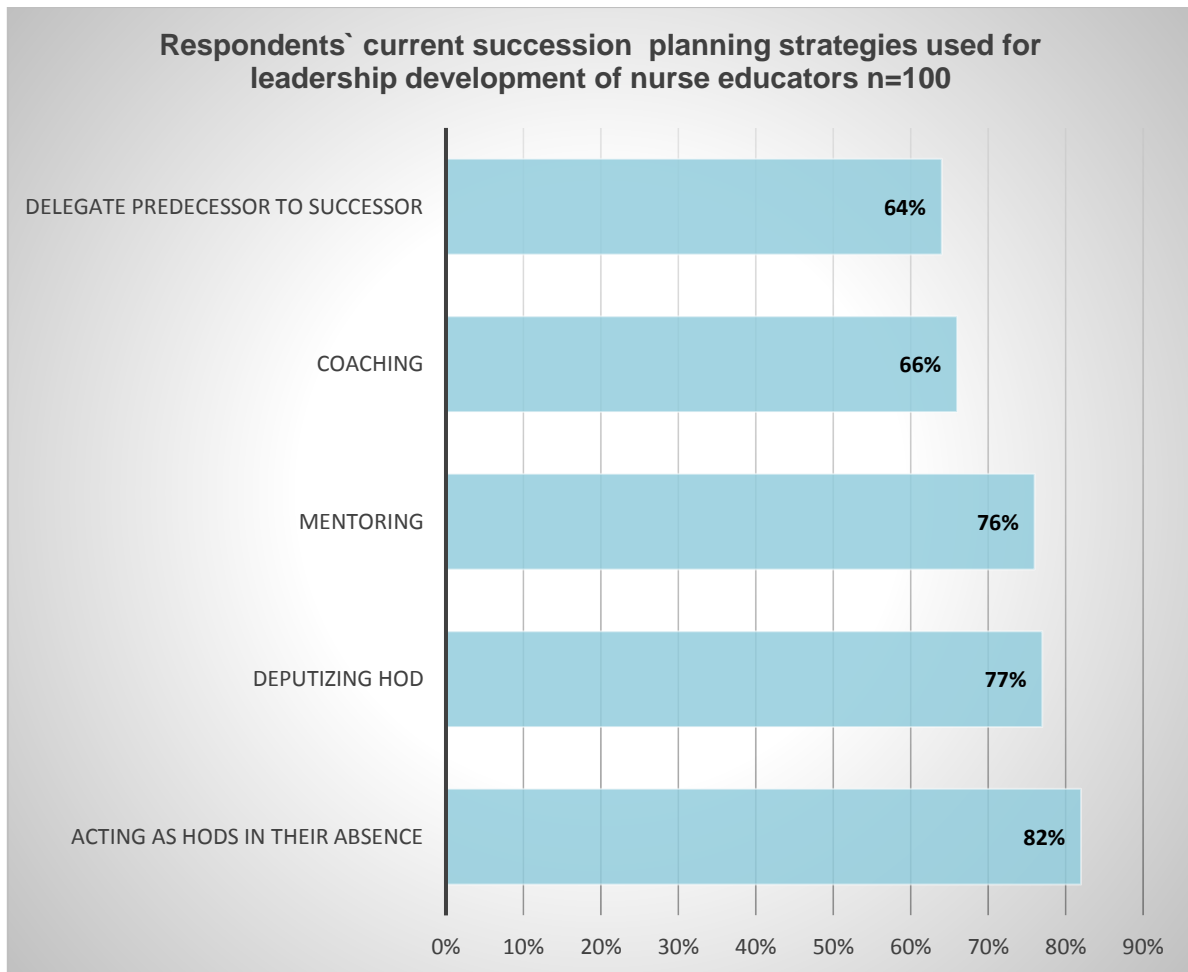


Figure 4.14 Respondents' five current succession planning strategies used for leadership development of nurse educators

It is not clear as to how these aforementioned strategies can be executed as 88% (n=88) of the respondents previously indicated, that their respective NEIs have no formal succession planning frameworks in place. Similarly, a vast majority 74% (n=74) respondents have no successors for their current field of speciality. These results also indicate replacement planning as a strategy of preference to replace leadership on a short-term basis.

Unlike succession planning which follows a clear, structured process with measureable outcomes, replacement planning is a risk management strategy used to maintain the status quo, in cases of unforeseen short fall of staff, for whatever reason (Mhlongo & Harunavamwe 2017:7, Krinzman 2014:1, Rothwell 2011:87, Stadler 2011:265). Additionally Sharma and Agarwal (2016:1) maintain that the succession planning process goes beyond identifying and motivating potential successors for future leadership positions. Rather it allows for development of leadership competencies using various strategies, such as coaching and mentoring, aimed at preparing potential candidates proficiently for future leadership positions. The outcome of such strategies can only be effective if

the succession planning process is formal and facilitated by experts in the topic of succession planning for leadership development (Sharma & Agarwal 2016:2).

Based on the outcome of this study the envisaged succession planning framework will allow for the integrating of allocating mentors to mentees, implementation of coaching programmes, job shadowing as some of the strategies that can be used for leadership development with reference to a clear succession planning process.

4.4.3.2 Question C2: Make five suggestions that would promote the implementation of succession planning n=100

The respondents were asked to make five suggestions that would assist in promoting the implementation of succession planning (See Figure 4.15). Of the respondents, 81% (n=81) suggested a formal succession planning framework; 79% (n=79) suggested having a succession planning policy in place; 78% (n=78) suggested in-service training; 76% (n=76) suggested earlier identification of potential future leaders, and 66% (n=66) suggested recruitment of younger nurse educators.

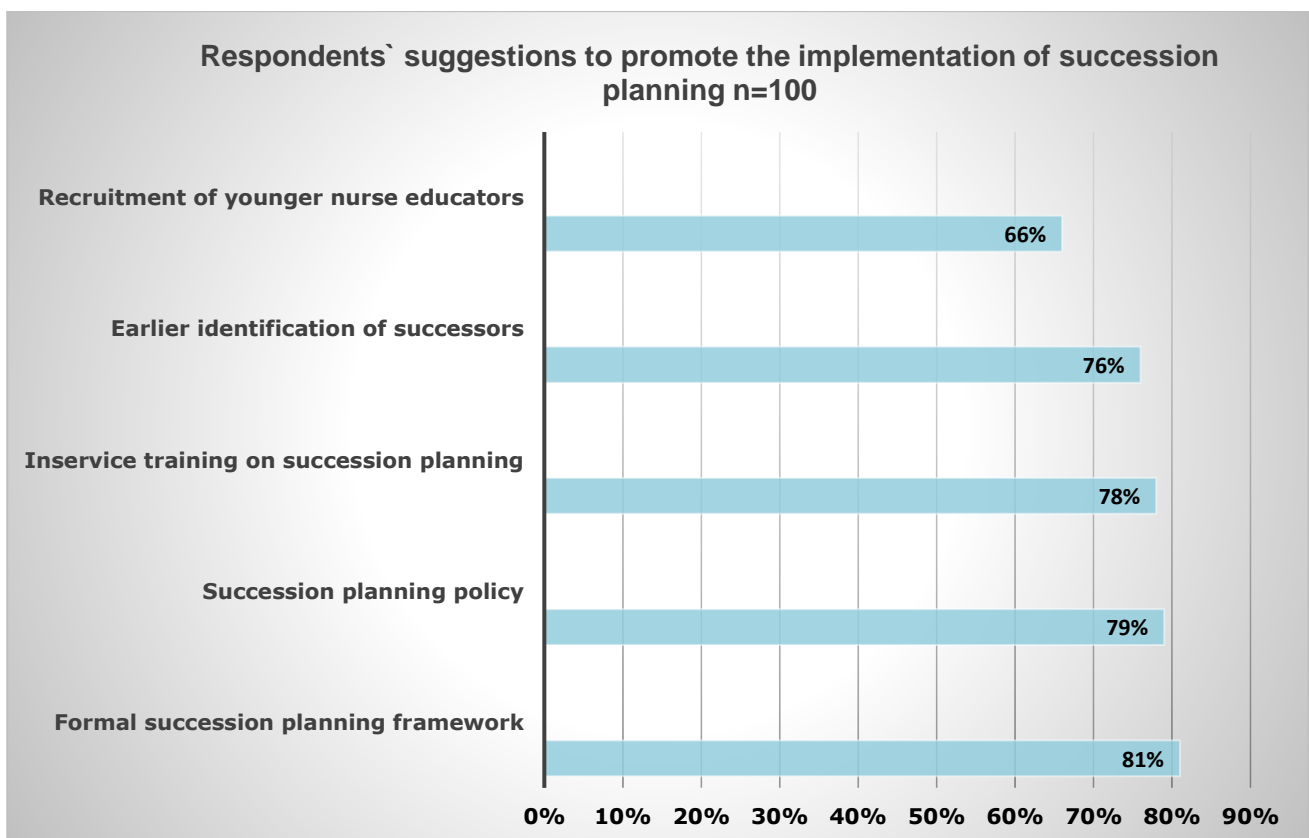


Figure 4.15 Respondents' suggestions to promote the implementation of succession planning n=100

This result confirms that unlike the business corporations, nursing and more particularly nursing education lag behind the rest of the world in terms of succession planning (Seniwoliba 2015:3.) Globally, succession planning is regarded as a proactive strategy to recruit and prepare employees in corporate institutions for future leadership roles (Trepanier & Crenshaw 2013:980).

These suggestions should be seen in the light of a predicted 84% (n=84) (see Figure 4.1) of current nurse educators that will be exiting for retirement in the next 10 years (Mokoka, Ehlers & Oosthuizen 2011:2; Hanover Research Council 2010:3). In the absence of succession planning, NEIs run the risk to fill up future leadership positions with inexperienced and unprepared leaders. Additionally, this finding highlighted the need for a formal succession planning framework for leadership development of nurse educators. The envisaged framework could warrantee intellectual capital, affirm internal continuity of leadership development and some measure of institutional workforce stability (Barginere, Franco & Wallace 2013:67).

A study by Titzer Evans (2016:36) suggest having a formal succession planning framework and in-service training on succession planning, as it assist to establish a strategic fit between leaders and institutions, increase investors' confidence, and lessen disruption of operational functions (Santora, Sarros, Bozer & Esposito 2015:70). In addition, Denker et al (2015:404) in their study found that in Florida (USA), nurse leaders are aging and limited utilisation of succession planning.

The authors suggested that attention must be directed to resources and strategies to develop skilled nurse leaders and plan succession. Seniwoliba (2015:3) state that university lecturers and heads of department retire at a rapid rate. To fill these leadership roles, management must make strategic decisions to identify, develop and retain potential successors.

Literature (Chitsaz–Isfahani & Boustani 2014: 115, Canon; McGee 2011:11, McDonnell 2011:169) pertaining to leadership development through succession planning suggest leadership involvement and commitment. This involvement include: encouraged visibility of employees with great leadership potential, structured programmes, monitoring and evaluation of work performance, and provision of feedback (Irtaimah, Al-Azzam & Khaddam 2016:1, Byham et al 2010:3) to develop a sound cadre of future nurse leadership. These aforementioned suggestions can be realised if NEIs implement the envisaged succession planning framework.

4.4.3.3 Question C3: “List five challenges to the implementation of succession planning in your department (n=100.)

The respondents were asked to indicate five key challenges in the implementation of succession planning (See Figure 4.16). Of the respondents, 88% (n=88) indicated the unavailability of a formal succession planning framework; 82% (n=82) indicated an increased turnover rate; 80% (n=80) indicated limited involvement of leaders; 76% (n=76) indicated limited human resources, 66% (n=66) indicated an aging workforce as challenges to implementing succession planning.

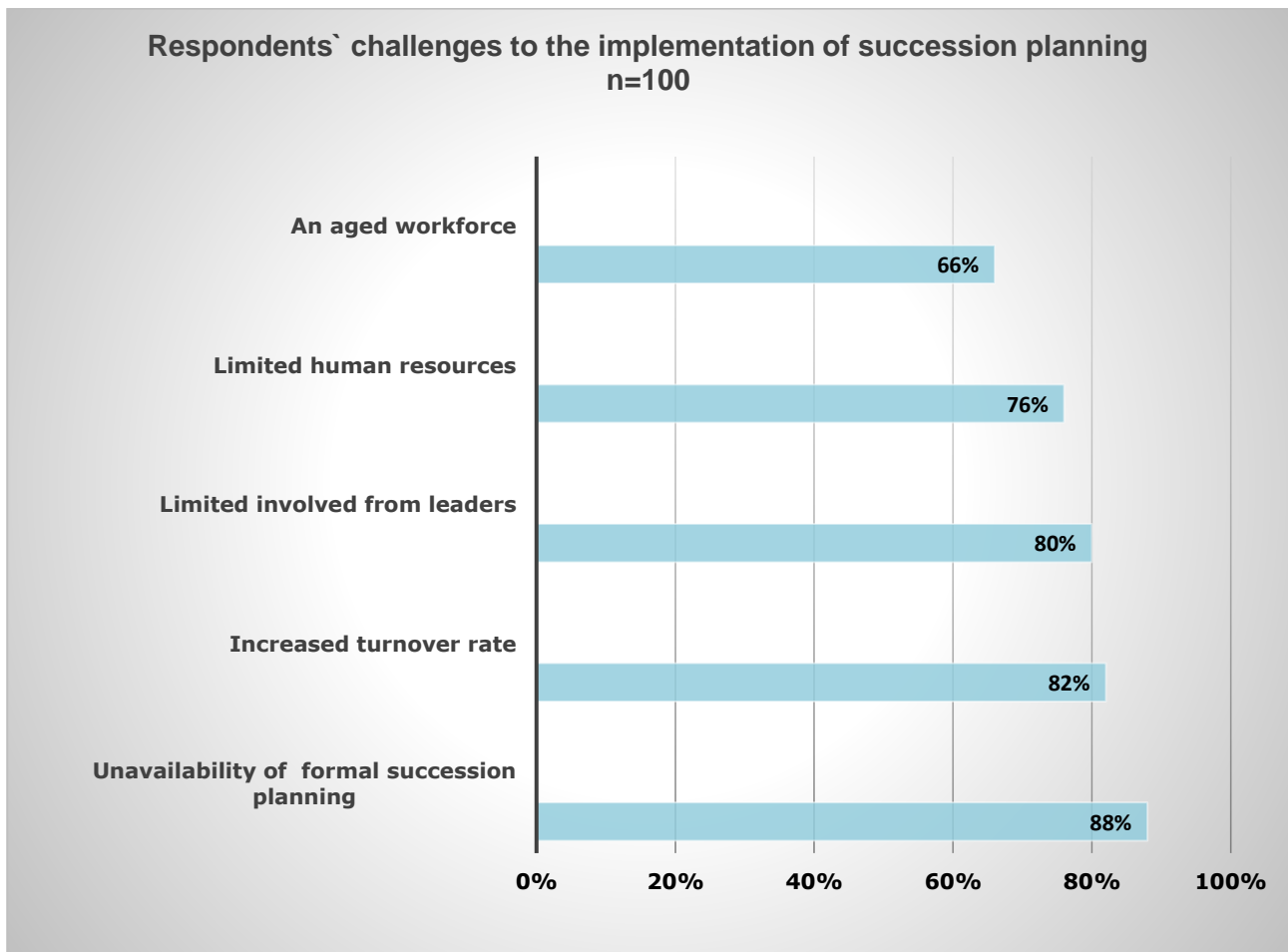


Figure 4.16 Respondents' challenges to the implementation of succession planning n=100

The aforementioned results concur with previous literature relating to challenges regarding the implementation of succession planning. Several authors made reference to challenges such as: high turnover rate, favouritism, lack of objectivity in terms of selection of successors, lack of involvement from top management and leaders and younger employees are not regarded as an essential trait (Coutis 2014:1, Sweeney 2013:2, Luna 2012:60, Shamsuddin, Chan, Wahab & Kassim 2012: 154).

Literature confirms that globally institutions are experiencing challenges to implement succession planning due to the unavailability of formal succession planning, limited involvement from leaders, limited support from top management, unavailability of a policy, and limited knowledge due to absence of training on the topic of succession planning (Ramseur, Fuchs, Edwards and Humphreys 2018:26; Mhlongo & Harunavamwe 2017:26; Tucker 2017:41). Several studies acknowledge an aged workforce, limited human resources and an increased turnover rate as challenges to implement succession planning (Palermo, Carnaz & Duarte 2018:1; Pedersen et al.2018:168; Routch, Monahan & Doherty 2018:3; Rosenthal et al. 2018:3; Baldwin 2015:3; Parrish 2015:822; Seniwoliba 2015:5).

In view of these results, the researcher's envisaged succession planning framework, if implemented, might serve as a guide and assist NEIs to link the institution's strategic plan with succession planning, thereby reducing difficulties. The framework might also assist in determining who should be involved and responsible for implementing succession planning and strategies and resources needed for leadership development of future successors. Lastly, the envisaged succession planning framework might guarantee a transparent and continuous succession planning process (Nojedeh & Ardabili 2015:8; Štefko & Sojka 2015:348; Ahmad et al 2015:138; Eshiteti et al 2013:158).

4.5 SUMMARY

This chapter discussed the data analysis and interpretation of phase 1 and presented the results with reference to the literature review. The findings achieved the first objective of the study, namely to determine current succession planning practices used for leadership development of nurse educators in NEIS in South Africa.

These results indicate an urgent need for a succession planning framework. Nurse educators play a crucial role in advancing standards for clinical nursing practices, assessment, implementation and evaluation of nursing programmes. They are also responsible for the provision of education and continuous professional development of student nurses, to ensure the provision of safe, cost-effective and quality patient care (Currie 2010:17). The envisaged succession planning framework could assist NEIs to establish a bench of strength and talent pipeline of successors for future leadership positions, and ensure achievement of institutional goals, and team cohesion necessary to sustain performance.

Chapter 5 discusses the data analysis and interpretation, and findings of phase 2 (qualitative).

CHAPTER 5

NURSE EDUCATORS' PERCEPTIONS ON SUCCESSION PLANNING PROCESSES

5.1 INTRODUCTION

Chapter 4 discussed the quantitative results from phase 1 of the study on current succession planning practices in NEIs in South Africa. This chapter discusses the qualitative data analysis and findings of phase 2. Three main themes emerged, namely current succession planning for leadership development of nurse educators, current succession planning and management practices, and barriers to the implementation of succession planning for leadership development.

5.2 OVERVIEW

Twenty nurse educators working in four NEIs in Gauteng province voluntarily participated in focus group interviews (FGIs) to explore and describe their perceptions of succession planning processes for leadership development in NEIs in South Africa. The researcher divided the participants into four focus groups of five members. The groups were heterogeneous in terms of age, gender, work experience, highest qualification and field of speciality in nursing education. No names were used and the participants were assigned specific numbers (i.e., P1 to P20) in order to ensure confidentiality. Table 5.1 presents the participants' biographical information.

Table 5.1 Participants' biographical information

NO	GENDER	AGE	YEARS OF EXPERIENCE AS NURSE EDUCATOR	HIGHEST QUALIFICATION
P1	Female	59	23	B degree
P2	Female	52	15	B degree
P3	Female	51	11	Advanced Diploma in Child Psychiatry
P4	Female	61	18	B degree
P5	Female	49	8	B Hons degree
P6	Female	58	20	B degree
P7	Female	54	19	B degree
P8	Male	62	30	B degree
P9	Female	47	7	M degree
P10	Female	54	16	B degree
P11	Female	63	21	M degree
P12	Female	41	6	B Hons degree
P13	Female	48	14	B degree
P14	Male	43	7	B degree
P15	Female	61	28	B degree
P16	Female	60	15	B degree
P17	Female	50	8	B degree
P18	Male	62	32	B degree
P19	Female	54	9	B degree
P20	Female	48	15	M degree

Of the participants, 17 were female and 3 were male. The participants were between 41 and 63 years old; had between 3 and 32 years' working experience, and their highest qualifications included an Advanced Diploma in Child Psychiatry, Bachelor's, B Honours and Master's degrees.

5.3 FINDINGS

The FGIs were transcribed verbatim and the data analysed. Three themes emerged from the data: current succession planning for leadership development of nurse educators, current succession planning and management practices, and barriers to the implementation of succession planning for leadership development. Table 5.2 summarise the themes, sub-themes and categories.

Table.5.2 Themes, sub-themes and categories of FGIs

THEMES	SUB-THEMES	CATEGORIES
1 Current succession planning for leadership development of nurse educators	<ul style="list-style-type: none"> Limited opportunities for leadership development. Limited involvement and commitment from leaders and human resource department. Limited training in succession planning for leadership development 	
2 Current succession planning and management practices	<ul style="list-style-type: none"> Absence of a formal succession plan for leadership development. Unavailability of a succession planning policy Unclear succession planning process Unstructured leadership development programme for succession planning 	
3 Barriers to the implementation of succession planning for leadership development	<ul style="list-style-type: none"> Insufficient human resources for leadership development 	<ul style="list-style-type: none"> Ageing workforce Increased turnover and role overload Intensified search for experienced leaders among NEIs
	<ul style="list-style-type: none"> Leaders' behavioural traits 	<ul style="list-style-type: none"> Autocratic leadership style Favouritism

The findings are discussed under each theme supported with verbatim quotations, and with reference to the literature review.

5.3.1 Theme 1: Current succession planning for leadership development of nurse educators

The first theme that emerged during data analysis was current succession planning for leadership development of nurse educators. The participants perceived succession planning as important because it plays a key role in their professional development, future leadership continuation and workforce stability (Mhlongo & Harunavamwe 2017:7; Ahmad et al 2017:20; Kamil et al 2016:68). However, the participants stated that current succession planning for leadership development was insufficient as it did not follow a formal process; did not have an efficient human resources information system, and did not involve all educators in the process and implementation.

Succession planning is an active and continuous effort to identify and prepare employees to meet the competitive needs of the institution over time (Kamil et al 2016:68; Rothwell 2014:2). The purpose of succession planning is to identify, develop and prepare high potential candidates within the institution for future leadership positions (Ahmad et al 2017:20; Sharma & Agarwal 2016:2).

Three sub-themes emerged from this theme, namely: (i) limited opportunities for leadership development; (ii) limited involvement and commitment from leaders and human resource department, and (iii) limited training in succession planning for leadership development.

The sub-themes are discussed next.

5.3.1.1 Sub-theme 1: Limited opportunities for leadership development

Limited opportunities for leadership development emerged as the first sub-theme under current succession planning for leadership development. The participants expressed a need for management to create opportunities for leadership development. The participants added that stagnation of leaders in their positions had become problematic, as they did not create internal opportunities to identify and prepare the next generation of leadership. According to participants:

“If you look at the educators who work here, most of them are here for 30 years and in the position where they are going to retire”. (P3)

“Sometimes the college is quiet, especially when the students are in clinical practice or exam time. The HoDs can use those times to identify nurse educators with potential and start with a leadership development programme”. (P5).

“HoDs must sit down with you and determine your leadership needs, and plan on how to groom you for future leadership because at the end of the day management must be proud of the people beneath”. (P12)

“This study could be very helpful if NEIs implement it because by the time leaders go on pension at least they will have groomed young leaders that are able to engage on the management platform”. (P18).

The unintended consequence of limited opportunities for leadership development is that when experienced leaders exit, they are often replaced with inexperienced, ill-equipped individuals who in turn may stifle the viability of an institution (Titzer & Evans 2016:36; Chlebikova, Misankova & Kramarova 2015:252; Abdulwaheed 2013:58). In addition Seniwoliba (2015:4) and Golden (2014:23) found that institutions preferred to advertise vacant positions, or headhunt individuals outside the institution who they perceived as eligible to fill the vacant post, rather than grooming internal talent. The study findings highlighted that the time has come for NEIs to create opportunities for leadership development of nurse educators, as the prevailing state of affairs could undermine the quality of human resources and leadership stability of NEIs in South Africa.

5.3.1.2 Sub-theme 2: Limited involvement and commitment from leaders and human resource department

The second sub-theme was limited involvement and commitment from leaders and human resource department. The participants stated that there was limited involvement and commitment from the leaders and human resource department regarding succession planning. The human resource department frequently advertised vacant posts and HoDs identified successors. According to participants:

“The fact that vacant posts are advertised and candidates from outside are appointed clearly shows that top management and the human resource department are not involved and committed to identifying and grooming their own future leaders”. (P1)

“Top management and the human resource department don't have meetings where they do workforce planning or discuss leadership development through succession planning”. (P11)

“There was a situation where the HoD decided to groom somebody to take over from her, but when the time came for that person to take over, the human resource department appointed an outsider in that post”. (P 17)

“Succession planning is not part of the institution’s strategic plan and goals because the word ‘succession planning’ features nowhere, not in the institution’s vision and mission statement, not in my job description, not on the agenda as a point for discussion during staff meetings, it features nowhere”. (P13)

The findings indicate that leadership development through succession planning is not perceived as a shared responsibility between top management and the human resource department. Bagga and Srivastava (2014:2) advocate for the strategic alignment of the human resource department function with institutional strategy. Alignment ensures that attention is given to the job market, recruiting needs, job descriptions, and assessment tools to measure performance in terms of behaviour, skills and level of competence while performing tasks (Ahmad et al 2015:133; Titzer & Evans 2016:36, Sweeney 2013:1; Gowthami 2012:342).

Leadership commitment and involvement from top management and the human resource department are key to identifying, developing and preparing internal employees for leadership positions (Mhlongo & Harunavamwe 2017:7; Titzer & Evans 2016:36; Mehrtak, Vatankhah, Delgoshaei & Gholipour 2014:174). Leadership commitment and involvement in succession planning is key for identifying, developing and retaining internal employees with potential for future leadership (Titzer & Evans 2016:36; Kowalewski et al 2011:99). This commitment and involvement should be transparent to all nurse educators at all levels.

An understanding of the institution’s strategic plan coupled with commitment and involvement from leaders may facilitate equipping employees with the diverse skills needed to address current and future leadership demands (Ahmad et al 2017: 20; Titzer 2016:36; Kowalewski et al 2011:99). Leaders who are committed and involved in succession planning shape institutional strategies including their execution and effectiveness. Although leaders can function at different levels of an institution, they share common interests, namely to capture and transfer knowledge and institutional memory to successors before their predecessors leave for retirement or any other reason (Ahmad et al. 2017:20; Radda, Majidadi & Akanno 2015:3; Rothwell 2011:87).

In a study on the status of education and training of nurse educators in South Africa, Mulaudzi, Daniels, Direko and Uys (2012:2) found that NEIs did not plan for leadership development of nurse educators for future leadership positions. This could lead to NEIs’ inability to guarantee leadership continuity and a stable workforce and to retain high potential nurse educators. Moreover, this increased recruiting costs when searching for experienced, skilled nurse educators from outside to take over leadership positions in NEIs.

5.3.1.3 Sub-theme 3: Limited training in succession planning for leadership development

The third sub-theme was limited training in succession planning for leadership development. The participants stated that they frequently received training in management and leadership topics but had never received training in succession planning for leadership development. According to participants:

“Today it’s the first time I’m hearing about a succession planning framework and that succession planning can be done in nursing education”. (P4)

“There’s forever a crisis if leaders leave. I think if there was training in succession planning, we would have been able to identify, nurture and retain people who can occupy leadership positions as soon as posts become vacant”. (P11)

“We attend leadership and management training like how to work smarter, leadership styles and so on, but we never received any training in succession planning”. (P20)

“I would have liked to have training in succession planning before acting as the Head of the Department”. (P7)

Succession planning plays an enabling role as it not only identifies individuals for leadership positions, but also assists institutions to invest in training and development programmes to equip and prepare employees to pursue future leadership positions within the institution (Peters-Hawkins, Reed & Kingsberry 2018:27). Kamil, Hashim and Hamid (2016:68) found that in higher education institutions, training in succession planning increased awareness, deeper functional knowledge, and ability to integrate, learn from and apply learning to new experiences, and increased self-awareness of growth dimension (strengths and challenges).

This study found a gap in training in succession planning for leadership development. The findings indicated that succession planning was omitted from the institutions’ strategic and operational plans where human resource development departments and HoDs at grassroots level play a pivotal role in raising awareness about succession planning. Griffiths (2013:908) found that in most institutions, nurses were afforded the necessary training and education relating to management and leadership with minimal attention to succession planning. Healthcare institutions, including NEIs focused more on replacement of employees than leadership development through succession planning.

Historically, nurse educators filled leadership positions by showing their profound expertise and academic profiles. Although educators may have higher qualifications in their field of study, they may not possess leadership competencies, therefore NEIs should use a formal succession planning framework to create and establish a pipeline of future leaders (Darvish & Temelie 2014:12).

The implication of the findings is that if NEIs in South Africa continue to overlook training in leadership development, succession planning will become a futile exercise and leadership positions inaptly filled. Furthermore, training in succession planning may equip nurse educators with appropriate knowledge about essential information to enhance leadership development.

5.3.2 Theme 2: Current succession planning and management practices

The second theme that emerged during data analysis was current succession planning and management practices. Once candidates have gone through the succession planning process, their work performance should be managed to successfully address current and future leadership demands and to develop a pipeline of talent (Titzer & Evans 2014:36; Ellinger et al 2014:369).

Succession planning and management are not two stand-alone components, but rather support each other and act as a catalyst for the career path and developing future leaders (Titzer & Evans 2014:36, Ellinger et al 2014:369). Moreover, succession planning and management retain and sustain institutional competitiveness, and effective leaders to generate ideas and ignite morale and motivation for continuity of the institution regardless of challenges ahead. According to Estedadi, Shahhoseini and Hamidi (2015:42), NEIs are not immune to succession planning and management and should instead of being reluctant, embrace the notion.

Four sub-themes emerged from this theme, namely absence of a formal succession plan for leadership development; unavailability of succession planning policy; unclear succession planning process, and unstructured leadership development programme for succession planning.

5.3.2.1 Sub-theme 1: Absence of a formal succession plan for leadership development

The first sub-theme was absence of formal succession planning for leadership development. The participants indicated that they had no formal succession plan in place and it was common practice to act in a leadership position without having a proper understanding of what the position entailed. According to participants:

“There is absolutely no succession planning framework. What I observed is that management think that if you are a guru in your field of specialty, it automatically makes you a leader”. (P20)

“Maybe if we had a formal succession planning framework, there would be less stress and frustration. I am teaching midwifery for 15 years and have to stand in and act as HoD from time to time. I become so frustrated because I have no idea of what is expected of me now acting as leader”. (P17)

“There is no formal succession planning for leadership development in our institution”. (P3)

“We do not have a formal succession planning framework. What happens is that everybody is just protecting their leadership post, making sure nobody comes close to it”. (P18)

“There is no prospect for future leadership without a succession plan. Currently, the elders remain, and the young ones who must be groomed as successors are the ones leaving an empty space”. (P1)

A succession plan serves as a guide to identify, develop and prepare internal candidates for current and future leadership positions thus guaranteeing the availability of an internal pipeline of talent to leadership roles even if workplace demographics change (Estedadi et al 2015:41;Titzer Evans 2014:36; Ellinger et al 2014:369). However, a succession plan is not limited to identifying motivated candidates but also focuses on developing and equipping employees with the necessary capabilities and skills to perform proficiently in current and future leadership positions (Kamil et al 2016: 68; Pandev & Sharma 2014:153).

In addition, succession planning confirms sustainability as it makes provision for immediate replacement of leadership if leaders vacate their positions due to retirement, unforeseen death, illness or resignations (Jones, Deckers, Strand, Bissmeyer, Wilkinson-Bowman & Mathe 2017:81; Titzer & Evans 2016: 36; Abdulwaheed 2013:59). This study found an urgent need for a formal succession planning framework for leadership development. According to Darvish and Temelie (2014:11), a major challenge for NEIs is to identify candidates with high potential and develop them for future leadership positions. Even though educators may be highly qualified in their field of study, they may fall short of leadership skills and competencies (Darvish & Temelie 2014:12). With regard to leadership stability and identifying and preparing high potential candidates to take on leadership roles and responsibilities, a formal succession planning framework is an institutional imperative (Seniwoliba 2015:3). Furthermore, leadership succession is central to enhancing the ability of an

institution to sustain its competitive advantage and to confirm continuity and stability (Tabatabaee et al 2014:233).

The researcher found limited literature on a succession planning framework for leadership development of nurse educators in NEIs in South Africa. Consequently, succession remains a challenge in NEIs in South Africa without a formal framework guiding the process.

5.3.2.2 Sub-theme 2: Unavailability of a succession planning policy

The second sub-theme was the unavailability or absence of a succession planning policy. The participants stated that a succession planning policy to ensure leadership development of nurse educators was absent in the NEIs. A policy is important for the effective implementation of succession planning as it provides guidance and indicates who is responsible for its implementation, and the interventions and activities that should take place during the succession planning process. ensures that attention is given to the job market, recruiting needs, job descriptions, and assessment tools to measure performance in terms of behaviour, skills and level of competence while performing tasks According to participants:

“A year before our former principal went on retirement, she identified and groomed her own successor. We were all supportive of the principal’s initiative because we didn’t have a succession planning policy which could have informed or guided us”. (P10)

“There is no policy and it’s so frustrating. Right now, when an HoD is absent, somebody is requested to stand in and take over her responsibilities as far as possible”. (P12)

“We do not have a succession planning policy. When you stand in for the HoD, you learn and ask as you go along. In our college, we are called mini HoDs, runners, relievers or acting HoDs”. (P7)

Policies guide institutions in their decision-making (Mehrtak et al 2014:174; Makama & Mello 2014:104). The policies are derived from the institution’s philosophy, goals and objectives, explain how to achieve predefined goals, and guide the course and scope of institutional activities. For example, an explicit health policy defines a vision for the future, which in turn helps to establish targets and points of reference for the short and medium term. It outlines priorities and the expected roles of different groups, builds consensus, and informs people.

The study found that a succession planning policy on leadership development was not in place in the selected NEIs according to the participants. The development of a succession planning framework for NEIs in South Africa as a key strategic national goal has not been realised to date (Department of Health 2010:23). A succession planning policy could guarantee a smooth leadership transition process (Peters-Hawkins et al 2018:28). Moreover, a succession planning policy may prevent loss of expertise and institutional knowledge capital by ensuring that competent successors take over the baton from their predecessors (Badara, Johari & Yean 2015:14; Ahmad et al 2017:138).

The researcher found no literature available on succession planning policy in NEIs in South Africa. Without a policy, succession planning is not possible and the role of management and all relevant stakeholders will not be clear. Moreover, NEIs in South Africa might run the risk of losing their competitive advantage and institutional sustainability as policies direct individuals' behaviour toward the institution's vision for the future and provide management with a means of internal control.

5.3.2.3 Sub-theme3: Unclear succession planning process

The third sub-theme was unclear succession planning process. The participants indicated that succession planning processes that facilitate leadership development for nurse educators were not well defined. The participants added further that top management just focused on the identification and preparation of future leadership superficially, without a clear succession planning process. According to participants:

"I am working here for 24 years. It was only last year when the lecturers were told we are starting with succession planning, that if they are interested they must give their names to the HoDs. I don't think it was a formal process; in fact, I am not sure if it happened". (P2)

"Sorry, you were asking what current succession planning processes are in place for leadership development for nurse educators. We are interested to know ourselves". (P15)

A succession planning process serves as a point of departure for identifying and developing internal employees for future leadership positions. The succession planning process aligns human resource development, management functions and the human capital needs of the institution with its strategic plan (Titzer & Evans 2016:36; Kowalewski et al 2011:99; Rothwell 2011:87).

The succession planning process thus shapes the strategic direction, and determines the core values, mission, vision and culture of an institution (Mhlongo & Harunavamwe 2017:10; Rothwell

2011:87). This study found that formal succession planning processes were limited in the NEIs. Chlebikova, Misankova and Kramatova (2015:252) point out that the process of personal development and succession planning involves management, the human resource department, line managers, and employees. The process includes development needs, identification of potential successors, development and training of successors, remuneration and benefits, and a shift in position.

5.3.2.4 Sub-theme 4: Unstructured leadership development programme for succession planning

The fourth sub-theme was unstructured leadership development programme for succession planning. The participants stated that there was no structured, formal leadership programme for succession planning in their NEIs. According to participants:

“We don’t have a structured leadership development programme for succession planning in place. Everybody in my department gets the opportunity to shadow the HoD for 2 months. It is like a cycle, it continues until everybody has had the opportunity and that is where it ends”.
(P4)

“In one college you’ll find HoDs use different strategies, like a strategy that works well for that specific department. Some use mentoring, others use coaching”. (P20)

“I am retiring within 4 years. I suggest a succession strategy where lecturers like me must have counselling sessions before retirement to get emotionally prepared and to help them to feel free to mentor and impart their knowledge and skills to the one taking over the baton”.
(P4)

According to Ramseur, Fuchs, Edwards and Humphreys (2018:25), a structured nursing leadership development programme for succession planning to prepare future nurse leaders and advance leadership continuity should be a key priority in institutions. Leadership development programmes include strategies like coaching, mentoring, giving feedback, and monitoring and assessing leadership skills and competencies. Fitzpatrick (2014:359) found that mentoring was often discussed in NEIs, but deliberate focus on succession planning was considered less important.

5.3.3 Theme 3: Barriers to the implementation of succession planning for leadership development

The third theme that emerged during data analysis was barriers to the implementation of succession planning for leadership development. Several factors act as barriers to the effective implementation of succession planning. These barriers include inadequate resources available, poor understanding of the benefits of succession planning, lack of involvement from top management and leaders, increased turnover, favouritism, lack of objectivity in selection of successors, and an ageing workforce (Sweeney 2013:2; Luna 2012:60; Shamsuddin et al 2012: 154). The sub-themes that emerged from this theme were insufficient human resources for leadership development, and leaders' behavioural traits.

5.3.3.1 Sub-theme 1: Insufficient human resources for leadership development

The first sub-theme was insufficient human resources for leadership development. Inadequate supply and availability of human resources, time, and fiscal resources are barriers to succession planning (Ramseur et al 2018:25; Trepanier, Phillips & Crenshaw 2013:984). This sub-theme had three categories, namely *an ageing workforce; increased turnover, and intensified search for experienced leaders in NEIs*

✓ Category 1: An ageing workforce

The first category was an ageing workforce. The participants referred to succession planning for leadership development as a good practice that did not apply to them, because most of them were ageing and preparing for retirement. According to participants:

“Just look around, we are all old and there is nobody that will take over from us”. (P17)

“Most of us are at a pensionable age. If people in this institution decide one morning to leave, we are in trouble because there is no one that can take over.” (P6)

“I've been working here for 28 years, and many educators in here are about to go on pension with their skills and experience”. (P18)

Globally, since 2011 an estimated 10 000 nurse educators have left NEIs for retirement, and this trend will continue for the foreseeable future (Jones et al 2017:64; Gowthami 2012:31). In a study on factors important to succession planning in one college in Ontario, Canada, Morrin (2013:1) reported that most of the educators were ageing and approaching retirement. Although aware of the

looming retirement rates, the college was not adequately prepared to replace retirees because there was no formal succession planning in place (Morris 2013:5).

Workforce demographics, such as age and increased retirement rate, are factors that escalate the need for experienced nurse educators (Trepener et al 2013:980; Currie 2010:18). In a study of succession planning practice and challenges in Indian organisations, Pandey and Sharma (2014:153) reported that human resource departments found it difficult to preserve a stable workforce due to the absence of formal succession plans. Pandey and Sharma (2014:160) stress that institutions should prepare their own experienced leaders rather than recruit leaders from outside.

In this study, the participants emphasised the need for succession planning especially in view of their age and the future of nursing education and training. This indicated that NEIs need to adopt and embrace succession planning in order to prevent loss of expertise and institutional memory by ensuring capable successors.

✓ **Category 2: Increased turnover**

The second category was increased turnover. The participants expressed concern over the increased turnover as it was a barrier to implementing succession planning in NEIs. Leadership posts remained vacant for up to three years and the remaining educators were obliged to take on extra workload, along with an increased educator-student ratio, without compensation. Consequently, many left the NEIs. The participants stated that when experienced nurse educators exited NEIs, their workload was allocated to those who remained until vacant positions were filled.

The limited resources prevented succession planning efforts to establish a pool of trained, experienced, motivated nurse educators who were prepared to step into leadership positions. According to participants:

“There is a high turnover rate. You will find at a going there will be seven vacant posts. I remember when I applied for this post, there were 40 vacancies”. (P14)

“I orientate around five new appointees every month”. (P2)

“You’ll find six people leave in one month and the posts are not filled immediately”. (P20)

In the USA, Jones, Deckers, Strand, Bissmeyer, Wilkinson Bowman and Mathe (2017:64) projected an estimated national shortage of one million nurses by 2025. According to Kamil et al (2016:68), succession planning is a primary issue for NEIs as the turnover of educators includes many skilled and competent leaders. NEIs operate in a bureaucratic environment, in which leadership positions are usually developed according to ranks. Consequently, future leaders also decrease as nurses do not necessarily move to the next leadership level and reach retirement age themselves. A structured nursing leadership development programme for succession planning in health systems was implemented in the south-eastern USA after a limited pool of potential leaders resulted in some positions remaining vacant for 2 to 3 years because of the unavailability of internal leaders (Ramseur et al 2018:26).

✓ **Category 3: Intensified search for experienced leaders in NEIs**

The second category was intensified search for experienced leaders in NEIs. The participants stated that one of the reasons for the high turnover was that experienced educators left if they were offered leadership positions elsewhere. According to participants:

“Younger people come but leave as soon as they get something better. This year my colleague was appointed as an HoD at our neighbouring nursing college. You go because it is not like you are going to succeed somebody in the near future”. (P9)

“People leave because they get tired of being overlooked for leadership positions. We deputise HODs but if there’s a vacancy, they will appoint people from outside.” (P1)

“There is a search for talent between NEIs. Instead of grooming their own, NEIs recruit each other’s talent. If there is a leadership position, management appoints outsiders and our educators find leadership positions outside”. (P3)

Larcker and Saslow (2014:1) found serious competition in senior executive succession planning and talent development among enterprises and institutions. Workforce demographics, particularly an ageing workforce and imminent retirement, focused attention on succession planning (Golden 2014:22; Trepanier et al 2013:980).

Neglecting succession planning increased the risk of overlooking internal employees to be developed as potential future leaders (Golden 2014:24; Fibuch & Van Way 2012:44). Many countries suffer the progressive shrinkage of nurse educators due to a lack of succession planning (Kamil et al 2016:67; Griffith 2012:904). If nurse educators are denied an opportunity to grow within the institution, they seek better opportunities elsewhere (Griffith 2012:904). The future of NEIs depends

on the effective implementation of succession planning and how they evaluate nurse educators and resources needed for future leadership development.

5.3.3.2 Sub-theme 2: Leaders' behavioural traits

The second sub-theme was leaders' behavioural traits as barriers to the implementation of leadership development through succession planning. Leaders have the opportunity to lead departments, manage human capital, and implement the overall strategic plan of the institution (Ahmad? et al 2017:20). In addition, leaders have the ability to instil a sense of trust and loyalty in followers and equip them with leadership skills and competencies (Eshiteti et al 2013:158; Curtis, de Vries & Sheerin 2011:306).

Subordinates perceive leaders as role models who have certain characteristics and should conduct themselves in an ethically and professional fashion to gain the confidence of subordinates. Two categories emerged from the sub-theme leaders' behavioural traits, namely *autocratic leadership style and favouritism*.

✓ **Category 1: Autocratic leadership style**

The first category was autocratic leadership style. According to participants:

“An autocratic type of leadership is common around here and it causes people to withdraw and fold their hands and watch things happening. This is a barrier to leadership development.” (P3)

“You have no say in your own leadership development. Heads of Departments use their power, so you do as they say to keep the peace”. (P15)

“The other challenge is that of attitude. Some of the young ones don't get that supervisory support and they end up going. It is a conflict on its own because they become frustrated and leave”. (P9)

“I sometimes think that some leaders feel intimidated because we know more than them about leadership and how the institution operates”. (P13)

Autocratic leaders typically expect subordinates to follow their orders (Pandey & Sharma 2014:154; Trepanier et al 2013:985). These leaders are usually inexperienced, with leadership forced upon

them in the form of a new position or task that includes people management (Iqbal, Anwar, Haider, 2015:3, Amanchukwu, Stanley & Ololube 2015:10). Autocratic leaders can have a negative impact on institutions as they coerce subordinates to perform tasks in a top-down way based upon subjective knowledge of what success looks like. There is no collective vision and less motivation beyond coercion (De Hoogh, Greer & Den Hartog 2015:689; Iqbal, Anwar, Haider, 2015:3.).

In this study, the participants indicated that HoDs' autocratic leadership caused them to withdraw and to "do as they say to keep the peace". The participants perceived this as a barrier to leadership development. Leaders' real or perceived fear that subordinates were more competent also posed a threat to succession and leadership development (Trepanier et al 2013:987). McCleskey (2014:120) and Ahmad et al (2017:19) suggest transformational leadership for successful implementation of succession planning and leadership development. Transformational leaders motivate and influence followers through shared vision, which may convert followers into leaders over time who show outstanding work performance and workplace ethics (McCleskey 2014:120; Ahmad et al 2017:21). The findings of this study support the need for leaders in NEIs in South Africa to adopt transformational leadership in the implementation of succession planning and leadership development.

✓ **Category 2: Favouritism**

The second category was favouritism. Favouritism in the workplace refers to "the practice of giving unfair preferential treatment to a person or group at the expense of another" (Palermo, Carnaz & Duarte 2018:2; Bramoullé & Goyal, 2016:16). The participants stated that favouritism was prominent and visible. According to participants:

"We have seen a few of the nurse educators with great potential but because they are people who speak out and assertive, the leaders will not identify and prepare them for future leadership positions". (P18)

"If the Head of Department does not have a liking in you or a certain group, those people can forget about filling a leadership position; you better leave and get that post outside". (P15)

"Interviews are just a formality; we already know who has been earmarked to fill that leadership post". (P6).

“People discriminate and are very unethical because you get overlooked and they bring their own people from outside to occupy leadership positions, who are inexperienced, and on top of that, we are told to orientate and train these people how to do their job”. (P10).

It is evident that participants experienced favouritism, discrimination and being overlooked for leadership development which led to low morale. The findings in a studies by Abubakar, Anasori and Lasisi (2019:17) and Abubakar, Namin, Harazneh, Arasli and Tunç (2017:129) on favouritism in the workplace concur with the findings of this study that favouritism and discrimination are social stressors that has a negative effect on the performance and wellbeing of employees as it cause conflicts and discouragement among employees.

Barkhordari-Sharifabad Ashktorab, and Atashzadeh-Shoorideh (2018:21) is of the opinion that nursing leaders play an essential role in establishing an ethical work environment. The author explain that nurse leaders should treat followers fairly and morally as leaders action and behaviour influence followers performance, workplace climate and how followers interact with each. It is therefore, important that leaders competencies are determined so that they are aware of the extent to which their behaviour is ethical and take the necessary steps to improve their behaviour. Ahmad (2018:40) concur with the latter author by stating that leaders are the cornerstone of human resource development in an institution and their behaviour not only improves the institution performance, it also enhances the career development of its employees.

In view of succession planning for leadership development of nurse educators, the proposed framework will assist leaders to acknowledging the values and opinions of each potential successors, supporting and inspiring them to improve performance and promote a sense of belonging and efficacy, which will lead to improved morale and well-being.

5.4 SUMMARY

This chapter discussed the data analysis and findings of phase 2 of the study. Data was collected in four FGIs. Three themes emerged from the data: current succession planning for leadership development of nurse educators, current succession planning and management practices, and barriers to the implementation of succession planning for leadership development of nurse educators. The findings were discussed with direct quotations from participants and with reference to the literature review.

Chapter 6 discusses the development of a succession planning framework for leadership development of nurse educators in NEIs in South Africa.

CHAPTER 6

DEVELOPMENT OF FRAMEWORK FOR SUCCESSION PLANNING

6.1 INTRODUCTION

Chapter 5 presented the qualitative findings from phase 2 of the study. This chapter discusses the integration of phase 1 and phase 2 results and the process in phase 3 to develop the proposed framework guided by Mateso's (2010) conceptual framework for succession planning. The chapter concludes with a comparison of Mateso's (2010) conceptual framework for succession planning and the proposed succession planning framework for leadership development of nurse educators in NEIs in South Africa.

6.2 INTEGRATION OF RESULTS

The integration of the quantitative and qualitative data led to the third objective of the study, namely to develop a succession planning framework for leadership development in NEIs in South Africa. It is essential to integrate the results in a study following a sequential explanatory mixed method design. The integration of results assisted the researcher to interpret and better understand the numerical results of phase 1 augmented by the qualitative findings of phase 2.

The findings of the integrated results indicated a low uptake of training in succession planning, a decrease or decline in leaders' commitment and involvement, and a lack of strategic alignment of succession planning with the institution's strategic plan. Furthermore, the succession planning process was unclear and current practices were unstructured. The integration of results allowed for an in-depth analysis of current succession planning practices and assisted the researcher to conduct phase 3 of the study. Table 6.1 presents the comparison of phase 1 and phase 2 results and findings.

Table 6.1 COMPARISON PHASE 1 AND PHASE 2 RESULTS AND FINDINGS

PARTICIPANTS' BIOGRAPHICAL INFORMATION	PHASE 1: QUANTITATIVE RESULTS, SEMI-STRUCTURED QUESTIONNAIRES (N=100)	PHASE 2: QUALITATIVE FINDINGS, FOUR FGIS (20 PARTICIPANTS)
Gender	<ul style="list-style-type: none"> ✓ 93% female ✓ 7% male 	<ul style="list-style-type: none"> ✓ 17 females ✓ 3 males
Age	<ul style="list-style-type: none"> ✓ 4% aged between 25-39 ✓ 12% aged between 40-49 ✓ 55% aged between 50-59 ✓ 29% aged 60 and above. 	<ul style="list-style-type: none"> ✓ No participants were aged 25-39 years. ✓ 6 participants were aged 40- 49 years. ✓ 8 participants were aged 50-59 years. ✓ 6 participants were aged 60 and above.
Years of work experience	<ul style="list-style-type: none"> ✓ 47% of respondents had 3-16 years' work experience. ✓ 42% of respondents had 17-30 years' work experience. ✓ 11% of respondents had 30 years' and more work experience. 	<ul style="list-style-type: none"> ✓ 11 participants had 6-16 years' work experience. ✓ 7 participants had 17-30 years' work experience. ✓ 2 participants had 30 years' and more work experience.
Highest qualification	<ul style="list-style-type: none"> ✓ 50% of respondent held a Master's Degree ✓ 31% of respondents held a Bachelor's Degree ✓ 19% of respondents held a PhD in Nursing 	<ul style="list-style-type: none"> ✓ 3 participants held a Master's degree. ✓ 2 participants held a B Honours degree. ✓ 14 participants held a Bachelor's degree ✓ 1 participant held an Advanced Diploma in Child Psychiatry.

THEMES	PHASE 1: QUANTITATIVE RESULTS, SEMI-STRUCTURED QUESTIONNAIRES (N=100)	PHASE 2: QUALITATIVE FINDINGS, FOUR FGIS (N = 20 PARTICIPANTS)
Current succession planning for leadership development of nurse educators	<ul style="list-style-type: none"> ✓ 74% of respondents did not have a successor for their current field of specialty. ✓ 28% of respondents indicated that posts for vacant leadership positions were advertised. ✓ 86% of respondents indicated that succession planning for leadership was not included in their institution's strategic plan. 	<ul style="list-style-type: none"> ✓ Participants did not have successors for their current field of specialty. ✓ Vacant leadership positions were advertised. ✓ Limited opportunities for internal leadership development and recruitment. ✓ Succession planning was not incorporated into the institution's strategic plan.
Organisational culture	<ul style="list-style-type: none"> ✓ 86% of respondents indicated that they were not involved in attracting new talent into the nursing department. ✓ 87% of respondents had never attended in-service training on succession planning. ✓ 74% of respondents were not in partnership with senior management and human resources management department to upscale the implementation of the succession planning process. 	<ul style="list-style-type: none"> ✓ Limited involvement and commitment of leaders and human resources department. ✓ Limited training in succession planning for leadership development ✓ Limited interaction between the human resources development department and top management with regard to succession planning matters.

THEMES	PHASE 1: QUANTITATIVE RESULTS, SEMI-STRUCTURED QUESTIONNAIRES (N=100)	PHASE 2: QUALITATIVE FINDINGS, FOUR FGIS (N = 20 PARTICIPANTS)
Succession planning process	<ul style="list-style-type: none"> ✓ 66% of respondents indicated limited recruitment of younger nurse educators. ✓ 82% of respondents indicated increased turnover rate. ✓ 76% of respondents indicated limited identification of potential future leaders. 	<ul style="list-style-type: none"> ✓ Ageing workforce ✓ Increased turnover rate and role overload ✓ Intensified search for experienced leaders among NEIs
Leadership involvement and commitment.	<ul style="list-style-type: none"> ✓ 65% of respondents did not receive the necessary support from top management to implement the succession planning process. 	<ul style="list-style-type: none"> ✓ Autocratic leadership style ✓ Favouritism
Performance review and monitoring	<ul style="list-style-type: none"> ✓ 73% of respondents never monitored succeeding candidates. ✓ 16% of respondents conducted monitoring quarterly. ✓ 10% of respondents conducted monitoring successors annually and 1% of respondents monitored successors monthly. ✓ 70% of respondents never evaluated the overall implementation of the succession planning process. ✓ 30% of respondents evaluated the overall implementation of the succession planning process annually, bi-annually, or quarterly. 	<ul style="list-style-type: none"> ✓ Performance management of potential successors was not part of the job description, and not done. ✓ No time was allocated for performance review sessions of potential successors. ✓ Monitoring of potential successors' performance was conducted informally.

THEMES	PHASE 1: QUANTITATIVE RESULTS, SEMI-STRUCTURED QUESTIONNAIRES (N=100)	PHASE 2: QUALITATIVE FINDINGS, FOUR FGIS (N = 20 PARTICIPANTS)
Barriers to the implementation of succession planning for leadership development	<ul style="list-style-type: none"> • 79% of respondents indicated no policy on succession planning in place. • 81% of respondents indicated no formal succession planning framework. 	<ul style="list-style-type: none"> • No policy on succession planning was available. • Succession planning was done informally. • Participants never attended in-service training in succession planning. • Insufficient human resources for leadership development.

6.3 PHASE 3: DEVELOPMENT OF SUCCESSION PLANNING FRAMEWORK

The purpose of phase 3 was to develop a succession planning framework for leadership development of nurse educators in NEIs in South Africa. A one-day stakeholders' workshop was conducted, using a nominal group technique (NGT) to generate information and reach consensus on what a framework for succession planning for leadership development of nurse educators should entail. Consensus on the fundamental concepts was considered important as it assisted the researcher to draft the succession planning framework guided by Mateso's (2010) conceptual framework for succession planning and management.

The population, sampling, preparation and process of conducting an NGT are discussed next.

6.3.1 Population

A study population refers to a group of people that meet the sample criteria for inclusion in a research study (Gray, Grove & Sutherland 2017:687; LoBiondo-Wood & Haber 2014:213). In this phase, the population consisted of stakeholders involved in nursing education and training in South Africa, who met the inclusion criteria.

To be invited to participate in the stakeholders' workshop of the study, participants had to be:

- ✓ HoDs from universities and nursing colleges who had worked for at least three years in the same NEI in South Africa.
- ✓ Nurse educators holding a permanent lecturing position for at least three years in the same NEI in South Africa.
- ✓ Stakeholders in leadership positions and who had been actively involved in nursing education and training for at least five years in South Africa.

6.3.2 Sampling

Purposive sampling was applied to recruit participants to take part in phase 3. Out of 19 invitation letters sent to various institutions, five (5) institutions confirmed. Between one and three participants per institution attended. Twelve participants attended the stakeholders' workshop. The group consisted of one representative from the Democratic Nursing Organisation of South Africa (DENOSA); two members of the Gauteng Nurses' Leaders Forum who are also nurse educators; one Principal of a nursing college; one Vice-Principal; two university professors who were experts in the field of nursing leadership and succession planning; four nurse educators, and one nurse educator with a PhD qualification.

The diverse composition allowed participants to share ideas, give valuable input and mutual clarification about what should be included in a succession planning framework. Table 6.2 illustrate the participants` composition of the stakeholders` workshop.

Table 6.2: Composition of participants who attended the stakeholders` workshop

PARTICIPANTS	INSTITUTION	POSITION/ RANK	NUMBER OF PARTICIPANTS
Nurse educator	University	Professor: experts in leadership and succession planning	2
Nurse educator	University	Philosophiae Doctor in nursing science: Director, medical skills lab	1
Nurse educator	Nursing college	Principal	1
Nurse educator	Nursing college	Vice-principal	1
Nurse educator	Democratic Nursing Association of South Africa	Nursing leadership: training and development	1
Nurse educator	Nursing college	Head of Departments`	4
Nurse educator	Gauteng Nurse Leaders Forum	Member	2
		Total number of participants	12

6.3.3 Preparation phase

The researcher invited the participants to a one-day stakeholders` workshop by e-mail and telephonically. Twelve participants responded to the invitation, and the researcher booked a venue to accommodate the number of participants. The researcher selected a round table seating arrangement in a U-shape, with a flip chart at the open end of the U. Since the task was to reach consensus, the researcher considered the U-shape seating arrangement suitable as it allowed for better communication among group members during brainstorming sessions that required talking and eye contact (Supratman 2015:131). Each table was provided with 3 coloured felt-tip pens; coloured sticker dots; ink pens, A4 writing pages and A3 paper sheets.

6.3.4 Data-collection process

On arrival, participants were asked to complete a registration form, recording their names, contact details and the names of their respective institutions. In the opening session, the researcher welcomed all participants and introduced her study supervisor to the participants. The researcher introduced herself as a PhD candidate conducting research on succession planning for leadership development of nurse educators in NEIs in South Africa. The participants were asked to introduce themselves and briefly describe succession planning practices at their respective NEIs.

The researcher explained the importance of the workshop, member roles and group objectives. A participation information leaflet and informed consent leaflet (view Annexure D1) was given to each participant to obtain voluntary consent from the participants before the commencement of the small group discussions.

The information obtained from Phases 1 and 2 was presented by means of a Power Point presentation to update the participants on current succession planning processes in NEIs. The facilitator emphasised the importance of each participant's contribution. As there were 12 participants, they were asked to call out the number 1, 2, and 3 and were then divided into three groups, consisting of four members. For example, all those who called out "1" formed group 1. The facilitator presented the question to be addressed to the three groups:

What should a framework for succession planning for leadership development of nurse educators in NEIs in South Africa entail?

The purpose of conducting a stakeholder's workshop was to generate data on the question and to reach consensus on concepts for inclusion in the envisaged succession planning framework. Mateso's (2010) conceptual framework for succession planning and management guided the NGT. The four steps in the NGT are discussed next. Steps 1, 3 and 4 included data generation and discussion of findings.

6.3.4.1 Step 1: *Generating ideas*

During step 1 of the NGT, the co-supervisor assumed the role of facilitator and wrote the question to be addressed on the flip chart and read it to the participants. The facilitator asked each group member to write ideas in brief phrases or statements on the A4 paper provided and to work independently. Each A4 paper was numbered per group, 1.1 to 1.4, 2.1 to 2.4, and 3.1 to 3.4. The

numbering system assisted the researcher to refer to participants on completion of data analysis and to ensure participants' confidentiality and anonymity. During this period, the facilitator asked group members not to consult or discuss their ideas with others.

Step 1 took approximately 10 minutes. Limited data was generated on the development of a succession planning framework for leadership development of nurse educators in NEI in South Africa.

6.3.4.1.1 Theme 1: Succession planning for leadership development of nurse educators

The findings were based on the participants' written ideas regarding succession planning. One theme and four sub-themes emerged from Step 1. The theme was succession planning for leadership development of nurse educators. The sub-themes were aligned with Mateso's (2010) conceptual framework for succession planning's components, namely leadership involvement and commitment; succession planning practice, and organisational strategy/culture.

Succession planning for leadership development of nurse educators was the theme that emerged from step 1. The theme was supported by four sub-themes, namely alignment of succession planning with strategic planning; alignment of succession planning with institutional policy and standard operation practices; determine succession planning strategies, and determine leadership competencies.

Figure 6.1 depicts the theme and sub-themes from step 1.

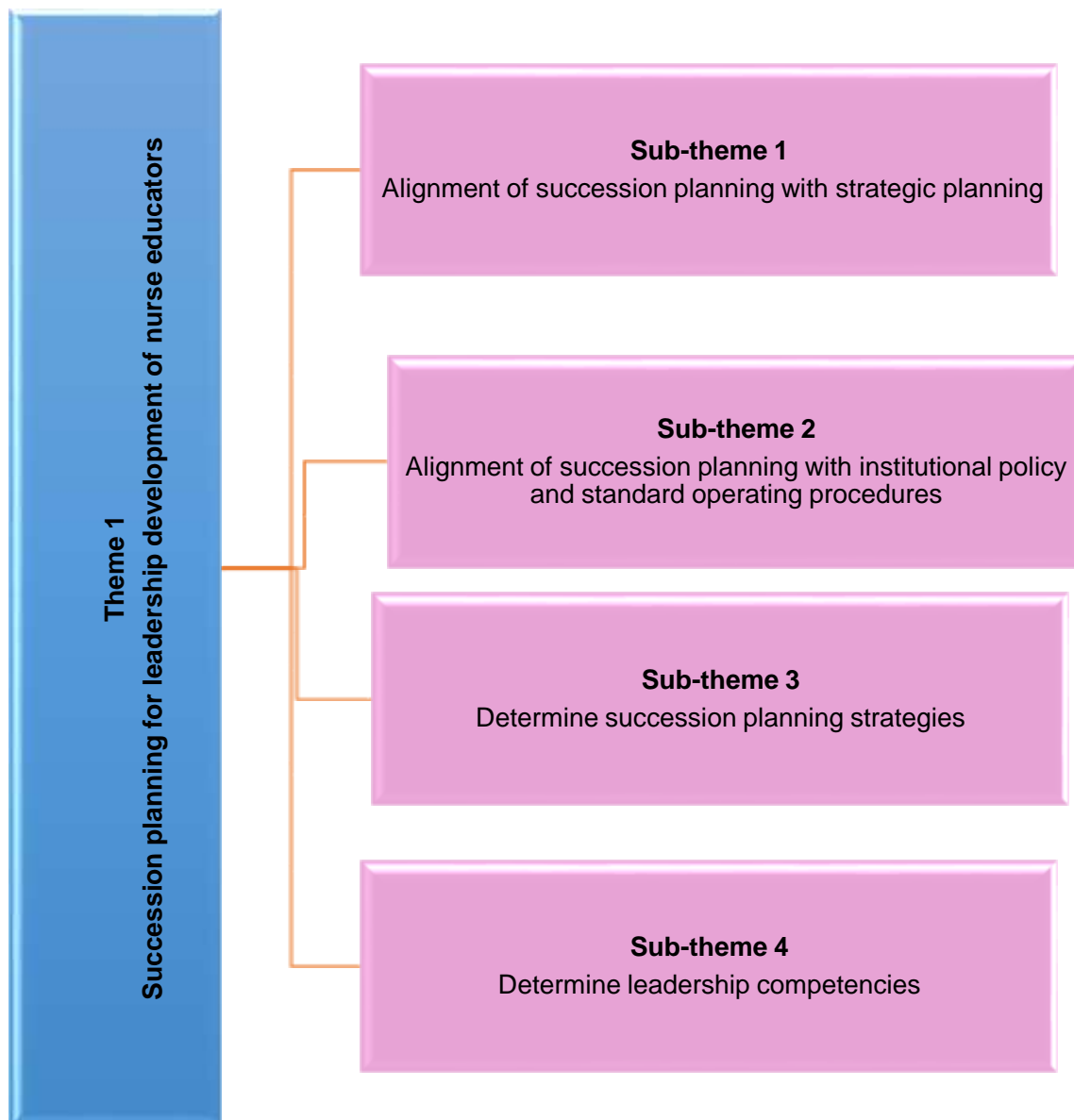


Figure 6.1 Themes and sub-themes from Step 1

✓ **Sub-theme 1: Alignment of succession planning with strategic planning**

Alignment of succession planning with strategic planning was the first sub-theme that emerged. The participants perceived alignment of succession planning with strategic planning as a fundamental concept to be included in the proposed framework to promote a culture of leadership development, career development and institutional success. The participants noted further that strategic alignment was the equilibrium which NEIs reached when succession planning was in alignment with the NEI and the external regulatory institutions' vision, mission, values, goals and objectives, policies and standard operating procedures. Succession planning refers to looking for ways to create an internal talent pipeline for future leadership arising from strategic planning (Ahmad 2018:44; Oduwusi 2018:2; Ahsan 2018:2; Mhlongo & Harunavamwe 2017:7).

Chlebkova, Misankova and Kramarova (2015:249) emphasise that succession planning is associated with the future and should therefore be based on the strategic plans and goals of the institution. Strategic plans assist top management to identify criteria for leadership development of successors which, in turn, result in improved institutional success and growth, leadership continuity, and an improved workplace environment (Fusarelli, Fusarelli & Riddick 2018:289; Titzer Evans 2016:40). According to participants:

“Strategic alignment will endorse the implementation of a formal succession planning process with measurable outcomes”. (P1.1)

“Succession planning should articulate the vision, mission and goals of NEIs and should be a point for discussion during strategic planning”. (P1.7)

“The alignment of succession planning with institutional values underscores the importance of creating the next generation of leaders and managing change, because the process will be transparent and eradicate issues such as favouritism and dictatorship”. (P1.11)

These results concurred with Ahmad’s (2018:41) and Seniwoliba’s (2015:2) findings that institutions that align succession planning with strategic planning clearly recognise that they are strategically managing the human capital to drive transformation and to support the accomplishment of the institution’s goals. In addition, the potential successor’s career path is planned and appropriately executed to accomplish institutional strategic goals and to realise the potential successor’s aspirations.

In Pakistan, Gulzar and Durrani (2014:275) found that the implementation of succession planning should be strategically aligned with the institution’s vision to provide a point of departure for leadership development programmes for both leaders and subordinates. In addition, succession planning assists in structuring, measuring and assessing workplace policies and practices to attract and retain individuals with skills and competencies necessary for the development and sustainability of the institution (Gulzar & Durrani 2014:276, McMurray et al. 2012:367). In succession planning, strategic alignment is the key to guarantee effective leadership development efforts and a sustainable workforce (Fusarelli, Fusarelli & Riddick 2018:291).

✓ **Sub-theme 2: Alignment of succession planning with institutional policy and standard operating procedures**

Alignment of succession planning with institutional policy and standard operating procedures was the second sub-theme. The participants stated that without a policy on succession planning and standard operational procedures, it would be impossible to establish a pipeline of future leaders in their respective NEIs.

A policy refers to a comprehensive statement on boundaries for decision-making and the general course and scope of activities permissible to achieve institutional goals (Brevis & Vrba 2016:223; Marquis & Huston 2015:154). Standard operational procedures refer to a clear process that guides completion of tasks and achievement of objectives through the implementation of policy (Gulzar & Durrani 2014:276). Alignment of policy and standard operational procedures with succession planning could assist NEIs to execute leadership development strategically and therefore it should form an integral part of the broader strategic workforce planning process.

According to participants:

“Policy on succession planning at both national and provincial level will give succession planning a strategic fit and allow consistency in succession planning practices”. (P1.8)

“We need a policy on succession planning to be developed, and it should be aligned with the Department of National Health strategic plan for education training and the Department and Department of Higher Education policy on succession planning”. (P1.11)

“Leaders should devise policies and standard operating procedures to implement succession planning and to address succession planning issues”. (P1.12)

“The standard operating procedures are based on policy and will thus guide the implementation of succession planning and assist successors to achieve institutional goals.” (P1.12)

Ramseur, Fuchs, Edwards and Humphreys (2018:26) found that mentorship proved to be an effective strategy for leadership development. In Nigeria, Dauda (2013:60) reported that the next generation of leaders could be developed using strategies such as formal education, leadership and management training, coaching or mentoring. Jooste, Frantz and Waggie (2018:705) recommend mentoring, coaching and shadowing as effective succession planning strategies in a higher education context in South Africa. Succession planning is not cast in stone and strategies for

development are based on the potential successor leadership needs and varied from individual to individual and institution to institution (Dauda:2013:60).

✓ **Sub-theme 3: Determine succession planning strategies**

Determine succession planning strategies was the third sub-theme. The participants stated that succession planning strategies should be determined for leadership development in NEIs.

Succession planning strategies refer to methods like coaching, mentoring and formal education programmes to develop and groom potential successors for future leadership positions (Jooste et al 2018:700; Donner, Gridley, Ulreich & Bluth 2016:127). Although leadership can be developed through different means, it should be planned to cultivate specific skills and competencies for leadership through individual and collective learning and experience in diverse ways (Jooste et al 2018:703; Parrish 2015:822). In an academic environment with an aging workforce, using different leadership development strategies would allow for predecessors who were retiring to guide younger, emerging leaders.

According to participants:

“Succession planning strategies should include structured group and individual leadership development programmes, shadowing, coaching and providing potential successors with the opportunity to randomly act as head of department”. (P1.3)

“Succession planning strategies should include an orientation programme, structured mentoring, coaching, workshops, seminars and rotation in heading the department”. (P1.6)

“Succession planning should define a clear pathway for growth, therefore, structured mentoring programmes with set timeframes should be in place. Candidates should be mentored over a period of two years”. (P1.7)

“Strategies to be used for leadership development, such as coaching and shadowing, should be based on identified leadership development needs”. (P1.10)

Ramseur et al (2018:26) found that mentorship was an effective strategy in a structured nursing leadership development programme for succession planning. In Nigeria, Dauda (2013:60) found that strategies for leadership development varied from institution to institution and that the next

generation of leaders could be developed using strategies such as formal education, leadership and management training, coaching or mentoring. Jooste et al (2018:705) refer to mentoring, coaching and shadowing as effective succession planning strategies.

✓ **Sub-theme 4: Determine leadership competencies**

Determine leadership competencies was the fourth sub-theme. The participants noted that NEIs should decide on a set of key competencies. There should also be assessment tools to assess the experience and competencies of nurse educators against the needs of the institution because being an educator did not necessarily qualify one for leadership. Leadership competencies should thus be specifically articulated for leadership positions.

Leadership competencies refer to key competencies that potential successors should acquire to hold future leadership positions (Denker, Sherman, Hutton-Woodland, Brunell & Medina 2018:405). Determining leadership competencies is a strategic imperative for institutions to bring about and manage change, review the current talent pipeline and employees that could be advanced to leadership positions in future (Jooste et al 2018:703; Parrish 2015:822).

According to participants:

“Years of work experience does not necessarily mean that a person has acquired all the skills and competencies to be a future leader; each employee competency must be determined”. (P1.1)

“I can’t remember that my leadership competencies have ever been assessed, yet it is so important if we are serious about fast-tracking leadership development by improved assessing leadership competencies, developing opportunities to share ideas about successful leaders and best practices for leadership development”. (P1.8)

“Being competent and experienced as an educator does not qualify leadership. Leadership competencies should be specifically articulated for leadership positions”. (P1.11)

Role-related leadership did not spontaneously equip leaders in nursing education and training with competencies to realise institutional goals and address demands without sufficient development and experience in their institutions (Ramseur et al 2018:25; Patterson & Krouse 2015:77). In their study on competencies for leaders in nursing education in Chester, Pennsylvania, Patterson and Krouse (2015:77) found that institutional success relied on the competency of the leaders. Leadership

formed an integral part of the role of nurse educators, therefore, and was a primary factor in institutional prominence (Patterson & Krouse 2015:77).

6.3.4.2 Step2: Recording ideas

In step 2, the participants were encouraged to share their individual ideas in their respective groups. The facilitator recorded each idea on a flip chart using the words spoken by the group members (see Annexure I). Group members engaged in a round robin feedback session to briefly record each idea (without debate at that point). This step ensured all participants had an opportunity to make a contribution and provided a written record of all ideas generated by the group. This step took 15-30 minutes.

6.3.4.3 Step 3: Discussion and presentation of ideas

In step 3, the groups discussed their ideas about a succession planning framework for leadership development and its implementation to confirm clarity and importance. These ideas were then concluded and written down on an A3 sheet by each group. A member from each group presented their ideas on what concepts should be included in a framework for succession planning for leadership development of nurse educators in NEIs in South Africa.

Each idea was written down on the flip chart and for each documented idea, the facilitator asked, "Are there any questions or comments group members would like to make about the item?" This ensured that each group member was allowed to contribute and that discussion of all ideas was clarified, free from judgment and criticism, without spending too long on a single idea. This step lasted for 45 minutes.

During the presentations, the participants reported that succession planning received very little attention in nursing, particularly in NEIs in South Africa, which are the cornerstone of nursing education and practice. The participants stated that knowledge deficiency and not entirely understanding the importance of succession planning could be the reasons for the delay in embracing the notion of succession planning.

The data collected in step 3 were analysed and one theme and six subthemes emerged. Figure 6.3 depicts the theme and sub-themes from Step 3.

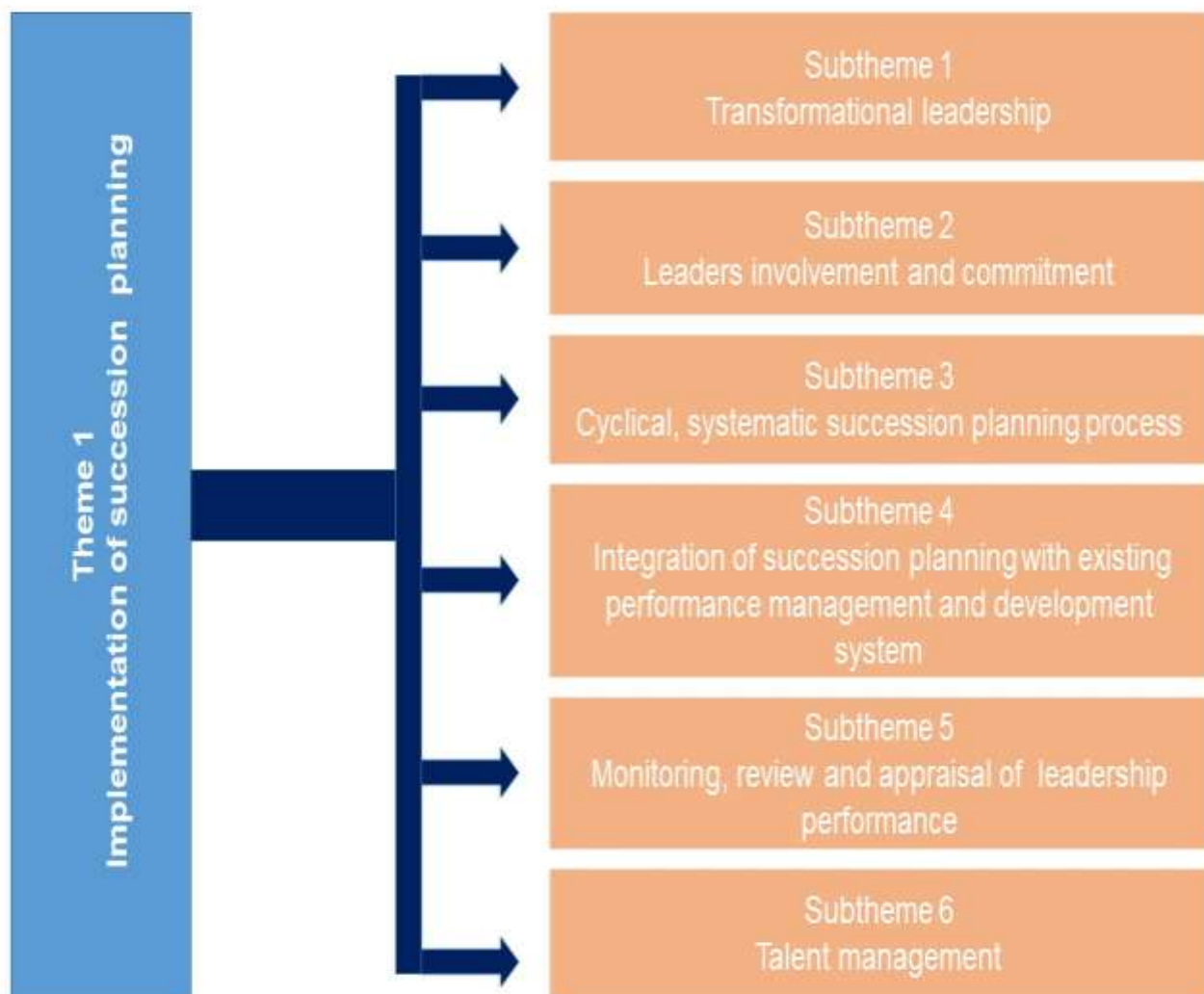


Figure 6.2 Theme and sub-themes from Step 3

The theme and sub-themes in Figure 6.2 are discussed, using participants' written statements and with reference to supporting literature.

6.3.4.4 Theme 1: Implementation of succession planning

The theme that emerged was implementation of succession planning. The implementation of a clear succession plan is a distinguishing factor between an effective and an ineffective institution (Ahmad 2018:41; Titzer Evans 2016:36). Succession planning consists of a process of searching for suitable potential candidates as future leaders, learning and training and introduction to increasingly challenging responsibilities (Ahmad 2018:41; Seniwoliba 2015:2).

In addition, the process provides successors with opportunities to develop and improve leadership competencies through mentoring, coaching, and recognition of drawbacks that eventually result in a learning experience.

Sharma and Agarwal (2016:1) maintain that the succession planning process goes beyond identifying and motivating potential successors for future leadership positions. Rather it allows for development of leadership competencies using various strategies, such as coaching and mentoring, aimed at preparing potential candidates proficiently for future leadership positions. The outcome of such strategies can only be effective if the succession planning process is formal and facilitated by experts in the topic of succession planning for leadership development (Sharma & Agarwal 2016:2).

The participants' written ideas indicated that a systematic process would contribute to the establishment of a conducive environment in which potential successors are supported to acquire the necessary leadership skills and competencies. The five subthemes that emerged from the theme are discussed next.

✓ **Sub-theme 1: Transformational leadership**

Transformational leadership was the first sub-theme that emerged. Nikoloski (2018:19) and McCleskey (2014:120) describe transformational leaders as astute persons who inspire, motivate and protect their subordinates. These persons are aware of and understand the value of institutions achieving their strategic goals and objectives (Sfantou, Laliotis, Patelarou et al 2017:1-17; McMurray et al 2012:373; Riaz & Haider 2010:30).

The participants stated that transformational leadership was the best-suited style to support leaders during the implementation of succession planning as this type of leadership yielded intellectual stimulation and better employee engagement and job satisfaction. The participants stated further that adopting transformational leadership would likely increase employee retention rates.

Table 6.2 summarises the three groups' ideas.

Table 6.3 Summary of the groups' ideas: Transformational leadership

GROUP 1
<p>“Succession planning is about changing practices, developing potential future leaders, and having a shared governance system in place. We identified transformational leadership as a key component to lead such change in NEIs”.</p> <p>“Leaders should reflect on their leadership style, behaviour, competencies and skills. This reflection calls for capacity building and formulation of new competencies that fit well with that of transformational leadership”.</p>
GROUP 2
<p>“There are many types of leadership styles but when it comes to succession planning, clear processes and standard practices are followed. We thus propose transformational leadership as a concept to be included in this framework”.</p> <p>“Transformational leaders focus on outcomes and are known for their excellent work performance and work ethics. They are supportive, inspiring and compassionate, and influence subordinates to become excellent leaders in the future”.</p>
GROUP 3
<p>“This succession planning framework, if implemented, expresses a greater need for transformational leadership. Transformational leadership will assist top management, human resources departments and stakeholders to establish a robust, shared governance system”.</p>

Ahmad (2018:41) emphasises that the implementation of succession planning is linked to a leadership style. A transformational leadership style fosters institutional commitment, improved job satisfaction and communication between leaders and followers, to accomplish institutional goals (Ahmad 2018:41; Ahsan 2018:3; Ahmad et al 2017:20; Moorosi & Bantwini 2016:2; Nkwana 2014:86). The researcher found limited literature available on the effects of different leadership styles on the implementation of succession planning. The findings of the group discussions support the African philosophy of *Ubuntu* which reflects and respects the connectedness of humanity (Moorosi & Bantwini 2016:3).

✓ **Sub-theme 2: Leaders' involvement and commitment**

The participants stated that leaders' involvement and commitment was crucial during the implementation of succession planning as this type of leadership yielded intellectual stimulation and

better employee engagement and job satisfaction. The participants stated further that by adopting transformational leadership employee retention rates might increase.

Leaders' involvement and commitment in succession planning is key to capture and transfer the knowledge and institutional memory to successors before their predecessors leave for retirement or any other reason (Fibuch & Van Way 2012:45; Rothwell 2011:87; Kowalewski et al 2011:99). Leaders who are involved and committed to the implementation of succession planning confirm strategic continuity, strengthen internal leadership, and improve day-to-day operations (Mehrtak et al 2014:175; Al-Hosis, Plummer & O'Connor 2012:20). Table 6.3 summarises the three groups' ideas.

Table 6.4 Summary of the groups' ideas: Leadership involvement and commitment

GROUP 1
<p>“The executive management should make it their priority to support current leaders to create an internal pipeline of talent.”</p> <p>“Leaders should devise policies and standard operating procedures to implement succession planning and to address succession planning issues”.</p>
GROUP 2
<p>“Leaders should be personally involved in attracting new talent and lead the succession planning process”.</p> <p>“All the leaders at all levels should be involved throughout the succession planning process”.</p> <p>“Leaders should be willing to transfer/impart their knowledge and skills and not feel threatened.”</p>
GROUP 3
<p>“Nurse leaders and the HR department should work together to determine gaps in future leadership, competencies, and skills needs and plan leadership development programmes”.</p> <p>“Leaders should ensure that the definition of the succession plan forms an integral part of the operational documents of the institution to ensure its implementation”.</p>

This study's findings underscore the need for the inclusion of the concepts leadership involvement and commitment in the proposed framework. In a study in Malaysia, Ahmad et al (2015:133) found that leaders were key role players in shaping the strategic direction of an institution and determining its core values, mission, vision and culture. Leadership involvement and commitment contribute to creating a talent pipeline of internal future leadership, devising succession planning policies, and

creating a platform for dealing with succession planning issues (Titzer Evans 2016:36; Kowalewski et al 2011:99).

✓ **Sub-theme 3: Cyclical, systematic succession planning process**

Implementation of a cyclical, systematic succession planning process was the third sub-theme that emerged. Succession planning is a systematic process that leads management to define and address talent management structures as they develop the institution and successors that can move into leadership positions whenever they become available (Ahmad 2018:43; Donner et al 2016:126; Peters-Hawkins et al 2018:29; Sharma & Sengupta 2018:382; Ahsan 2018:3; Titzer Evans 2016:36).

The participants noted that the process of succession planning should be cyclical. It should be a step-by-step process that commenced with conducting a workforce analysis followed by determining leadership competencies, identifying successors and predecessors and finally ending with preparing predecessors and successors prior to the implementation of succession planning. Table 6.4 summarises the three groups' ideas.

Table 6.5 Summary of the groups' ideas: Succession planning process

GROUP 1
<p>"First, a workforce analysis in terms of current and future leadership requirements should be conducted. It should be a team effort, group decision-making, and the process must be transparent".</p> <p>"The succession process should make provision for the recruitment of young nurse educators. Selection should be based on current skills and expertise, and selection of candidates must be guided by validated assessment tools".</p> <p>"The succession planning process should take place over a three-year period and leadership preparedness (prepared to be a successor and predecessor) must be established using assessment tools and not driven by policy".</p> <p>"Institutions should grow their own timber by recruiting young nurse educators for future leadership. There should be standard operational procedures in place to develop these recruits over a period of two years and they should not be older than 45 years".</p>

GROUP 2

The succession planning process should commence with the assessment of current and future needs, recruitment and job analysis; identify candidates; monitor their progress, prepare and mentor them into their leadership positions over a period of time”.

“The recruitment and selection of potential candidates should be based on a needs analysis, assessment of skills, experience, and qualifications”.

“The timeframe to groom potential successors into leadership positions should be 24-36 months (3 years) before predecessors exit for retirement”.

GROUP 3

“The succession planning process should commence with top management and HR conducting an assessment of current and future leadership needs, recruitment of candidates, and determining strategies to develop them for leadership positions”.

“Recruitment should be based on qualifications, leadership skills, and qualities”.

“Institutions should grow their own timber by recruiting young nurse educators. A policy on succession planning should be in place for both internal and external recruiting of candidates”.

“Selection criteria: nurse educators should only qualify to be developed for future leadership positions after 4 years of employment and work experience in a specific NEI”.

It should be noted that the participants proposed selection criteria for potential candidates and that they should complete a three-year cyclical succession planning process. The researcher found no literature that clearly specified the selection criteria or the duration of time for leadership development. Several studies referred to a cyclical process of workforce planning; identifying, developing, training and mentoring potential successors, and performance and talent management (Oduwusi 2018:2; Perrenoud & Sullivan 2017:65; Tafti, Mahmoudsalehi & Amiri 2017:16; Mhlongo & Harunavamwe 2017:10).

✓ **Sub-theme 4: Integration of succession planning with existing performance management and development system**

Integration of existing performance management and development system into the succession planning process was the fourth sub-theme. The groups indicated that succession planning should be integrated within the existing appraisal system. A performance management and development system is a management tool used by institutions to optimise employees’ abilities, identify development needs, and apply various strategies to develop employees to their full potential (Booyens & Bezuidenhout 2018:385). The main purpose of having an appraisal system is to enhance

employees' work performance and, in turn, improve their productivity, and provide systematic judgements about job promotion, salary increases (Booyens & Bezuidenhout 2018:386). In addition, the performance management and development system is a systematic process in which employees' work performance is monitored, reviewed and assessed, and feedback given. Table 6.5 summarises the groups' ideas.

Table 6.6 Summary of the groups' ideas: Succession planning Integration PMDS

GROUP 1
<p>“Leadership competencies must be identified and embedded within the already existing performance management development and management system”.</p> <p>“Each candidate should have a portfolio file consisting of inputs from personnel regarding aspects (identify areas to develop), successor, policy and procedures, organisation (orientation and induction of the file)”.</p>
GROUP 2
<p>“Each candidate should have a structured personal development plan portfolio file that forms part of the existing performance management and development.”</p> <p>“The development process should be linked to the financial year and already existing performance management and development system. This linkage could set the stage for comprehensive planning and co-ordination of functions to avoid repetition of activities such as monitoring, review and assessment of performance of the individual candidate”.</p>
GROUP 3
<p>“The succession planning process and the existing performance and management system must run concurrently in terms of review, feedback, and appraisal sessions of candidates' work performance to provide a comprehensive view of progress regarding leadership development and management of work performance”.</p> <p>“The integration could assist to keep track and provide a comprehensive report on the monitoring, evaluating, feedback session and progress of candidates' work performance, appointment of suitable candidate to leadership position”.</p>

The researcher found scant literature on the integration of succession planning and the existing performance and management system. Based on the participants' ideas, the researcher deduced that the integration of the two systems would require structured practices, and ensure that monitoring, review, feedback and assessment sessions would be conducted in accordance with

mandatory set standards related to required leadership skills and competencies, goals, and objectives related to job requirements.

✓ **Subtheme 5: Monitoring, review and appraisal of leadership performance**

Monitoring, review and appraisal of leadership performance was the fifth sub-theme that emerged from the theme implementation of succession planning.

Participants recorded the following:

Table 6.6 Summary of the groups' ideas: Monitoring, review of leadership performance

GROUP 1
<p>“Monitoring, review, feedback and appraisal session serve as a trail of evidence regarding the candidate’s work performance throughout the succession planning process”.</p> <p>“Institutions must have valid tools in place to monitor and evaluate the work performance in terms of progress made by successors to identify possible obstacles that could hamper optimal growth and work performance”.</p>
GROUP 2
<p>“Performance reviews and assessment during the succession planning process must be done quarterly”.</p> <p>“Monitoring of the leadership performance of the individual candidate should be done continuously, formally or informally and the leader should keep a track record of her interactions with the candidate to demonstrate a trail of evidence of leadership development”.</p>
GROUP 3
<p>“Monitoring of the work performance of the individual candidate should be done continuously and an annual performance appraisal that captures the progress made throughout the year can be done by the end of the year”.</p>

This study found inconsistency in how often monitoring should take place during the implementation of succession planning. Dauda (2013:60) recommended annual monitoring and review of the leadership development plan. Literature on the frequency of monitoring during succession planning was unavailable at the time of this study. In the past succession planning was confidential but the current workplace environment allows for a transparent process (Donner et al 2017:128). The integration of succession planning and the existing performance and management system as

proposed by the participants could contribute to a systematic succession planning process with clearly defined monitoring, review and appraisal intervals that employees at all levels understand.

✓ **Sub-theme 6: Talent management**

Talent management was the sixth sub-theme that emerged. The participants stated that talent management could assist NEIs in retaining potential successors and reducing financial expenses associated with the recruitment of external high potentials. Talent management refers to a dynamic and systematic process of determining and developing individual employees and retaining such talent for business success. The talent management process consists of a wide range of activities such as resource planning, succession planning, employee performance management and development (Seniwoliba 2015:1; Chitsaz-Isfahani & Boustani 2014:115; Gulzar & Durrani 2014:274). Table 6.7 summarises the three groups' ideas.

Table 6.7 Summary of the groups' ideas: Talent management

GROUP 1
<p>"Institutions should manage talent by having monitoring and evaluation systems in place to manage the talent of each candidate".</p> <p>"Succession planning should not be a once-off cyclical process. There should be systems in place to manage talent and to make sure talent is retained in the institution".</p>
GROUP 2
<p>"Once the candidates have completed the succession planning process, this talent should be managed over a period of three years. Candidates should be monitored in their new position and they should be provided with constructive feedback on a regular basis".</p> <p>"We need to think about establishing a monitoring and evaluation system for talent management, otherwise the purpose of succession planning will be defeated".</p>
GROUP 3
<p>"There is a call for younger potential leaders, which in turn necessitates NEIs creating opportunities for growth and career development, retaining them and managing their talents. If not, they will easily feel tempted to leave for greener pastures".</p> <p>"Management of talent should include the execution of continuous professional development initiatives, such as refresher courses, inter-professional socialisation and networking, benchmarking, seminars, and conference attendance".</p>

The main purpose of talent management is to drive workforce performance, creating and retaining a talent pipeline of future leaders to secure institutional success (King 2015:274; Chitsaz-Isfahani & Boustani 2014:115). Talent management supports institutions to outline work processes, create job descriptions, set institutional goals, explain how to meet set goals, and the tools to be used to measure employees' performance (Eshiteti, Okaka, Maragia, Odera & Akerele 2013:158; Irtameh, Al-Azzam and Khaddam 2016:31; Mateso 2010:15). Talent management has become a key issue in all types of institutions since 1995 because the employment industry has entered a new era of innovation, knowledge development, globalisation and increased competition (Chitsaz-Isfahani & Boustani 2014:114).

6.3.4.5 Step 4: Voting on ideas

On completion of the group presentations, the participants were asked to vote privately in order to prioritise the ideas. The participants were provided with colour dots for voting on ideas and were further asked not to vote more than once on a single idea. To start, each group member selected the five most important items from the group list and wrote one idea on a sheet of A3 paper. Each member ranked the five ideas selected, with the most important receiving a rank of 5, and the least important receiving a rank of 1. After members ranked their responses in order of priority, the facilitator created a score sheet on the flip chart with numbers on the left-hand side of the chart, which corresponded to the ideas from the round-robin.

The facilitator collected all A3 sheets from each group and asked one group member to read the idea number and number of points allocated to each one, while the facilitator recorded and then added the scores on the score sheet. The concepts most highly rated by the groups were the ones to take precedence in response to the question: What should a framework for succession planning for leadership development of nurse educators in NEIs in South Africa entail?

6.3.4.6 Findings of Step 4

The participants reached consensus on the five fundamental concepts for inclusion in the suggested succession planning framework for nurse educators in NEIs in South Africa. The concepts are: (1) strategic alignment; (2) leadership development involvement and commitment; (3) succession planning process; (4) implementation, and (5) talent management. Table 6.8 ranks the five fundamental concepts for inclusion in a succession planning framework.

Table 6.8 Fundamental concepts for inclusion in a succession planning framework

1	Strategic alignment	***** (11)
2	Succession planning process	***** (10)
3	Leader commitment and involvement	***** (9)
4	Implementation of succession planning	***** (9)
5	Talent management	***** (8)

The participants reached consensus on five concepts to be included in the proposed succession planning framework for leadership development of nurse educators. This study found that the succession planning process in NEIs in South Africa is unclear and succession planning practices are unstructured. The purpose of phase 3 of the study was to generate ideas, determine concepts, and reach consensus on what concepts should be included in the proposed framework (Hugé & Mukherjee 2017; McMillan, King & Tully 2016:655:33). In addition, the NGT as generating method allowed for balanced participation and minimised the probability of a dominant participant influencing the discussing. This technique allowed for co-construction of knowledge which, in turn, increased the likelihood of NEIs implementing the proposed framework and changing current succession planning practices.

The scores allocated to the concepts listed in Table 6.4 are close, except for the concept talent management. This would seem to indicate that strategic alignment, succession planning process, leader commitment and involvement the implementation of succession planning were perceived as equally important. Talent management, on the other hand, is a less well known concept. These concepts assisted the researcher to develop a succession planning framework for nurse educators in NEI in South Africa.

6.4 SUMMARY

This chapter discussed phase 1 and phase 2 results and findings as well as the process in phase 3 to develop the proposed succession planning framework for leadership development of nurse educators in NEIs in South Africa. The purpose of phase 3 was to develop a succession planning framework for leadership development of nurse educators in NEIs in South Africa. A one-day stakeholders' workshop was conducted, using a nominal group technique (NGT) to generate information and reach consensus on what a framework for succession planning for leadership development of nurse educators should entail. The participants reached consensus on the five

fundamental concepts for inclusion in the suggested succession planning framework for nurse educators in NEIs in South Africa.

Chapter 7 presents a schematic illustration of the proposed framework and compares Mateso's (2010) conceptual framework for succession planning and management and the proposed succession planning framework for leadership development of nurse educators in NEIs in South Africa. The components are described in detail as well as their underpinning concepts.

CHAPTER 7

A SUCCESSION PLANNING FRAMEWORK FOR LEADERSHIP DEVELOPMENT OF NURSE EDUCATORS

7.1 INTRODUCTION

Chapter 6 discussed the process and findings of the stakeholder workshop in phase 3 with reference to supportive literature. This chapter describes the development of a succession planning framework for leadership development of nurse educators in NEIs in South Africa. The research process of the study is outlined briefly, followed by a description of the development and components of the proposed framework for leadership development of nurse educators in NEIs in South Africa.

7.2 OVERVIEW OF THE RESEARCH PROCESS

The study employed a sequential, explanatory mixed method research design and used deductive and inductive processes to arrive at a framework based on the findings of phases 1, 2 and 3 (view Figure 7.1 for an outline of the research process).

Phase 1 (quantitative approach) entailed the construction and testing of the questionnaire, data collection and analysis, and interpretation of results. This was followed by identifying quantitative results that were used in the qualitative phase and the construction of an interview guide. Phase 2 (qualitative approach) involved interviews with participants, data collection and analysis, and interpretation of findings. This was followed by the integration of the quantitative and qualitative results. Finally, phase 3 (development) included conducting an NGT stakeholders' workshop to reach consensus on what concepts to include in the envisaged succession planning framework through data collection and analysis, and interpretation of findings. Figure 7.1 outlines the research process.

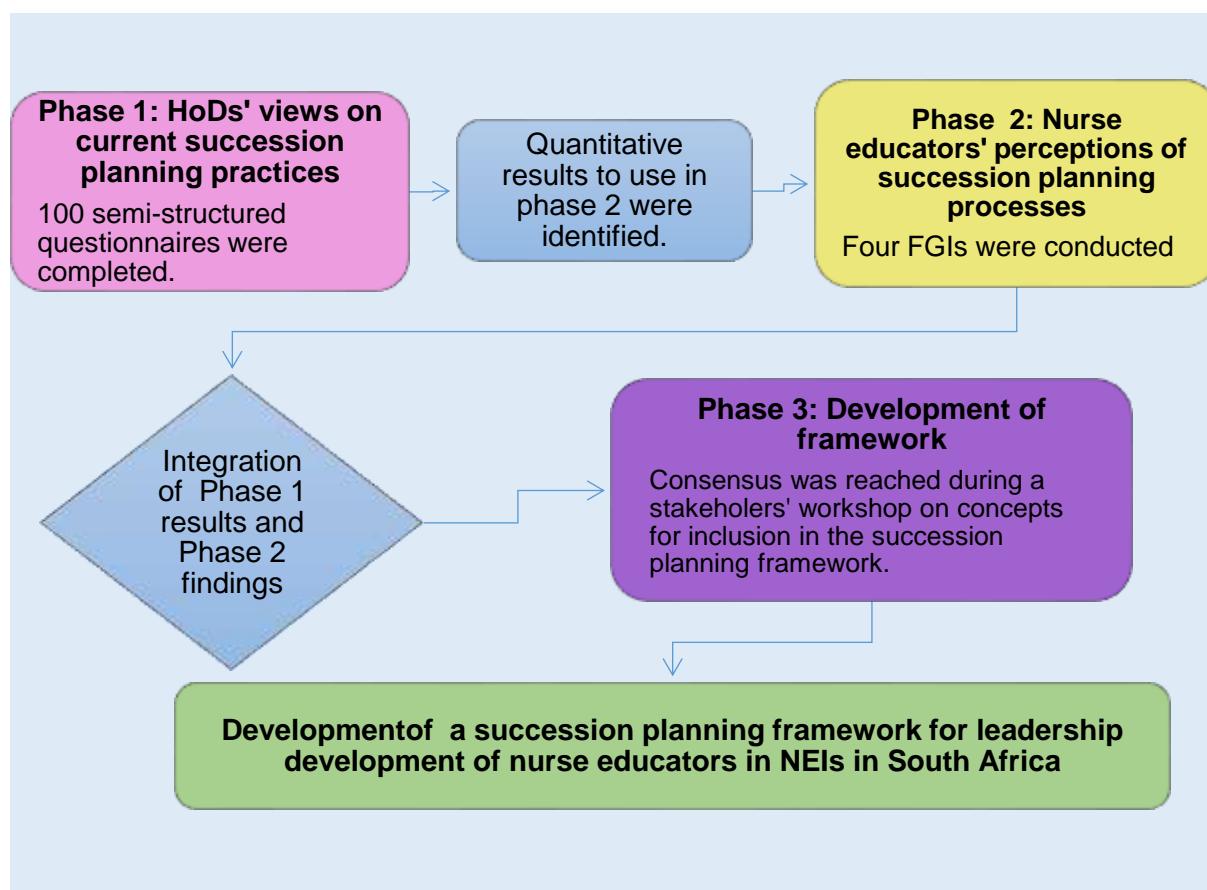


Figure 7.1 Outline of the research process

7.3 DEVELOPMENT OF THE PROPOSED SUCCESSION PLANNING FRAMEWORK

The proposed conceptual framework is the first step towards developing a structured approach to succession planning in NEIs in South Africa. The development of the framework was guided by Mateso's (2010) conceptual framework for succession planning and management, the research objectives (view chapter 1, Table 1.1), and a literature review. Consequently, the framework serves as a means to understand succession planning and its implementation with the intention to develop the next generation of leaders in nursing education institutions in South Africa. During the stakeholders' workshop, concepts emerged and consensus was reached on the inclusion of five key components in the proposed succession planning framework.

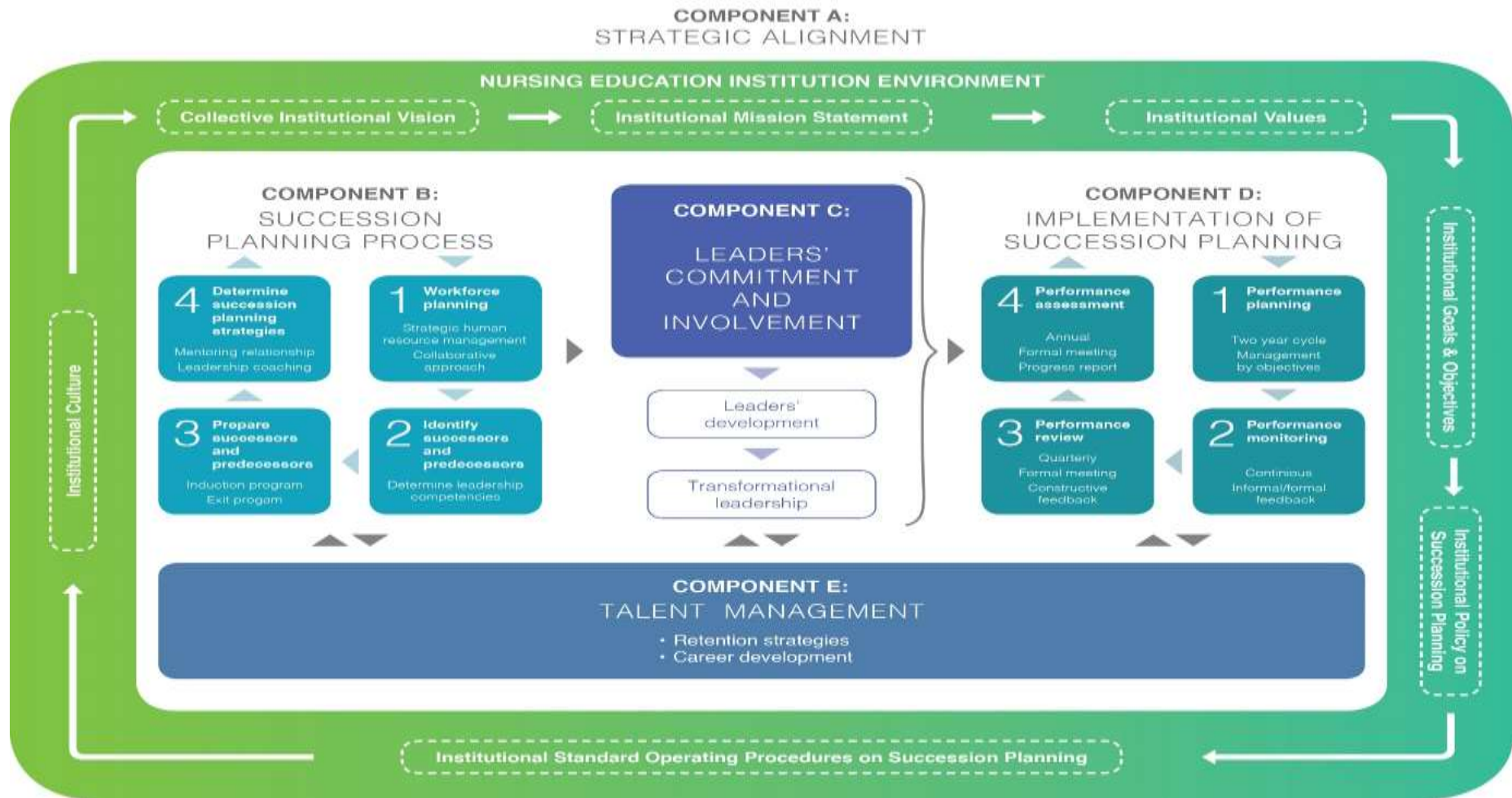
7.3.1 Conceptual framework presentation

Components articulate the focus and meaning of a framework (Chin & Kramer 2014:178-179). The conceptual framework has five components, namely strategic alignment; succession

planning process; leader commitment and involvement; implementation of succession planning, and talent management. The conceptual framework is presented in such a way that it is easy for the reader to identify and understand the components and the links between components. The colours and shapes used in the conceptual framework have no particular significance. The proposed conceptual framework is described next.

7.3.2. Proposed conceptual framework

A conceptual framework is an outline of interlinked concepts that collectively provide a comprehensive understanding of a phenomenon (Haddadi et al. 2016:567; Normore, Long & Javidi 2016:296; Nojehdeh & Ardabili 2015:8; Štefko & Sojka 2015:348).



**COMPONENT E:
TALENT MANAGEMENT**

- Retention strategies
- Career development

Figure 7.2 Proposed succession planning framework for leadership development of nurse educators in nursing institution in South Africa

The proposed framework offers a simplified structure for succession planning for leadership development of nurse educators in NEIs in South Africa. The framework was developed and presented as five interlinked, interdependent components, and the ranges of colours used have no specific perceptual or cognitive meaning. The five components are summarised and discussed in the sections that follow.

7.3.2.1 Component A: Strategic alignment of succession planning within the NEI environment

Component A, focus on the strategic alignment of succession planning within the NEI environment (view Figure 7.3)

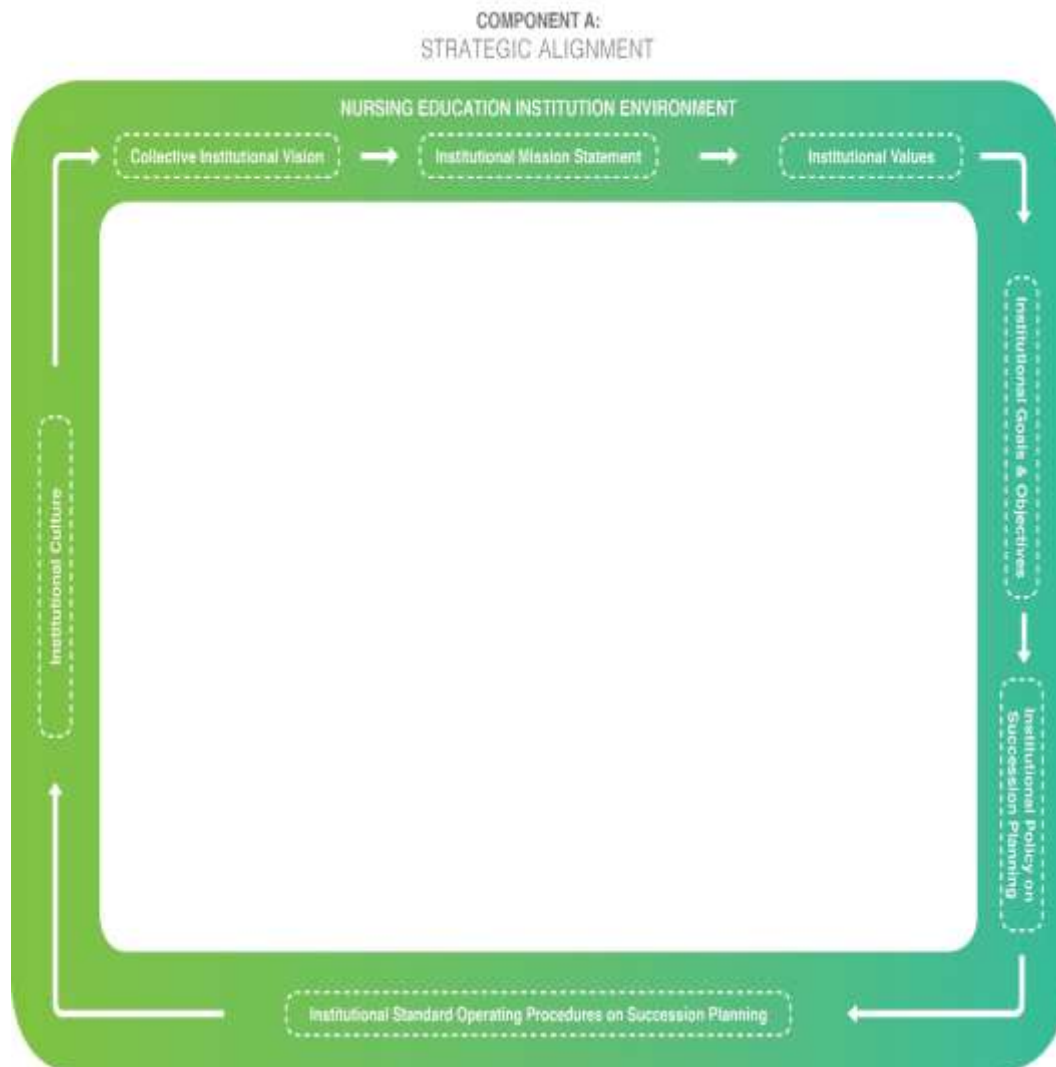


Figure 7.3: Strategic alignment of succession planning within the NEI environment

Strategic alignment refers to a comprehensive process that takes cognisance of current trends and innovations that need to be continued or developed in order to remain competitive in the field of healthcare (Sarros, Sarros, Cooper, Santora & Baker 2016:452; Roussel, Thomas & Harris 2016:149). Nursing education and training need to be aligned with these trends and innovations in the field of healthcare. Succession planning plays an essential role in strategic alignment (Oduwusi 2018:1; Titzer Evans 2016:36; Alvani, Souteh, Jandaghi & Inaloo 2016:201). Succession planning guides the management of the institution to take on a strategic approach toward leadership development and leadership skills and competencies assessment, thereby ensuring the seamless transition from leader to leader and the ability of institutions to achieve predefined operational and financial goals (Barginere, Franco & Wallace 2013:67; Dauda 2013:60).

The structural position of each component in the proposed framework is discussed next. In chapter 6, section 6.3.4.3 discussed the need for the alignment of succession planning with the strategic plan of the institution. The strategic alignment of succession planning is important because it confirms institutional success, leadership stability and a conducive work environment, and provides a starting point for management and employee development programmes (Fusarelli, Fusarelli & Riddick 2018:286; Ishak & Kamil 2016:215). In this framework, strategic alignment is linked to the collective institutional vision, institutional mission statement, institutional values, institutional goals and objectives, and institutional policies and standard operating procedures.

Section 6.3.4.3, sub-theme 1: transformational leadership indicated the need for the alignment of succession planning with the institutional vision. In Pakistan, Gulzar and Durrani (2014:276) found that when succession planning is strategically aligned with the collective institutional vision, it facilitates the implementation and establishment of an effective succession planning leadership programme for leaders and potential successors. Consequently, NEIs focus on outcomes by emphasising the vision, mission and strategic goals of the institutions and simultaneously build the capacity of institutions to achieve pre-defined goals (Ahmad 2018:41; Jooste 2017:22; Seniwoliba 2015:2). Subsequently, a collective institutional vision allows for strategic identifying and recruiting of potential successors to equip them with leadership skills, broaden their knowledge base by further developing their skills and competencies, and prepare them for career advancement. This process ensures the constant development and management of internal talent so that a talent pipeline is maintained (Donner et al 2019:126; Ishak & Kamil 2016:216; Bagga & Srivastava 2014:2; Dauda 2013:60).

Chapter 5, section 5.3.3.2 described the leadership behavioural traits while transformational leadership emphasised the importance of the strategic alignment of institutional values with the appropriate leadership style to implement succession planning. Seniwoliba (2015:2) states that the future will need leaders with strong moral behaviour and ethical values, along with a broader understanding for diversity. Seniwoliba (2015:2) adds that leaders must be skilled to network and establish relationships to develop teams and must be technologically inclined. In view of institutional values, the alignment of the top management team through values, beliefs and sense of meaning at all levels in the institution is a key driver of strategic leadership and effective and managed change.

Section 6.3.4.3 identified institutional goals and objectives as a prerequisite for the effective implementation of succession planning. Strategic alignment of succession planning with the institutional goals and objectives is vital to assist in planning how to recruit, prepare and retain future leaders (Ahmad 2018:41; Oduwusi 2018:2; Marquis & Huston 2015:154).

Section 5.3.2.2 identified the need for a policy on succession planning and Section 6.3.4. identified the alignment of succession planning as key for the successful implementation of succession planning for leadership development of nurse educators. The study found that a policy on succession planning was not available in NEIs in South Africa, which in turn contributed to the absence of standard operating procedures to guide the implementation of succession planning. The proposed framework suggests the formulation and implementation of a policy on succession planning that is linked to internal systems and departments (e.g., existing performance management and development systems, human resources department) and external influences (e.g., the National Strategic Plan for Nurse Education, Training and Practice 2012/13 – 2016/17:13). This type of interlinkage could provide succession planning with a strategic fit which would allow for a formal, systematic approach to recruitment, identification and preparation of a talent pipeline for future leadership (Barginere et al 2013:67).

7.3.2.2 Component B: Succession planning process



Figure 7.4 Succession planning process

The succession planning process is dynamic and time consuming and involves multiple role players to assess current and future institutional leadership needs (Botella-Carrubi & González-Cruz 2019:1; Chlebkova et al 2015:252; Seniwoliba 2015:2). The primary aim of the succession planning process is to ensure the prudent recruitment, identification, preparation, and retainment of potential successors for future leadership positions (Ishak & Kamil 2016:215; Alexander 2014:369). The study found that 65% of the participants disagreed that they understood the succession planning process for leadership development. In section 5.3.2.3, the participants stated that the succession planning process was unclear. In section 6.3.4.5, the participants reached consensus and proposed a cyclical systematic process toward succession planning.

Figure 7.3 depicts succession planning as a cyclical, four-step process. Succession planning can only be effective if it is formal and facilitated by experts in succession planning for leadership development (Sharma & Agarwal 2016:2; Titzer Evans 2016:36). In the Malaysian public sector, Ahmad, Mohamed and Manaf (2017:20) found that the implementation of a proper succession process was crucial. A clear succession planning process enables institutions to address leadership issues and move successors into leadership positions when these positions become available (Peters-Hawkins et al 2018:29; Sharma & Sengupta 2018:382; Ahsan 2018:3).

The four steps of the proposed succession planning process are described next.

✓ **Step 1: Workforce planning**

Section 5.3.3.1 indicated insufficient resources for leadership development. Section 6.3.4.5 discussed the expectations for workforce planning. Workforce planning refers to the execution of specific activities that enable human resources managers to pro-actively respond and support institutions with future human capital needs (Goodman, French & Battaglio 2015:141; Midonski & Hines 2013:6). Workforce planning includes activities such as assessment of current and future leadership demands, employee retirement, skills and competencies, recruitment and retention (Goodman et al 2015:135; Mahdi, Mohd & Almsafir 2014:1077).

The proposed framework recognises workforce planning as the first step that lays the foundation for a structured and comprehensive succession process. The framework proposes a collaborative approach to workforce planning between top management, HoDs, and officers from the human resources development department, and is therefore linked to strategic human resources management and a collaborative, team approach. The more information top management receives from the human resources department about their employees in the early stages, the more beneficial and practical the potential successor's selection process for advancement will be (Seniwoliba 2015:2). Strategic alignment is the cornerstone of a successful succession planning process.

Strategic human resources management refers to the alignment of the institutional strategic plan with human resources management. This alignment is necessary for the institution to maintain its competitive advantage and achieve institutional goals and objectives through its skilled, competent, committed workforce. Strategic human resources planning is built on a collaborative approach and sustainable relationships between the human resources department and operational managers (Bagga & Srivastava 2014:2).

✓ **Step 2: Identify successors and predecessors**

In section 6.3.4.5, the participants proposed the criteria for identification of successors and predecessors, the recruitment of young nurse educators, and the use of validated assessment tools to guide such a practice. Identifying successors and predecessors is linked to determining leadership competencies as it contributes to the internal establishment of a talent pipeline and ensures that potential successors acquire key competencies to pursue future

leadership positions (Denker, Sherman, Hutton-Woodland et al 2018:405; Ramseur et al 2018:25; Church 2014:53).

Section 6.3.4.3 described determining leadership competencies as a strategic imperative for institutions to bring about and manage change, and review their current talent pipeline and employees that could be advanced to leadership positions in future (Turner 2018:263; Jooste et al 2018:703; Parrish 2015:822). Competencies are integrated into the institutional collective vision, mission statement, and values, and entrenched in leadership behavioural assessments tools that contain expected outcomes to realise those competencies. In addition, potential successors' work performance can be assessed against determined competencies. Competencies are essential for identifying potential leaders, and permit an objective way to assess competencies when nurse educators take up a leadership position (Titzer Evans 2016:35; Church 2014:53).

At the time of the study, the researcher found little literature on the criteria for selecting successors and predecessors. However, the proposed framework suggests the recruitment of nurse educators as successors not older than 40 years and with a minimum of four years' work experience and five years' leadership experience within an NEI. Similarly, predecessors should hold a leadership position for at least four years in the specific NEI and must be able to groom the assigned successor five years before the predecessor goes on retirement. Furthermore, a personality assessment tool should be available and used to ensure a match between predecessor and successor. These criteria must be contained in the suggested policy and should be made available to all employees at all levels in NEIs, to ensure facilitation of a transparent succession planning selection process.

Individual nurse educators' background, experience and knowledge affect the level of skills, and competence building requires a supportive work environment that promotes sharing knowledge and learning from experience. Older expert nurses (between 45 and 64) possess excellent analytical problem-solving skills, have mastered the ability to navigate the health care system to create change, have significant professional authority, and have developed intuitive skills as a result of experience and education (Glad, Olsen & Clancy 2018:136; Sheppard-Law, Bancroft, Smith & Fernandez 2018:210). The predecessor can thus groom the novice successor into his/her future leadership position before he/she exits the NEI for retirement.

✓ **Step 4: Prepare successors and predecessors**

Preparing future leaders not only entails skills and competencies fit but lies in the implementation of the process. All key stakeholders involved in nursing education and training must support the succession planning process for the candidates to be accepted as successors with minimum disruption in the day-to-day business (Ahmad et al 2017:22). Successors for future leadership positions are vital to guarantee that an institution has the capacity to manage itself well (Ahmad 2018:43). Ali and Babu (2015:312) state that a well-managed institution has an orderly process of identifying, grooming and appointing potential successors into leadership positions if vacancies occur due to retirements, sudden death, or other reasons.

In Section 6.3.4.5, the participants emphasised that both successors and predecessors should be prepared for leadership development through succession planning (view sub-theme 3). The participants proposed an induction programme for successors and an exit programme for predecessors. There must be cultural alignment; value congruence; a fit between institution and potential successor identity, and commitment to institutional goals.

✓ **Step 5: Determine succession planning strategies**

Succession planning strategies refer to methods (e.g., formal development programmes, mentoring, coaching, reflection and action learning) used to groom potential successors for future leadership positions (Jooste et al 2018:700; Donner et al 2016:127; Ali & Babu 2015:312). Tafti, Mahmoudsalehi and Amiri (2017:16) maintain that in order to lead, potential successors should possess a combination of strategic instinct, leadership potential, emotional maturity, communication and interpersonal skills, and the potential to attract and inspire other talented people with sharp entrepreneurial minds and functional skills to deliver results. Figure 7.3 represents mentoring relationships and coaching programmes as key strategies to prepare potential nurse leaders.

Mentoring is a supportive relationship, which provides guidance, support, and social and professional development between mentor and mentee (Erlandsson, Doraiswamy, Wallin & Bogren 2018:213; Carpinteroa 2015:255). The purpose of mentoring is to establish a relationship that encourages the growth of potential successors to be effective in achieving leadership competence, skills and self-confidence. This relationship is promoted through a cohesive process of social and emotional security, cognitive skills and identification with the profession, support, strengths and challenges. A mentorship relationship has been found to

be a fundamental component of succession planning and proven to be effective in developing emerging nurse leaders (Ramseur et al 2018:26; Seniwoliba 2015:8). The mentoring received by the nurse educator during succession planning would lead to leadership development, including social and emotional skills acquisition.

Leadership coaching refers to one-on-one counselling of top management, leaders and managers about work-related matters with the intention to improve their leadership effectiveness. A key feature of leadership coaching is that it challenge the traditional way of conducting leadership development programmes by providing a tailor-made development process because leadership coaching focuses on the individual needs of potential successors (Fatien, Diochon & Nizet 2019:3; Ladegard & Gjerde 2014:632). Leadership development refers to the integration of strategies by assisting employees to understand how to relate to one another, co-ordinate functions, build commitment, and establish and extend social networks (Day, Fleenor, Atwater, Sturm & McKee 2014:64; Ladegard & Gjerde 2014:632). As with mentoring relationship, coaching programmes have been presented as essential leadership practice and has become a commonly used leadership development strategy (Ali & Babu 2015:313; Ladegard & Gjerde 2014:631). Coaching received by nurse educators during succession planning would lead to improving specific leadership competencies, solving specific problems (Ali & Babu 2015:313).

7.3.2.3 Component C: Leaders' commitment and involvement

Figure 7.5 illustrates leaders' commitment and involvement, including leader development and transformational leadership.



Figure 7.5 Leaders' involvement and commitment

Leaders' commitment and involvement are vital to leadership development and placed in the middle of Mateso's (2010:15) framework, demonstrating the direct influence it has on the sustainability of any institution (view Figure 2.1). Ahmad et al (2017:20) state that the success of an institution depends largely upon active and outstanding leaders. Leaders are perceived as key assets in any institution because their role affects both micro- and macro-development in the workplace environment (Ahmad et al 2017:2; Taylor 2013:17; Al Hosis, Plummer & O'Connor 2012:26).

This implies that leaders' involvement and commitment in succession planning enhance the performance of the institution and support the career development of potential leaders. Hence, it is important for top management to support operational leaders who are responsible for the implementation of effective succession planning to ensure success.

Of the participants, 86% stated that they were not involved in developing a talent pipeline of nurse educators for future leadership positions and 87% had never received in-service training in succession planning and its implementation (view, Section 4.4.2.11, table 4.9 and figures 4.4 and 4.5). In Section 6.3.4.3, the participants stated that their leadership competencies had not been determined. The minimal involvement in and commitment of leaders to succession planning issues indicated a lack of knowledge of succession planning and roles in leadership development through succession planning.

✓ **Leaders' development**

The framework proposes leaders' development and adoption of transformational leadership in order to enhance leadership involvement and commitment to succession planning and its implementation. Leaders' development focuses on developing the individual leader while leadership development refers to a process of development and involves subordinates (Day et al 2014:64). Ahmad et al (2017:20) maintain that irrespective of the type of institution, leaders should have the competencies to be able to become involved and commit themselves to the process of preparing future leaders. Based on the findings presented in chapter 6, the framework proposes that NEIs make it a key priority to support current leaders through leader development programmes such as capacity building and in-service training for leaders to become actively involved and show commitment to creating an internal pipeline of future leaders.

✓ **Transformational leadership**

Transformational leadership was discussed in chapter 2 (view Section 2.12.1.6) and chapter 6 (view Section 6.3.4.5, sub-theme 1). The participants emphasised that transformational

leadership was the best style for the implementation of succession planning. Transformational leadership refers to a leadership approach that brings about positive change in individuals' behaviour with the intention to develop followers into leaders. Transformational leadership inspires, motivates and facilitates personal and professional growth as the leader aligns followers with predefined leadership development outcomes that enhance their performance (Ahmad 2018:41; Ahsan 2018:3; Moorosi & Bantwini 2016:2). The framework therefore proposes the adoption of transformational leadership, as it is closely aligned with the implementation of succession planning and fosters leaders' commitment and involvement (Ahmad et al 2017:21; Dauda 2013:62).

7.3.2.4 Component D: Implementation of the succession planning framework

Component D focuses on the implementation of the succession planning framework. The findings in chapter 4 indicated that of the participants, 73% never monitored and 70% never evaluated potential successors during succession planning (view Figures 4.11 and 4.12).



Figure 7.6 Implementation of succession planning

In implementing succession planning, it was important to determine leadership competencies. Leadership competencies refer to key competencies that potential successors should acquire to hold future leadership positions (Denker et al 2018:405). Determining leadership competencies is a strategic imperative for institutions to bring about and manage change,

review the current talent pipeline and employees that could be advanced to leadership positions in future (Jooste et al 2018:703; Parrish 2015:822). The participants reached consensus on the integration of existing performance management and development systems into the succession planning process (view Chapter 6).

The existing performance management and development system used in nursing colleges in South Africa is a national drive and emerged as a comprehensive tool for the management and measurement of employees' work performance (Du Plessis 2015:1). This latter system ensures that performance is managed continuously to guarantee that objectives are achieved through reviewing past performance, assessing current performance, setting performance objectives, improving current performance and assisting in career development planning (Devarjan, Maheshwari & Vohra 2016:190; Du Plessis 2015:1; Makuma & Mello 2014:105). However, the aforementioned existing performance management and development system falls short in developing potential leaders to move in future leadership positions.

The steps in the implementation of succession planning are discussed next.

✓ **Step 1: Performance management**

Performance management is a system used to assist employees to set individual goals and performance-measurable outcomes that are linked to the strategic objectives of the institution. The process of setting individual goals starts by cascading the institutions' strategic objectives down through the departments to the individual employees. The predecessor guides the successor to accomplish set goals through monitoring, review, feedback and assessment sessions throughout the implementation of succession planning (Ali & Babu 2015:313; Du Plessis 2015:2; Kowalewski et al 2011:99-108; Mateso 2010:15).

The proposed framework suggests that all potential successors should be developed over a period of two years during a leadership development process. Furthermore, the development process should be linked to the financial year and existing performance management and development systems. This linkage could save time and money as it allows for comprehensive strategic workforce planning and co-ordination of functions to avoid repetition of activities such as monitoring, review and assessment of performance of individual employees. Once potential successors understand what is expected of them in terms of obtaining predefined leadership development goals, the next step is to monitor their work performance.

✓ **Step 2: Performance monitoring**

The proposed framework suggests continuous performance monitoring of potential successors and quarterly constructive feedback on the leadership development process. The main purpose of monitoring is to guarantee that predetermined goals are met, foresee possible failure, and facilitate reporting to top management (Oduwusi 2018:3; Ahsan 2018:2; Barginere et al 2013:71). In addition, monitoring closes the gap in knowledge, skills and competency deficiencies by taking informed decisions on the type of support necessary to strengthen the talent pool for future leadership.

✓ **Step 3: Performance review**

The proposed framework suggests quarterly formal performance review sessions between successor and predecessor. Mateso's (2010) conceptual framework for succession planning and management does not define the frequency for conducting performance review sessions. The main purpose of conducting quarterly performance review sessions is to encourage interaction and communication between leaders and potential successors, and assist potential successors to improve their leadership skills and competencies. The more potential successors are engaged in their own leadership development, the easier it is to identify and close gaps in challenges that put a strain on the individual performance of successors. Moreover, the framework suggests accurate record-keeping of every review session and the progress report should be signed by successor and predecessor. Review sessions allow for an ongoing record against which performance can be measured and warrant that successors have no doubt about the predefined leadership goals that need to be achieved.

✓ **Step 4: Performance assessment**

Performance assessment refers to a formal process led by the human resources department and HoDs of the institution to identify, assess and document the performance and behaviour related to the job of employees (Al Shobaki & Nasser 2016:16). Mateso (2010:17) emphasises that establishing a talent pipeline does not necessarily guarantee that all potential successors would be considered to move into future leadership positions. Consequently, the process demands collaboration between the HoDs and officers in the human resources departments in that it should be a well-planned process and follow logical, sequential steps to accomplish the set performance objectives of the evaluation (Al Shobaki & Nasser 2016:14). The proposed framework suggests a quarterly performance assessment of potential successors

that includes a formal meeting and writing a formal progress report. The quarterly assessments will assist leaders to identify the reasons for current performance, recognise strengths, and address limitations and weaknesses to ensure that successors are prepared to take over leadership roles and positions when the time arises (Oduwusi 2018:3; McCleskey 2014:120; Mahdi et al 2014:1077).

7.3.2.5 Component E: Talent management

Component E focuses on the implementation of the succession planning framework. Talent management refers to a dynamic and systematic process, entailing determining and developing individual employees and retaining such talent or business success.



Figure 7.7 Component E: Talent management

Talent management assists and supports institutions to outline work processes, create job descriptions, set institutional goals, and explain how to meet set goals and the tools to be used to measure employees' performance (Irtaimah, Al-Azzam & Khaddam 2016:1; King 2015:274; Chitsaz-Isfahani & Boustani 2014:115). The talent management process consists of a wide range of activities such as resource planning, succession planning, employee performance management and development (Chitsaz-Isfahani & Boustani 2014:115). The focal point of talent management is developing the potential of each employee and the potential and progress of employees are frequently discussed and reviewed during and after the succession planning process (Chitsaz-Isfahani & Boustani 2014:115).

The study found that of the participants, 84% (aged 50-59 and 60 and above) would be exiting NEIs in the next decade, leaving 16% (aged 40-49 and 25-39) behind (view Figure 4.1). This predicts an inevitable shortage of experienced nurse educators and calls for a formalised succession planning framework in NEIs in South Africa. The loss of competent and skilled nurse educators without having a formal succession planning framework in place poses a threat to NEIs. Vacant leadership positions might not be filled in time due to a lack of skilled

and competent leaders, and nurse educators might not be groomed for leadership positions but appointed in leadership positions based on their qualifications (Barginere et al 2013:68). During the stakeholders' workshop, the participants were asked to rank the five fundamental concepts for inclusion in the proposed succession planning framework for nurse educators in NEIs in South Africa. The participants reached consensus on the concepts as follows: (1) strategic alignment; (2) leadership development involvement and commitment; (3) succession planning process; (4) implementation, and (5) talent management. Figure 7.6 depicts component E of the framework: talent management.

Component E: talent management is positioned at the bottom of the framework and includes two key underlying concepts for talent management, namely retention strategies and career planning. Ahmad et al (2017:21) state that succession planning guides management to determine and deal with talent management issues as it develops the institution and its employees for the future. Ensuring the retention and career development of an internal talent pipeline that can move into leadership positions whenever they become vacant ensures that institutions remain successful and maintain their competitive edge in a dynamic workforce environment (Ahsan 2018:3; Titzer Evans 2016:36).

Talent management is essential for the implementation of the proposed framework and was identified as an overarching component that affects the other four components of the framework. The objectives were to (1) determine short-term and long-term leadership demands, institutional strengths, and opportunities; (2) promote a shared vision and career and competency development; (3) align succession planning with the institution's strategic plan with regard to leadership development; (4) identify and allocate best talent in leadership positions, and (5) guide investments in career development and competency development (Oduwusi 2018:2; Barginere et al 2013:68; Rothwell 2011:90).

Retention strategies and career development are discussed next.

✓ **Retention strategies**

Retention strategies refer to deliberate efforts and adoption of policies to retain competent and skilled potential future leaders to achieve institutional goals and prevent loss of human capital (Akhtar, Aamir, Khurshid, Abro & Hussain 2015:253; Seniwoliba 2015:1; Chitsaz-Isfahani & Boustani 2014:115). According to Rothwell, Jackson, Ressler, Jones and Brower (2015:4), implementation of strategies to retain, identify and develop potential successors that can make an impact on employees at operational level necessitates an institution that is committed to the successful integration of career and succession planning programmes.

The participants expressed concern about increased turnover and longstanding vacant posts, and the inability of NEIs to appoint competent leaders in vacant leadership positions (view Section 5.3.3.1). Ishak and Kamil (2016:215) assert that the increasing trend of turnover could be aggravated if institutions do not have leadership development programmes in place to groom existing talent. Institutions need to have explicit talent management procedures in place that are aligned with the mission statement and vision of the institution and human resources must be clarified to achieve outcomes (Irtaimah et al 2016:1; Eshiteti et al 2013:158). This framework proposes that NEIs establish retention strategies such as creating individual job descriptions, setting institutional goals, and explaining how to meet the set goals and the tools to measure employees' performance (Irtaimah et al 2016:1; King 2015:274; Chitsaz-Isfahani & Boustani 2014:115).

✓ **Career development**

Career development is a lifelong process that occurs in stages. During the process deliberate efforts are taken by institutions to achieve institutional and employee predefined goals. These efforts include providing employees with career information and advancement opportunities, supporting them to recognise and realise their niche and strengths, plan and implement career goals, and improve themselves for their career path (Waheed & Zaim 2019:1206; Ishak & Kamil 2016: 216). Career development of potential successors involves collaboration between top management, human resources departments and line managers (Titzer Evans 2016:36; Chlebkova et al 2015:252).

The participants expressed the need for career development of internal potential future leaders (view Section 5.3.3.1). The study found that an estimated 84% of HoDs will be exiting for retirement in the next 5 to 10 years (view Section 4.4.1.2) and 60% of the participants allocated no time for leadership development of nurse educators (view Figure 4.10). There is a notable link between human resource management and institutional performance, in that if leaders do not develop their subordinates they would subsequently compromise the career development of potential successors and the growth of the institution.

Leaders are the key drivers of human resource development as their influence advances the career development of subordinates and the overall performance of the institution (Ahmad 2018:40; Peters-Hawkins et al 2018:27). This framework proposes that leaders of NEIs use various career development strategies for recruitment, development and talent management of younger nurse educators. These strategies include capacity building for intellectual stimulation; transformational leadership to motivate, inspire and support potential successors

to follow their career path; monitoring and evaluation of performance, and strategic workforce planning.

The proposed framework, if implemented, would assist NEIs in terms of career development. Career development secures a better successor fit, improves loyalty and communication between successor and predecessor which in turn leads to decreased turnover and retention of potential successors (Ishak & Kamil 2016:215). The benefits of a carefully crafted organization career development system include a better employee-organization fit, a better employee-job fit, effective communication between employees and managers, and increased employee loyalty. It can also improve employee morale and job satisfaction, leading to improved performance. Hence, the improved engagement may facilitate succession efforts to reduce turnover and increase employee motivation and promotion within the organization.

7.4 COMPARISON BETWEEN MATESO'S (2010) CONCEPTUAL FRAMEWORK AND THE PROPOSED FRAMEWORK

Table 7.2 compares Mateso's (2010) conceptual framework for succession planning and management and the proposed framework for leadership development and succession planning. Although informed by Mateso's framework, the proposed framework varies in its presentation and application. Mateso's framework consists of three components, namely leadership involvement and commitment; succession planning practices, and establishment of an organisational strategy/culture. The proposed framework consists of five components, namely strategic alignment of succession planning; succession planning process; leaders' involvement and commitment; implementation of succession planning, and talent management.

Mateso (2010) views component A, leadership development and commitment as the starting point and core of succession planning, while the proposed framework first focused on the NEI environment by proposing the alignment of succession planning with the institution's strategic plan. This implies that if succession planning is not aligned with the collective institutional vision, mission, values, goals and objectives, policies and procedures and institutional culture of the external and internal environment within which NEIs function, succession planning will not be implemented. In view of leadership development and commitment, the proposed framework refers to leadership as a process and therefore component C is labelled leaders' commitment and involvement that is linked with leaders' development and transformational leadership. The proposed framework thus reinforces the development of leaders to acquaint themselves with knowledge about succession planning, determination and development of

leadership competencies, and reinforcement of transformational leadership so that leaders are well-equipped to develop future successors.

Component B of Mateso's (2010) framework deals with six succession planning practices which do not differ greatly from the four-step cyclical succession planning process of component B of the proposed framework. Component C of Mateso's (2010) framework focuses on organisational culture/structure, while the expectations expressed in this component were already dealt with in component A of the proposed framework. For practical reasons, if succession planning is strategically aligned, it creates an institutional culture of strong leadership and the willingness to embrace leadership development through succession planning. Component C of the proposed framework is the third component and concentrates on leaders' development. Component C concludes Mateso's conceptual framework for succession planning and management.

Component D of the proposed framework provides practical insight into the implementation of succession planning in terms of frequency of monitoring, reviewing and assessment of potential successors' leadership performance and the activities and interactions that should take place during the process. In Mateso's (2010) framework, monitoring and review of performance is discussed in component B as one of six succession planning practices, whereas the proposed framework illustrates and comprehensively discusses monitoring, review and assessment as a process. Component E of the proposed framework focuses on talent management that is linked to career development and retention strategies, which are components not discussed in Mateso's framework.

Given the five components of the proposed framework, this study will add to the body of knowledge to create the next generation of leaders.

Table 7.1 Comparison between Mateso's (2010) conceptual framework for succession planning and the proposed framework

MATESO'S (2010) CONCEPTUAL FRAMEWORK FOR SUCCESSION PLANNING AND MANAGEMENT	PROPOSED LEADERSHIP DEVELOPMENT FRAMEWORK
Characterised by three key components	Characterised by five key components
Component A: Leadership commitment and involvement is placed at the centre for the effective implementation of succession planning.	Component A: Strategic alignment of succession planning with the strategic plan of the institution is regarded as key for the effective implementation of succession planning.
Component B: Highlights the execution of six succession planning practices for the implementation of succession planning.	Component B: Highlights the execution of a cyclical systematic succession planning process.
Component C: Focuses on the establishment of an organisational strategy/culture.	Component C: Focuses on the establishment of leaders' involvement and commitment.
	Component D: Implementation of succession planning.
	Component E: Emphasises the importance of talent management before, during and after the implementation of succession planning.

7.5 SUMMARY

This chapter presented and discussed the proposed conceptual framework. The development of the succession planning framework was informed by Mateso's (2010) conceptual framework for succession planning and management and the literature reviewed.

Chapter 8 summarises the findings, strengths and limitations of the study, and makes recommendations.

CHAPTER 8

CONCLUSIONS, STRENGTHS, LIMITATIONS AND RECOMMENDATIONS

8.1 INTRODUCTION

In Chapter 7 the development and components of the conceptual framework were described. In this chapter, the conclusions are discussed according to the objectives of the study. Conclusions on the results in Chapter 4 regarding nursing Heads of Departments' views on current succession planning practices will be discussed. This is followed by conclusions about the findings in Chapter 5 regarding nurse educators' perceptions on succession planning processes. Finally, conclusions regarding the synthesised findings in Chapter 6 will be described. Conclusions on the developed conceptual framework will be made. The recommendations concentrate on nursing education institutions, stakeholders, human resource departments, policymakers and suggestions for further studies.

8.2 CONCLUSIONS OF THE RESULTS AND FINDINGS

The aim of this study was to develop a succession planning framework for leadership development of nurse educators in NEIs in South Africa. The conclusions are discussed according to the three objectives of the study.

8.2.1 Conclusions regarding the nursing Head of Department views on succession planning practices

The first objective of this study was to determine the current succession planning processes that are in place for leadership development of nurse educators according to heads of nursing departments in South Africa. To achieve the objective, the researcher collected data using a semi-structured questionnaire to determine current succession planning practices that was in place for leadership development of nurse educators among 100 HoDs in the nine provinces in South Africa. The result of the data that was generated to achieve this objective was discussed in Chapter 4. Conclusions will be discussed according to the HoDs views on current succession planning practices. Results showed that succession practices were unstructured, varied in application and the idea of succession

planning were not aligned with the strategic plan of the respective NEIs. Succession planning strategies were practiced as follows in the NEIs: acting as HoDs in their absence, was practiced according to 82% (n=82) of the 100 respondents, deputizing as HoD 77% (n=77), mentoring 76% (n=76), coaching 66% (n=66) and delegating predecessors to successors 64% (n=64). These variances of succession planning strategies that existed in NEIs indicated that leadership development of nurse educators to move into future leadership positions happened in an unstructured way, with only 64% (n=64) of the respondents indicating delegation of predecessors to successors. Succession planning outcomes in NEIs were unplanned, as 88% HoDs (n=88) confirmed not having formal succession plans in place. The remaining 12% (n=12) who do have formal succession plans exclude the involvement of top management and the human resource department, making succession planning a futile exercise. The latter results indicated that leadership development in NEIs was undervalued.

The integration of succession planning with the long-term vision of the institution was lacking. This detachment contributed to HoDs not supporting the strategic direction of the NEIs and minimal leaders' involvement and commitment was revealed in the results. Creating a talent pipeline for future leadership in NEIs received minimal attention as 74% (n=74) of HoDs confirmed that they do not groom potential successors for future leadership positions. In light of the result that the majority of HoDs 87% (n=87) did not attend or received in-service training on succession planning, the researcher concluded that their knowledge on the topic was inadequate. Linking leadership development with the values of the institution remains deprived, as confirmed by 81% (n=81) of HoDs. This deprivation hindered HoDs to comprehend the strategic direction of the institution thus, decreasing the prospects of NEIs creating a pipeline of skilled and competent leaders able to meet current and future leadership demands. The HoDs confirmed that more than half 52% (n=52) of positions get advertised, a result that suggested inadequate internal leadership development of potential successors and a need to develop policies on succession planning to adequately address leadership development issues in NEIs

Implementation of succession planning received minimal attention, 60% (n=60) of HoDs did not allocate time to the leadership development of potential successors. The same can be concluded about the performance management of potential successors during the implementation of succession planning. The vast majority of HoDs 73% (n=73) never conducted monitoring, 70% (n=70) HoDs never conducted performance evaluations and 73% (n=73) of HoDs did not submit written reports on performance of potential successors during the implementation process. This negligible attention to the implementation of succession planning could deprive NEIs to follow a clear, structured process with measurable leadership development outcomes.

8.2.2 Conclusions regarding the nurse educators' perceptions on succession planning processes

The second objective of this study was to determine the current succession planning processes that are in place for leadership development of NEIs in South Africa according to nurse educators. To achieve the objective, the researcher conducted four focus group interviews (FGIs) with twenty nurse educators working in four NEIs in Gauteng province to explore and describe their perceptions of succession planning processes for leadership development in NEIs in South Africa. Three main themes emerged from the data namely: current succession planning for leadership development of nurse educators, current succession planning and management practices, and barriers to the implementation of succession planning for leadership development. Table 5.2 lists the themes, sub-themes and categories.

The findings of Phase two was also supported by existing and relevant literature. NEIs current succession planning for leadership development is insufficient as it doesn't follow a formal process; doesn't have an efficient human resources information system, and doesn't involve all educators in the process or implementation. The researcher concludes from the literature discussed in Chapter 5 that succession planning seems to be receiving more attention internationally in developing countries, while studies with specific reference to nursing education were limited.

Nurse educators pointed out that they perceived succession planning as an important aspect that needs to be addressed in NEIs as it plays a key role in their career development, professional advancement and institutional success. The nurse educators expressed a need for management to create opportunities for leadership development. The nurse educators pointed out that current leaders seemed to be reluctant to create opportunities to identify and prepare the next generation of leaders from within the institution. The unintended consequence of limited opportunities for leadership development is that when experienced leaders exit, they are often replaced with inexperienced, ill-equipped individuals who in turn may stifle the viability of an institution.

Nurse educators view the advertisement of vacant posts and recruitment of external candidates as an indication of limited collaboration between top management and the human resource department to identify and groom their own future leaders. Nurse educators articulated that succession planning processes did not configure in the institution's vision and mission statement, and did not appear on the agenda as a point for discussion during staff meetings. This could have a negative influence on the success of the institution as strategic alignment of succession planning ensures that attention is given to the job market, recruiting needs, job descriptions, and assessment tools to measure performance in terms of behaviour, skills and level of competence while performing tasks.

Nurse educators shared their views regarding training on the topic of succession planning and its implementation and alluded to the fact that succession planning strategies are granted limited opportunities. Nurse educators felt that even though they are expected to act as HoDs from time to time without being empowered it is unfair for management to assume that their years in teaching and work experience automatically qualified them to lead others. Some of the nurse educators felt a formal succession planning framework is an institutional imperative in that it enhances workforce stability and leadership continuity. The nurse educators mentioned that the absence of a policy on succession planning, unclear processes and unstructured leadership development programmes contributed to stress and frustration. Some of the nurse educators mentioned that a policy is imperative to ensure effective implementation of succession planning as it will provide guidance and indicate who is responsible for its implementation, and the interventions and activities that should take place during the succession planning process.

Nurse educators said that inadequate resources, limited understanding of the concept succession planning, minimal leadership involvement and commitment, increased staff turnover, favouritism, lack of objectivity in selection of successors, and an ageing workforce were barriers to the implementation of succession planning. Some nurse educators stated that one of the reasons for the increased turnover was that experienced educators left if they were offered leadership positions elsewhere. The nurse educators reported that workforce demographics, particularly an ageing workforce and imminent retirement, focused attention on succession planning.

The nurse educators perceived leaders as role models who have certain characteristics and should conduct themselves in an ethical and professional fashion to gain the confidence of subordinates. However, some nurse educators mentioned that an autocratic type of leadership was commonly practice in NEIs, which caused people to withdraw and become passive participants. This denied them from an opportunity to be develop and prepared for future leadership positions. A few nurse educators related that favouritism was prominent and visible in their NEIs to the extent that nurse educators with great potential that are assertive and spoke their minds, would not be identified and prepared for future leadership positions.

8.2.3 Conclusions following the integration of Head of Departments and nurse educators' views

The results of phase 1 and findings of phase 2 were integrated, discussed and presented in Table 6.1. The subsequent discussion focuses on conclusions based on the integrated results. The integration of results resulted in six themes namely: (1) Current succession planning for leadership development of nurse educators, (2) Organisational culture, (3) Succession planning process. (4) Leadership involvement and commitment, (5) Performance review and monitoring and, (6) Barriers to the implementation of succession planning for leadership development. Findings from this study shows that, the implementation of the proposed succession planning framework could assist top management to establish a clear succession planning process to develop the next generation of leaders in nursing education.

This results into current leaders not grooming successors to take over the baton when they exit NEIs as succession planning is not incorporated into the institution's strategic plan. Subsequently vacant leadership positions are advertised as limited opportunities are provided to recruit and develop internal leadership. The organisational culture in these NEIs are characterised by a lack of policy on succession planning, informal succession planning practices, little to no attendance to in-service training on succession planning and insufficient human resources for leadership development. Succession planning processes are unclear. This contribute to limited involvement and commitment from leaders and human resource departments, little to no training on succession planning for leadership development as well as limited interaction between the human resource development department and top management with regard to succession planning matters.

The ageing workforce, increased turnover rate and intensified search for experienced leaders are indicative of an urgent need to implement the proposed framework to prevent an inevitable loss of competency within the next 5 – 10 years. The occurrence of autocratic leadership styles and favouritism was also reported in this study. The risk of failure of succession planning is not only determined by well-defined processes and structured practices, but also the calibre of leaders in an institution. Leaders who are committed and involved in leadership development and who support, inspire and motivate followers to perform with excellence are the most valuable assets in an institution. Autocratic leadership style and favouritism could delay the successful implementation of succession planning in NEIs in South Africa. A policy on succession planning will guide structured succession planning practices and well-defined processes for leadership development of nurse educators. Additionally, policy should allow for a formal succession planning process with measureable outcomes within a specific time. It is for these reason that HoDs and nurse educators in this study find it challenging to recruit and develop potential successors for leadership positions.

Evident in this study is that performance management of potential successors are not part of the job descriptions, and not done, little to no time allocated for performance monitoring, review and evaluation sessions of potential successors.

8.2.4 Conclusions regarding the stakeholders' views on what a framework for succession planning for leadership development should entail

The third objective of this study was to develop a succession planning framework for leadership development of nurse educators in NEIs in South Africa. The primary purpose of phase 3 was to develop a succession planning framework for leadership development of nurse educators in NEIs in South Africa. A one-day stakeholders' workshop was conducted using a nominal group technique, to generate information and reach consensus on what a framework for succession planning for leadership development of nurse educators should entail. The consensus on the fundamental concepts were deemed important as it assisted the researcher to draft the succession planning framework guided by Mateso's (2010) conceptual framework for succession planning and management. Conclusions will be discussed according to the stakeholders' views on concepts to be included in a succession planning framework for leadership development of nurse educators in NEIs in South Africa. Chapter 6 provide an in-depth discussion on the results of phase 3 of this study.

The discussion of ideas in step 1 of the nominal group technique resulted in one theme namely succession planning for leadership development of nurse educators and four subthemes namely: (1) alignment of succession planning with strategic planning, (2) alignment of succession planning with institutional policy and standard operating procedures, (3) determine succession planning strategies and, (4) determine leadership competencies.

Based on the need for a succession planning framework for leadership development of nurse educators in NEIs, alignment of succession planning with strategic planning is a fundamental concept to be included in the proposed framework. This alignment is crucial for ensuring NEIs' and the external regulatory institutions' vision, mission, values, goals and objectives, policies and standard operating procedures promote an institutional culture that promotes leadership development and institutional success. The use of diverse succession planning strategies is worth exploring and assists in determining the best suited strategy to address individual and group leadership development needs and guide younger, emerging leaders. Determining leadership competencies that leaders should possess is a strategic imperative to guide NEIs to implement succession planning to bring about and manage change.

The discussion of ideas in step 3 of the nominal group technique resulted in one theme namely the implementation of succession planning and four subthemes namely: (1) transformational leadership,

(2) leaders involvement and commitment, (3) cyclical, systematic succession planning process, (4) integration of succession planning with existing performance management and development system, (5) monitoring, review and appraisal of leadership performance and, (6) talent management.

Transformational leadership is imperative for the leadership development of potential successors. Transformational leaders has the ability to inspire, motivate and support potential successors to change their behaviour and acquire the necessary skills and competencies as this type of leadership yield intellectual stimulation and better employee engagement and job satisfaction. Their professional conduct supports confidence and interpersonal professional conduct among potential successors. Leaders' involvement and commitment in succession planning is important and a key driver for creating a talent pipeline of skilled and competent potential successors. Leaders' involvement and commitment support the strategic direction of the institution and ensure the imparting of knowledge and institutional memory to successors in a conducive environment that promotes leadership development. The presence of dedicated leaders promotes a sense of loyalty and trust, desire to act and behave well, and promotes the achievement of leadership development outcomes and institutional goals. A well-defined, cyclical and systematic succession planning process is crucial and reduces the risk of NEIs having inexperienced nurse leaders when skilled and competent nurse educators exit NEIs for retirement, sudden death or other reasons. The context of the succession planning process defines the current and future leadership needs, recruitment and development of potential successors and resources requisition, which enable NEIs to address succession planning challenges and unexpected incidents that could occur during the implementation of succession planning.

Succession planning is not a stand-alone item. Rather it should be integrated with the existing performance management and development system if leadership developments of future potentials successors are to be accomplished. The value of such integration is projected in the outcomes of consistency, congruency and standard operational practices for monitoring, reviewing and evaluation of performance during the implementation of succession planning. Finally, the success of succession planning depends on talent management of potential successors and an environment conducive to career development and retention strategies. The retention and career development of an internal pipeline that are readily available to move into leadership positions depends on talent management. Talent management is linked to the succession planning process, leaders' involvement and commitment and implementation of succession planning, consequently ensuring that institutions remain successful and maintain their competitive edge in a dynamic workforce environment.

8.2.5 Conclusions regarding succession planning framework development

The discussion of ideas in step 4 of the nominal group technique resulted in participants reaching consensus on five fundamental concepts for inclusion in the suggested succession planning framework for nurse educators in NEIs in South Africa. These concepts are as follows: (1) strategic alignment; (2) leadership development involvement and commitment; (3) succession planning process; (4) implementation and, (5) talent management. The conceptual framework was developed using the latter concepts. The conceptual framework is discussed in detail in Chapter 7 of this study.

The conceptual framework illustrates systematic relationships between components and links between concepts. Strategic alignment of succession planning with the (1) collective institutional vision, (2) institutional mission statement, (3) institutional values, (4) institutional goals and objectives and (5) institutional policy and standard operational practices of the NEI and external governing bodies is the key driver for effective leadership development. This will ensure a strategic approach toward leadership development, seamless transition from leader to leader and the ability of institutions to achieve predefined institutional goals.

The conceptual framework demonstrates a cyclical systematic process approach toward succession planning to ensure the prudent recruitment, identification, preparation, and retention of potential successors for future leadership positions. The succession planning process further illustrates establishment of interaction and communication between leaders, human resource department and potential successors and predecessors which indicate a team approach toward leadership development.

The conceptual framework demonstrates leaders' commitment and involvement as a key component to establish a talent pipeline of competent and skilled future leaders. The supporting concepts namely: leadership development and transformational leadership indicate desirable outcomes such as knowledgeable and confident leaders that are valuable in leadership development of potential successors.

The conceptual framework demonstrates a cyclical comprehensive process for the implementation of succession planning. The conceptual framework is important for NEIs to ensure that the implementation of succession planning is aligned with the existing performance development and management system. Thus, ensure performance is managed continuously to guarantee that objectives are achieved through reviewing past performance, assessing current performance, setting performance objectives, improving current performance and assisting in career development planning.

The conceptual framework demonstrates that talent management is essential for the implementation of this proposed framework and was identified as an overarching component that affects the other four components of this proposed framework. In view of the intense search for talent and the competitive market, leaders need to take deliberate actions to ensure that internal talent are managed and acquire skills that can assist them stay on course. Talent management include identifying for example current practices that necessitate change, exploring ways to assess new competencies to groom a talent pipeline for today and the next generation, ensuring NEIs maintain its competitive advantage, remain relevant and successful and attract talented employees.

8.3 RECOMMENDATIONS

Based on the findings of this study, the researcher acknowledge that NEIs in South Africa will be faced with challenges of increased retirements in the next 5 -10 years. Therefore, the researcher posits the following recommendations, based on the findings of this study:

8.3.1 Recommendations for nursing education institutions

Leadership continuity in NEIs depends largely on the implementation of a formal succession planning framework that will guide succession planning processes, practices and management of talented potential leaders. It is therefore imperative to emphasise the need for NEIs to take deliberate efforts to establish the next generation of leaders in NEIs through the following recommendations:

- ✓ The succession planning framework for leadership development should be incorporated into the existing performance management and development system and form part of the monitoring, review and assessment sessions so that comprehensive data could be generated about progress made or challenges encountered by individual employees.
- ✓ Prioritise leadership development through succession planning. Formal leadership development opportunities such as in-service training, courses, workshops and seminars on succession planning should be initiated on a regular basis.
- ✓ The identification of predecessors, leadership competencies to develop potential successors, transfer skills and knowledge, and using valid monitoring, reviewing and evaluating tools are essential to measure performance and guarantee structured succession planning practices.
- ✓ Appointment of younger nurses educators but motivates older leaders by allowing them to be involved in selection process of potential successors and groom them into their leadership positions.

8.3.2 Recommendations for stakeholders

Recommendations for stakeholders refer to nursing bodies involved in nursing education and training in South Africa such as; the South African Nursing Council (SANC), National Department of Health (NDoH) Department of Higher Education (DoHE) Forum of University Nursing Deans of South Africa (FUNDISA), Nursing Education Association (NEA), Gauteng Department of Health (GDoH), Democratic Nursing Organisation of South Africa (DENOSA), Gauteng Nurses Leaders Forum and all other relevant stakeholders.

- ✓ Implementation of the proposed conceptual framework in NEI could be a starting point for stakeholders in nursing education and training in South Africa to recognise the importance of succession in nursing.
- ✓ Facilitation of the notion of succession planning in newsletters, nursing conferences and providing statistics on the ages and number of nurse educators working in NEIs in South Africa could raise awareness about the importance and urgent need for implementing a formal succession planning framework.
- ✓ A policy on succession planning for leadership development for nurse educators should be formulated because if succession planning is not part of institutional policies it will not be implemented.
- ✓ A well thought through project should be designed to involve stakeholders in leadership development through succession planning workshops together with treatment of nurse educators and professional nurses in all other disciplines. The inclusion and involvement could brought new insight to the urgent need for having a structured succession planning framework.
- ✓ The development of standard operational procedures that guide succession planning processes and practices are highly recommended to ensure that treatment of nurse educators are moral and fair when it comes to identifying, and development of future leaders and that all nurses across all provinces in South Africa know and understand the succession planning process.

8.3.3 Recommendations for executive management of nursing colleges and university faculties and human resource departments

In view of the findings of this study the researcher released the human resource department plays an integral, overarching role in succession planning. Hence, the following recommendations is directed to a combination of the human resource department and executive management of nursing

colleges and university faculties as the representatives of these departments cannot be treated in isolation. The recommendations are as follows:

- ✓ All NEIs should have a policy on succession planning, guidelines and standard operational procedures to provide guidance to NEIs in South Africa in terms of identifying, developing and retaining nurse educators for future leadership positions. Such a policy could support management, ageing leaders and the human resource department to join forces, become involved, and participate in succession planning efforts to establish future leadership in NEIs.
- ✓ This study has provided practical insights about the integration of succession planning with the existing performance management and development system used in public nursing colleges. It is therefore recommended top management re-visit existing leadership development programmes as nurse educators perceive such an integration for NEIs, to develop a strong talent pipeline through a system known by all without “re-inventing the wheel”.
- ✓ All NEIs should adopt a structured succession planning framework for leadership development to create a platform whereby NEIs develop and prepare young nurse educators on all levels, before being promoted to leadership positions. If adopted, the gap between the number of leaders exiting and novices entering NEIs could be narrowed and continuity in leadership could be guaranteed and also support the Department of Higher Education and National Nursing to navigate educational strategies in developing nurse leaders.
- ✓ A succession planning for a leadership development committee should be established consisting of top management, the human resource department, HoDs, nurse educators and representatives of employees at all levels. A team approach towards succession planning could improve communication between and assist to conduct workplace planning, monthly meetings to discuss progress made and to deal with any challenges that may occur during the implementation of succession planning.
- ✓ Talent management of potential candidates must be prioritised.
- ✓ The succession planning framework should take into consideration the role of top management, HoDs, nurse educators, human resource management departments and all other relevant stakeholders in the succession planning process to make clear the functions and responsibilities of each role player.
- ✓ Deliberate collaboration between top management and human resource departments regarding succession planning efforts will offer a proactive approach in addressing leadership continuity, decrease recruitment costs, and the long-term benefits of succession planning.
- ✓ Development and used of assessment tools to determine leadership competencies, matching skills available, and to recruit candidates from within. This will ensure that leadership

development of nurse educators begin far earlier in their career, and that a talent pipeline is established from bottom up, rather than top down.

- ✓ The effective implementation of the proposed succession planning framework requires the use of appropriate outcome measures.
- ✓ Professional conduct, ethical standards and leadership excellence and competence in the NEIs environment have a positive influence on the establishment of the next generation of nurse leaders. Therefore, leaders expectations should be evident for nurse educators in NEI environment.
- ✓ NEI should focus and place great emphasis on determining leadership competencies. Determining and then developing these leadership competencies will enable potential successors to have a good perception of what competencies are required for leadership positions. Provision of capacity building such as workshops, in-service training and individual development programmes create a culture of belief and trust in leaders' knowledge and skills, professional credibility and leadership excellence that will inspire trust in potential successors.

8.3.4 Recommendations for future RESEARCH

Succession planning is a topic that currently receives much attention globally due to the looming wave of retirement in the next 5 – 10 years. Studies in succession will contribute to leadership continuity and workforce stability in NEIs. Recommendations for further studies regarding succession planning in nursing education and nursing at large are as follows:

- ✓ The study focus was centred on HoDs, nurse educators and stakeholders in nursing education and training. Succession planning for leadership development should arguably involve officers working in the Human Resource Development Department of the institution. Further research needs to be conducted to explore succession planning practices of all employees at all levels in the nursing education and training system in South Africa.
- ✓ It is essential to conduct research with other healthcare disciplines employed at hospitals, clinics, as well as governing bodies such as the National Department of Health and South African Nursing Council regarding the application of succession planning practices.
- ✓ The proposed succession planning framework finds its premises on five fundamental components. However, the likelihood of more components may exist, as succession planning is not a one-fit all process. Thus, prospective research scholars could explore other fundamental components that could be included in a succession planning framework.
- ✓ Conducting future studies to test the interactive relationship between the components of the proposed framework will contribute to the practicality, reliability and validity of this framework.

- ✓ Future research is suggested in terms of identifying of monitoring and assessment tools to measure successors and predecessors performance during the succession planning process.
- ✓ The suggested succession planning framework for leadership development may serve as a source of reference to inspire other scholars in exploring succession planning efforts happening in other academic institutions to implement, adapt, modify, and refine the current suggested succession planning framework and to develop additional conceptual frameworks much needed in the field of succession planning.

8.4 STRENGTHS AND LIMITATIONS OF THE STUDY

Despite the richness of findings, it is deemed necessary to highlight some strengths and limitations that could assist and encourage prospective research scholars about choosing similar research designs and topics.

8.4.1 Strengths'

The aim of this study was to develop a succession planning framework for leadership development of nurse educators in NEIs in South Africa. However, the study surpassed beyond the development of a succession planning framework. A semi-structured questionnaire was developed and used to generate quantitative data through surveys in this study. The questionnaire might be adapted for similar studies. The quantitative data were confirmed through narratives gathered in a qualitative data collection phase.

Validation of findings attained in a sequential exploratory mixed method designs was done by means of a power point presentation of the consolidated phase one results and phase two findings during a stakeholder workshop (phase three). Various stakeholders, including two who are experts on topics of leadership and succession planning, participated in the stakeholder workshop in which consensus were research on concepts that should be included in the proposed framework. Triangulation, expansion, development and complementarity in this study was accomplished by using multiple data collection methods. Familiarisation with succession planning information was improved by applying thematic analysis during the qualitative data analysis.

The main strength of this study was developing a succession planning framework for leadership development of nurse educators in NEI in South Africa. Similar studies in the South African context that examined succession planning in clinical healthcare settings could not be found.

8.4.2 Limitations

A few limitations were identified in this study. Firstly, the findings of Phase 2 of this study are limited to only NEI in the Gauteng province. However, literature was used to support the findings. Secondly, the results and findings indicated that participants in all three phases of this study expressed concerns about recruitment, development and retaining of skilled employees in their respective NEIs. However, officials from human resource departments were not part of the population as the focus of the study was exclusively on succession planning for leadership development in nursing education. Including officials from the human resource departments as part of the population of a further study was recommended. Additionally, the progress of the study was delayed by five months and accessibility to participants was a challenge due to protocols that were followed to request permission. The different methods used in collecting the data for Phase 1 survey was addressed added to the list of limitations. In conclusion, The Cronbach's alpha, reliability values and any other coefficient estimated were not determined and the researcher recommend it to be done if the questionnaire is used in future studies. Although the succession planning framework was developed through a consensus process, the final framework was not validated. This could however happen in further research to implement and refine the framework.

8.5 PERSONAL REFLECTION

In this section I communicate and share my personal reflection on my journey to develop the succession planning framework for leadership development of nurse educators in NEIs with the reader as follows:

My desire to obtain a PhD in nursing started in 1990 when I started my nursing career as a nursing auxiliary. Over the years I accumulated numerous nursing qualifications and during 2008 I obtained a nurse educator post at a world-renowned academic institution in South Africa. During 2010 I completed a master's degree in advanced nursing management. During 2013, I enrolled for a PhD a year after my son was born and put my desire to the test. I made a deliberate choice to venture into research related to nursing management within the context of nursing education and training.

My PhD was not as easy as a walk in park rather, it started off rocky. I was fortunate to be granted an opportunity to undergo an 18-month Santrust doctoral training programme travelling. The Santrust doctoral training was offered in different provinces in South Africa with the intention to assist in research proposal development. The training came with numerous challenges in pursuing of an appropriate topic, constructing a research proposal and relentless presentations to diverse experts in research and different committees before obtaining approval. As the training programme continued I gained more confidence as a novice academic scholar as I learnt how to consult literature

and to do focused reading. In the process of training, I discovered my niche in research, developed an interest about succession planning and its implementation in NEIs and will be forever grateful for been granted such an opportunity.

After intensive reading about succession planning and management in business settings and nursing, I came to the realisation that NEIs in South Africa are in urgent need of a succession planning framework for leadership development of nurse educators. At this stage I grasped the concept succession planning but remained indecisive about my approach toward my proposed topic. In an effort to overcome the challenge I had to read up extensively on research paradigms, theories and established conceptual frameworks associated with succession planning and management. I eventually came across Mateso's (2010) conceptual framework for succession planning and management and a matching paradigm. As a result I reached a point where I could debate my proposed topic. I was filled with excitement and my desire to obtain a PhD was rekindled because I was certain about my research topic and the training empowered me to submit a well-researched proposal.

The sudden death of my beloved father in 2014 put a hold on my study and I continued with my PhD study the following year. My proposed research topic was: "Development of a succession planning framework for leadership development of nurse educators in NEIs in South Africa". The topic was based on my belief that most current leaders in nursing educators are over the age of 50 years, and NEIs will experience a leadership crisis if these nurse educators leave for retirement. I was convinced that the development of a succession planning framework for leadership development of nurse educators could establish future leadership and a stable workforce in NEIs in South Africa. During training, I became familiarised with a mixed method research design and continued to read broadly about the different types of mixed method research designs and its application to research studies. I chose a sequential explanatory mixed method. The chosen design is straightforward and relentless in nature to gain comprehensive understanding and listen to the perceptions of participants complements my belief system.

My journey became easier as the study progresses. The study was conducted in three phases. The first phase consisted of a sample size of 100. I was fortunate to be granted an opportunity by my HoD and chairperson of the forum for universities deans and professors of South Africa to present and invited HoDs from all 26 universities in South Africa to voluntarily participate in my study during their three day scheduled meeting. The semi-structured questionnaire was distributed with a consent form and completed at the end of the three-day meeting, additionally some HoDs sent the completed questionnaire electronically.

To obtain permission from nursing colleges I was required to upload my request onto the national health research information system. My study was delayed with five months because the Gauteng Department of Health did not respond to my request to conduct the study in nursing colleges. I felt disillusioned, as I could not see this study being successful without gaining permission. I took it upon myself to request a meeting with the officer on research matters in Tshwane District. I was well received and it was explained to me that the Gauteng Health Department experienced some challenges with the national research health information system. The matter was escalated and I was fortunate to receive personal assistance from the Director of Nursing and Training in Gauteng. My initial request was fast tracked, I gained my permission letter in less than a week, and all nursing colleges were encouraged to participate voluntarily in the study. The irony though is that after writing my chapter on quantitative data my computer crashed, damaged my external drive and I had to start from the beginning.

Phase two involved conducting focus group interviews with nurse educators working in NEIs in Gauteng. While listening to the participants' perceptions about succession planning processes in their respective NEIs, I experienced some difficulty conducting thematic analysis because I was not comfortable in qualitative research. I started to read more about thematic analysis. After coding of data, themes, sub-themes and categories emerged. After my first draft of qualitative data analysis, my two supervisors not only gave me constructive feedback but equally assisted me to re-organise the themes, sub-themes and categories. I was privileged to have two supervisors who were experts in qualitative research and analysis.

Phase three included a stakeholders' workshop with experts in nursing education and training in South Africa. Closer to the date of the workshop I experienced mixed feelings of excitement and nervousness because I was never exposed to facilitate such a workshop of such a nature, let alone conducting a nominal group technique. Again, I was privileged that my co-supervisor offered to assist to facilitate the nominal group technique. The participants were highly enthusiastic on the day and eagerly participated, and the objective for phase three of the study was achieved.

In conclusion, the purpose of this study was to develop a succession planning framework for leadership development of nurse educators in NEIs in South Africa. My late mentor in nursing management Mrs AE Du-Randt used to tell me that change takes time, it's like a camel getting into a tent, you need to take it step by step. I am of the opinion that the first step toward changing current succession planning practices regarding leadership development of nurse educators has been completed successfully against all odds. The next step would be to implement the proposed succession planning framework as a quality improvement post-doctoral project in 2020.

8.6 CONCLUSION

This chapter highlights the conclusion of this thesis. This study reports on the current standing of NEIs in terms of succession planning process and practices in South Africa. The current state of succession planning in NEIs necessitates leaders in nursing education and training at all levels to introduce a more structured approach toward succession planning to confirm future leadership. This study exposed several dynamics residing in NEIs such as; structured versus unstructured leadership development programmes, clear versus unclear succession planning processes, replacement versus succession planning, formal versus informal succession planning practices. The current state of limited training opportunities, reliance of external recruitment, absence of policy and formal succession planning framework could orchestrate a recipe for a leadership crisis in NEIs within the next 5–10 years.

The recommendations stipulated in this chapter to address current succession planning practices are a mere fraction of a broader challenge because NEI in South Africa does not only constitute of HoDs and nurse educators. Therefore, further research for example including policy makers, officers working in the human resource development department, could best inform all stakeholders involved in nursing education on succession planning and its implementation. In conclusion, this study serves as steppingstone to encourage aspiring scholars to conduct further research on succession planning matters in NEIs in order to implement, improve and augment the proposed succession planning framework.

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ANNEXURE A1**ETHICAL APPROVAL: UNIVERSITY
OF PRETORIA**

The Research Ethics Committee, Faculty Health Sciences, University of Pretoria complies with ICH-GCP guidelines and has US Federal wide Assurance.

- FWA 00002557, Approved dd 22 May 2002 and Expires 26 August 2018.
- IRB 0000 2235 IORG0001762 Approved dd 22/04/2014 and Expires 22/04/2017.



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Health Sciences Research Ethics Committee

24/11/2016

Approval Certificate
New Application

Ethics Reference No.: 481/2016

Title: A SUCCESSION PLANNING FRAMEWORK FOR LEADERSHIP DEVELOPMENT OF NURSE EDUCATORS IN NURSING EDUCATION INSTITUTIONS IN SOUTH AFRICA

Dear Ms Moselene Du Plessis

The **New Application** as supported by documents specified in your cover letter dated 17/10/2016 for your research received on the 17/10/2016, was approved by the Faculty of Health Sciences Research Ethics Committee on its quorate meeting of 23/11/2016.

Please note the following about your ethics approval:

- Ethics Approval is valid for 1 year
- Please remember to use your protocol number (**481/2016**) on any documents or correspondence with the Research Ethics Committee regarding your research.
- Please note that the Research Ethics Committee may ask further questions, seek additional information, require further modification, or monitor the conduct of your research.

Ethics approval is subject to the following:

- The ethics approval is conditional on the receipt of **6 monthly written Progress Reports**, and
- The ethics approval is conditional on the research being conducted as stipulated by the details of all documents submitted to the Committee. In the event that a further need arises to change who the investigators are, the methods or any other aspect, such changes must be submitted as an Amendment for approval by the Committee.

We wish you the best with your research.

Yours sincerely

Dr R Sommers; MBChB; MMed (Int); MPharMed, PhD
Deputy Chairperson of the Faculty of Health Sciences Research Ethics Committee, University of Pretoria

The Faculty of Health Sciences Research Ethics Committee complies with the SA National Act 61 of 2003 as it pertains to health research and the United States Code of Federal Regulations Title 45 and 46. This committee abides by the ethical norms and principles for research, established by the Declaration of Helsinki, the South African Medical Research Council Guidelines as well as the Guidelines for Ethical Research: Principles Structures and Processes, Second Edition 2015 (Department of Health).

☎ 012 356 3084 ✉ deepeka.behari@up.ac.za / fnsethics@up.ac.za 🌐 <http://www.up.ac.za/healthethics>
✉ Private Bag X323, Arcadia, 0007 - Tswelopele Building, Level 4, Room 60, Gezina, Pretoria

ANNEXURE A2**PERMISSION: EASTERN CAPE
DEPARTMENT OF HEALTH**



Province of the
EASTERN CAPE
HEALTH

Lilitha College of Nursing in Association with the Consortium of
Universities
(WSU, NMMU, & FORT HARE)

• Bhisho • Eastern Cape
Private Bag X0028 • Bhisho • 5605 • REPUBLIC OF SOUTH AFRICA
Tel.: +27 (0)40 608 9687 • Fax: +27 (0)40 608 9689 • Website: www.ecdoh.gov.za

TO: MS. M. DU PLESSIS

FROM: EAST LONDON CAMPUS HEAD: MRS. F.B. TOM

DATE: 23 MAY 2017

SUBJECT: PERMISSION TO CONDUCT RESEARCH AT THE LILITHA COLLEGE OF
NURSING: EAST LONDON CAMPUS.

Permission is hereby granted for you to conduct the research as per your submitted request with the title " A succession planning framework for leadership development of nurse educators in nursing education institutions in South Africa".

The campus is looking forward for the findings and recommendations of this study.

Best wishes and success in your studies.

EAST LONDON CAMPUS HEAD: MRS. F.B. TOM

23/05/2017
DATE



United in achieving quality health care for all

Fraud Prevention line: 0800 701 701
24 hour call centre: 0800 0323 64
Website: www.ecdoh.gov.za



Ihamsis eliquqambileyo!

ANNEXURE A3**PERMISSION: FREE STATE
DEPARTMENT OF HEALTH**



health

Department of
Health
FREE STATE PROVINCE

26 April 2017

Ms. M Du Plessis
340 Selbourne Avenue
Ecraterust
Pretoria, 0022

Dear Ms. M Du Plessis

Subject: Succession planing framework for leadership development of nurse educators in NEIs in South Africa.

- Please ensure that you read the whole document. Permission is hereby granted for the above - mentioned research on the following conditions:
- Participation in the study must be voluntary.
- A written consent by each participants must be obtained
- Serious adverse events to be reported and/or termination of the study.
- Ascertain that your data collection exercise neither interferes with the day to day running of the facilities nor the performance of duties by the respondents or health care workers.
- Confidentiality of information will be ensured and please do not obtain information regarding the identity of the participants.
- Research results and a complete report should be made available to the Free State Department of Health on completion of the study (a hard copy plus a soft copy).
- Progress report must be presented not later than one year after approval of the project to the Ethics Committee of Pretoria and to Free State Department of Health.
- Any amendments, extension or other modifications to the protocol or investigators must be submitted to the Ethics Committee of the University of Pretoria and to Free State Department of Health.
- **Conditions stated in your Ethical Approval letter should be adhered to and a final copy of the Ethics Clearance Certificate should be submitted to sebyclats@fsh.health.gov.za before you commence with the study**
- No financial liability will be placed on the Free State Department of Health
- Please discuss your study with the institution managers/EOs on commencement for logistical arrangements.
- Department of Health to be fully indemnified from any harm that participants and staff experiences in the study
- Researchers will be required to enter in to a formal agreement with the Free State department of health regulating and formalizing the research relationship (document will follow.)
- You are encouraged to present your study findings/results at the Free State Provincial health research day
- Future research will only be granted permission if correct procedures are followed see <http://nlurd.lst.org.za>

Trust you find the above in order.

Kind Regards

Dr D Motau

HEAD: HEALTH

Date: 31/05/17

Head : Health
PO Box 277, Bloemfontein, 9300
4th Floor, Executive Suite, Bophalets House, cnr Matieland and Harvey Road, Bloemfontein
Tel: (051) 403 1646 Fax: (051) 403 1556 e-mail: head@fsh.health.gov.za / sebyclats@fsh.health.gov.za / zichirok@fsh.health.gov.za

www.fs.gov.za

ANNEXURE A4**PERMISSION: GAUTENG
DEPARTMENT OF HEALTH**



GAUTENG PROVINCE
HEALTH
REPUBLIC OF SOUTH AFRICA

OUTCOME OF PROVINCIAL PROTOCOL REVIEW COMMITTEE (PPRC)

Researcher's Name (Principal investigator)	Moselene, Annelene Rosemary du-Plessis
Organization / Institution	UP
Research Title	A Succession Planning Framework for Leadership Development of Nurse Educators in Nursing Education Institutions (NEIs) in South Africa.
Contact number	Contact no: 012 354 1328 Cell: 073 269 3258 Email: Moselene.Appel@up.ac.za
Protocol number	GP 2017RP16 - 369
Date reviewed	2017/06/23
Outcome	Permission
Sites	SG Lourens Nursing College; Garankuwa Nursing College; Chris Hani Baragwanah Nursing College; Rahima Moosa Nursing College and Ann Latsky Nursing College


Permission granted



Permission denied



The Department request that you submit a report after completion of your study and present your findings to the Gauteng Health Department.


Dr. B. Ikalafeng
(On behalf of PPRC)

Date:

ANNEXURE A5**PERMISSION: KIMBERLEY
DEPARTMENT OF HEALTH**

GET /DevMgmt/DiscoveryTree.xml HTTP/1.1
Host: 127.0.0.1:8080



DEPARTMENT OF HEALTH
LEFAPHA LA BOITEKANELO
ISEBE LEZEMPILO
DEPARTEMENT VAN GESONDHEID

Department of Health
Private Bag X5049
KIMBERLEY
8301

Enquiries : Dr. Eshetu Worku
Dipatlisiso :
Imibuzo :
Nawae :
Reference : 053 830 2134
Tshupeto :
Isaleliso :
Venwysings :

Date :
Letlha : 12 May 2017
Umhla :
Datum :

Dear Ms. Moselene du-Plessis

PROJECT TITLE: A SUCCESSION PLANNING FRAMEWORK FOR LEADERSHIP DEVELOPMENT OF NURSE EDUCATORS IN NURSING EDUCATION INSTITUTIONS IN SOUTH AFRICA

The application to conduct research on the above-mentioned study was received and has been reviewed by the Provincial Health Research and Ethics Committee (PHREC) and the Henrietta Stockdale Nursing College for gatekeeping permission.

Approval is hereby granted to conduct this research study as indicated in the proposal, at Henrietta Nursing College, Northern Cape Province.

Your Provincial Ethics Reference Number is **NC_2017RP1_903**, kindly use this reference number in correspondence with the PHREC administration.

Please note the following:

- 1) *This approval is valid for one year from the date of approval*
- 2) *The researcher is hereby requested to make arrangements with the college principal on when she will be visiting the college to conduct this project*



We are committed to achieving our vision through a decentralized, accountable, accessible and constantly improving health care system within available resources. Our caring, multi-skilled, effective personnel will use evidence-based, informative health care and maturing partnerships for the benefit of our clients and patients.

ANNEXURE A6**PERMISSION: KWAZULU-NATAL
DEPARTMENT OF HEALTH**

**health**Department:
Health
PROVINCE OF KWAZULU-NATALPhysical Address: 211 Pietermaritzburg Street, Pietermaritzburg 3200
Postal Address: Private Bag X 8089 Pietermaritzburg 3200
Tel: 033 264 7800 Fax: 033 394 7238 Email: sindizama.mthembu@kznhealth.gov.za
www.kznhealth.gov.za

DIRECTORATE:

KwaZulu-Natal College of Nursing

Reference: Dr. S.Z. Mthembu
Date: 05 May 2017Principal Investigator: Ms. M Du Plessis
Student Protocol No: (481/2016)
University of Pretoria

RE: Gate Keeper Permission to conduct research at the KZN College of Nursing.

TITLE: A SUCCESSION PLANNING FRAMEWORK FOR LEADERSHIP DEVELOPMENT
OF NURSE EDUCATORS IN NURSING EDUCATION INSTITUTIONS IN SOUTH
AFRICA

Dear Madam

I have the pleasure in informing you that permission has been granted to you as per the above request by the Principal of the KZN College of Nursing.

Data Collection site(s): Campuses of the KwaZulu-Natal College of Nursing

Please note the following:

1. Please ensure that you adhere to all policies, procedures, protocols and guidelines of the Department of Health with regards to this research.
2. This research can only commence once you have received approval from the Provincial Health Research Committee in the KZN Department of Health and the University Ethics Committee (Please refer to the website).
3. Permission is therefore granted for you to conduct this research at the above identified campuses after consultation with the Campus Principal.
4. The KwaZulu-Natal College and its NEI's will not be providing you with any resources for this research.
5. You will be expected to provide feedback on your findings to the Principal of the KwaZulu-Natal College of Nursing.

Thank You

Dr. S.Z Mthembu
Principal: KZN College of Nursing

ANNEXURE A7**PERMISSION: TSHWANE
DEPARTMENT OF HEALTH**

Enquiries: Dr. Lufuno Razwiedani
 Tel: +27 12 451 9036
 E-mail: lufuno.razwiedani@gauteng.gov.za

TSHWANE RESEARCH COMMITTEE: CLEARANCE CERTIFICATE

PROJECT NUMBER: 45/2017
NHRD REFERENCE NUMBER: GP 2017 RP16 369

TOPIC: A Succession Planning Framework for Leadership Development of Nurse Educators in Nursing Education Institutions (NEIs) in South Africa.

Name of the Researcher: Moselene, Annelene Rosemary du-Plessis

Name of Supervisor:

Name of the Department: Department of Nursing Science


Name of facilities:

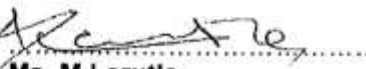
SG Lourens Nursing College
 Grankuwa Nursing College
 Chris Hani Baragwanah Nursing College
 Rahima Moosa Nursing College
 Ann Latsky Nursing College

NB: THIS OFFICE REQUEST A FULL REPORT ON THE OUTCOME OF THE RESEARCH DONE AND

NOTE THAT RESUBMISSION OF THE PROTOCOL BY RESEARCHER(S) IS REQUIRED IF THERE IS DEPARTURE FROM THE PROTOCOL PROCEDURES AS APPROVED BY THE COMMITTEE.

DECISION OF THE COMMITTEE: APPROVED


 Dr. Lufuno Razwiedani
 Chairperson: Tshwane Research Committee
 Date: 28/06/2017


 Ms. M Lerutla
 Acting Chief Director: Tshwane District Health
 Date: 28/06/2017

ANNEXURE B1

**PICD HOD'S: A SUCCESSION
PLANNING FRAMEWORK FOR
LEADERSHIP DEVELOPMENT OF
NURSE EDUCATORS IN NURSING
EDUCATION INSTITUTIONS (NEIS)
IN SOUTH AFRICA**





UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Denkleiers • Leading Minds • Dikgopolo tša Dihlalefi

Principal Investigator: Moselene AR du-Plessis: University of Pretoria, Department Nursing Science,

Private Bag X323 ARCADIA 0007 Pretoria – Republic of South Africa

Enquiries / Navrae: Moselene.Appel@up.ac.za Tel: 012 356-3153 / 073 269
3258, Fax: (012) 354-1490

Information leaflet and informed consent to completed and signed by Nursing Head of Departments who voluntary participate in completing a questionnaire on succession planning in Nursing Education Institutions (NEIs), in South Africa.

Faculty of Health Sciences

SCHOOL OF HEALTH CARE SCIENCES

Department of Nursing Science

Title: A Succession Planning Framework for Leadership Development of Nurse Educators in Nursing Education Institutions (NEIs) in South Africa.

Dear Participant

Dear Mr. / Mrs. _____ date of consent procedure ____./____./____

1) INTRODUCTION

You are invited to volunteer for a research study. This information leaflet is to assist you to decide if you would like to participate. Before you agree to take part in this study you should fully understand what is involved. You should not agree to take part unless you are completely satisfied about all the procedures involved. If you have any questions, which are not fully explained in this leaflet, do not hesitate to ask the principal investigator, Ms MAR du-Plessis or supervisor, Prof I Coetzee on 012 356 3173 or Dr AE van der Wath on 012 356 3172. Please note that your participation is voluntary and no compensation will be given for your participation.

Moselene Annelene Rosemary Du Plessis

2) THE NATURE AND PURPOSE OF THIS STUDY

To aim of this study is to develop a succession planning framework for leadership development of nurse educators in Nursing Education Institutions in South Africa. You are an invaluable source of information in this study.

3) EXPLANATION OF PROCEDURES TO BE FOLLOWED

The questionnaire is used to determine current succession planning processes, explore and describe existing evidence, and identify challenges that influence the implementation of succession planning processes for leadership development of nurse educators in Nursing Education Institutions in South Africa.

4) RISK AND DISCOMFORT INVOLVED.

There is a no risk participating in this study and there is no experiment involve. The questionnaire can take up to 30 minutes to complete.

5) POSSIBLE BENEFITS OF THIS STUDY.

Your contribution in this study will contribute in the development of a succession planning framework for leadership development of nurse educators in Nursing Education Institutions in South Africa. The envisaged succession planning framework may attract younger nurse educators to Nursing Education Institutions in South Africa.

6) WHAT ARE YOUR RIGHT AS A PARTICIPANT?

Your participation in this study is entirely voluntary. You can refuse to participate or stop at any time during the completion of the questionnaire without giving any reason or penalty.

7) HAS THE STUDY OBTAINED ETHICAL APPROVAL?

This study has received written approval from the ethics committee of the faculty of Health Sciences at the University of Pretoria. A copy of the approval letter is available if you wish to have one. The contact person at the ethics committee of the University of Pretoria is Ms D Behari and she can be contacted on 012 356 3084 or fax number 086 6516 047 or e-mail her at deepeka.behari@up.ac.za.

8. INFORMATION AND CONTACT PERSONS

The contact person for this study is Ms MAR du-Plessis. In case you have any questions about the study please contact her at 073 269 3258 or 012 356 3153 or moselene.appel@up.ac.za respectively.

9) CONFIDENTIALITY

Moselene Annelene Rosemary Du Plessis

Your name and other identifiable information will be kept strictly confidential. Research reports and articles in accredited scientific journals will not include any information that may identify you.

10) CONSENT TO PARTICIPATE IN THIS STUDY: INFORMED CONSENT

I confirm that the person asking my consent to take part in this study has told me about nature, process, risks, discomforts and benefits of the study. I have also received, read and understood the above written information (Information Leaflet and Informed Consent) regarding the study. I am aware that the results of the study, including personal details, will be anonymously processed into research reports. I am participating willingly. I have had time to ask questions and have no objection to participate in the study. I understand that there is no penalty should I wish to discontinue with the study and my withdrawal will not affect me in any way. I hereby volunteer to take part in this research.

I have received a signed copy of this informed consent agreement.

Participant's name: (Please print)

Participant's signature: Date.....

Investigator's name(Please print)

Investigator's signature Date.....

Witness's Name(Please print)

Witness's signature Date.....

ANNEXURE B2

**QUESTIONNAIRE HOD's:
A SUCCESSION PLANNING
FRAMEWORK FOR LEADERSHIP
DEVELOPMENT OF NURSE
EDUCATORS IN NURSING
EDUCATION INSTITUTIONS IN
SOUTH AFRICA**





UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
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Faculty of Health Sciences

SCHOOL OF HEALTH CARE SCIENCES

Department of Nursing Science

QUESTIONNAIRE: TO BE COMPLETED BY HEAD OF DEPRARTMENTS IN NURSING EDUCATION INSTITUTIONS IN SOUTH AFRICA

TITLE: A SUCCESSION PLANNING FRAMEWORK FOR LEADERSHIP DEVELOPMENT OF NURSE EDUCATORS IN NURSING EDUCATION INSTITUTIONS IN SOUTH AFRICA

General Information:

1. Please complete the questionnaire by marking the appropriate block with an **(X)**.
2. Where indicated provide a brief description.
3. Please, do not write your name anywhere on the questionnaire.
4. Please remember that there are no right or wrong answer as it is your personal experience or opinion that is important for your study.

Thank you for your willingness to complete this questionnaire.

Questionnaire No-----

Date:		Respondent Number:		(Official use)			
Section A: Respondent's Biographical Information							Official use
A 1	Sex	Male	1	Female	2	A 1	
A2	Age	.....Years					A 2
A 3	Highest qualification	PhD	1	Master's degree	2	A 3	
		B degree	3				
		Others (specify):			4		
A3.1	State Number of years in Leadership	.....Years					
A 4	Type of institution you are employed.	University	1	College	2	A 4	
A 5	How many years of experience do you have as a Head of a nursing Department?	.....Years					A 5
A 6	Have you received any in-service training on succession planning?	Yes	1	No	2	A 6	
A 7	How many nurse educators are working in the nursing department?	.....number of nurse educators					A 7
A 8	How many nurse educators are Below age 40 in the nursing department?	.....number of nurse educators					A 8
A 9	How many nurse educators are between ages 40 – 49 in the nursing department	.....number of nurse educators					A 9
A 10	How many nurse educators are between ages 50 – 59 in the nursing department?	.....number of nurse educators					A 10
A 11	How many nurse educators are 60 years and above in the nursing department?	.....number of nurse educators					A 11

A 12	Do you have a successor for your current position?	Yes	1	No	2	A 12
A 13	If you answered YES to question A 12, Provide more detail.					A 13
A 14	If you answered NO to question A12, Provide more detail.					A 14
A 15	Do you have a formal succession planning framework for leadership development of nurse educators in place in the nursing department?	Yes	1	No	2	A 15
SECTION B: Succession Planning Process						
The next 10 questions are about current succession planning processes for leadership development of nurse educators IN YOUR NURSING DEPARTMENT. Please read each statement and select ONLY ONE response for each statement by using a scale ranging from 1 to 4. Please cross out the block to indicate you response to each statement.						
1= Strongly agree		2 = Disagree		3 = Agree		4 = Strongly disagree.
B 16	The institution`s strategic plan include a succession planning process for leadership development of nurse educators.	1	2	3	4	B 16
B 17	The succession planning process for leadership development of nurse educators support the long-term vision and strategic direction of the institution.	1	2	3	4	B 17
B 18	The succession planning process for leadership development of nurse educators are linked to the core institutional values.	1	2	3	4	B 18
B 19	The succession planning processes for leadership development of nurse educators are clearly defined and well understood by all nurse educators in the nursing department.	1	2	3	4	B 19
B 20	I receive the necessary support from senior management to effectively implement the succession planning process for leadership development of nurse educators.	1	2	3	4	B 20
B 21	I am in partnership with senior management and human resource department in determining current workforce supply and anticipated demand, to upscale implementation of the succession planning process.	1	2	3	4	B 21
B 22	I use assessment instruments to determine the competency and skills levels of current nurse educators to identify, recruit and develop pools of talents for future leadership positions.	1	2	3	4	B 22

B 23	I spearhead the succession planning process for leadership development of nurse educators.	1	2	3	4	B 23
B 24	I am personally involved in evoking new talent into the nursing department by developing a sound cadre of nurse educators for future leadership positions.	1	2	3	4	B 24
B 25	List 5 suggestions to assist in enhancing implementation of succession planning process. 1. 2. 3.					B 25

Section C = Succession Planning Strategies							
The next 8 questions are about succession planning strategies used for leadership development of nurse educators IN YOUR NURSING DEPARTMENT.							
C 26	Itemise in order of importance 5 succession planning strategies currently used for leadership development of nurse educators.					C 26	
	1. 2. 3.						
C 27	Specify the length of time allocated for leadership development of nurse educators.	.....months			C 27	
Please read each statement and select ONLY ONE response for each statement by using a scale ranging from 1 to 4. Please cross out the block to indicate your response to each statement.							
1= Strongly agree		2 = Disagree		3 = Agree		4 = Strongly disagree.	
C 28	How often do predecessors monitor the progress of successors during the succession planning process?	Annually	1	Half yearly	2	C 28	
		Quarterly	3	Monthly	4		

		Other (specify).....	5			
C 29	How frequently do the Head of Department (HOD) receive written reports from predecessors regarding the progress of successors during the succession planning process?	Annually	1	Half yearly	2	C 29
		Quarterly	3	Monthly	4	
		Other (specify).....			5	
C 30	How often do the Head of Department (HOD) evaluate the overall implementation of the succession planning process?	Annually	1	Half yearly	2	C 30
		Quarterly	3	Monthly	4	
		Other (specify).....			5	
<p>D = Succession Planning Challenges.</p> <p>The next question is about challenges that influence the implementation of succession planning process for leadership development of nurse educators IN YOUR NURSING DEPARTMENT.</p>						
D 31	Itemise challenges that influence the implementation of succession planning process for leadership development of nurse educators in your department.					D 31
	1. 2. 3.					
D 32	Is there anything else that you would like to add?				1	D 32

	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		
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Thank you for participating

ANNEXURE C1

**PICD NURSE EDUCATORS:
A SUCCESSION PLANNING
FRAMEWORK FOR LEADERSHIP
DEVELOPMENT OF NURSE
EDUCATORS IN NURSING
EDUCATION INSTITUTIONS IN
SOUTH AFRICA**





UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Denkleiers • Leading Minds • Dikgopolo tša Dihlalefi

Principal Investigator: Moselene AR du-Plessis: University of Pretoria, Department Nursing Science,

Private Bag X323 ARCADIA 0007 Pretoria – Republic of South Africa

Enquiries / Navrae: Moselene.Appel@up.ac.za Tel: 012 356-3153 / 073 269
3258, Fax: (012) 354-1490

Information leaflet and informed consent to completed and signed by nurse educators who voluntary participate in a focus group interview on succession planning in Nursing Education Institutions (NEIs), in South Africa.

Faculty of Health Sciences

SCHOOL OF HEALTH CARE SCIENCES

Department of Nursing Science

Title: A Succession Planning Framework for Leadership Development of Nurse Educators in Nursing Education Institutions in South Africa.

Dear Participant

Dear Mr. / Mrs. _____ date of consent procedure ____./____./____

1) INTRODUCTION

You are invited to volunteer for a research study. This information leaflet is to assist you to decide if you would like to participate. Before you agree to take part in this study you should fully understand what is involved. You should not agree to take part unless you are completely satisfied about all the procedures involved. If you have any questions, which are not fully explained in this leaflet, do not hesitate to ask the principal investigator, Ms MAR du-Plessis or supervisor, Prof I Coetzee on 012 356 3173 or Dr AE van der Wath on 012 356 3172. Please note that your participation is voluntary and no compensation will be given for your participation.

Moselene Annelene Rosemary Du Plessis

2) THE NATURE AND PURPOSE OF THIS STUDY

The aim of this study is to develop a succession planning framework for leadership development of nurse educators in Nursing Education Institutions in South Africa. You are an invaluable source of information in this study.

3) EXPLANATION OF PROCEDURES TO BE FOLLOWED

You are invited to be a member of a focus group. The group will consist of at least five (5) group members. The focus group discussions will be led by the researcher and can take up to 90 minutes. During the interview the researcher would like to use an audio recorder and take notes but only with your permission for data collection to explore and describe nurse educators' perceptions on succession planning processes in Nursing Education Institutions in South Africa.

4) RISK AND DISCOMFORT INVOLVED.

There is no risk participating in this study and there is no experiment involved. However, there will be a debriefing session available if you may find the interview stress or anxiety provoking.

5) POSSIBLE BENEFITS OF THIS STUDY.

Your contribution in this study will contribute in the development of a succession planning framework for leadership development of nurse educators in Nursing Education Institutions in South Africa. The envisaged succession planning framework may attract younger nurse educators to Nursing Education Institutions in South Africa.

6) WHAT ARE YOUR RIGHTS AS A PARTICIPANT?

Your participation in this study is entirely voluntary. You can refuse to participate or stop at any time during the completion of the questionnaire without giving any reason or penalty.

7) HAS THE STUDY OBTAINED ETHICAL APPROVAL?

This study has received written approval from the ethics committee of the faculty of Health Sciences at the University of Pretoria. A copy of the approval letter is available if you wish to have one. The contact person at the ethics committee of the University of Pretoria is Ms D Behari and she can be contacted on 012 356 3084 or fax number 086 6516 047 or e-mail her at deepeka.behari@up.ac.za

8) INFORMATION AND CONTACT PERSONS

The contact person for this study is Ms MAR du-Plessis. In case you have any questions about the study please contact her at 073 269 3258 or 012 356 3153 or moselene.appel@up.ac.za respectively.

Moselene Annelene Rosemary Du Plessis

9) CONFIDENTIALITY

Your name and other identifiable information will be kept strictly confidential. Research reports and articles in accredited scientific journals will not include any information that may identify you.

10) CONSENT TO PARTICIPATE IN THIS STUDY: INFORMED CONSENT

I confirm that the person asking my consent to take part in this study has told me about nature, process, risks, discomforts and benefits of the study. I have also received, read and understood the above written information (Information Leaflet and Informed Consent) regarding the study. I am aware that the results of the study, including personal details, will be anonymously processed into research reports. I am participating willingly. I have had time to ask questions and have no objection to participate in the study. I understand that there is no penalty should I wish to discontinue with the study and my withdrawal will not affect me in any way. I hereby volunteer to take part in this research.

I have received a signed copy of this informed consent agreement.

Participant's name: (Please print)

Participant's signature: Date.....

Investigator's name(Please print)

Investigator's signature Date.....

Witness's Name(Please print)

Witness's signature Date.....

Moselene Annelene Rosemary Du Plessis

ANNEXURE C2

**INTERVIEW GUIDE FOR FOCUS
GROUP INTERVIEW WITH NURSE
EDUCATORS**





UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
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Denkleiers • Leading Minds • Dikgopolo tša Dihlalefi

Principal Investigator: Moselene AR du-Plessis: University of Pretoria, Faculty of Health Sciences, Department Nursing Science, Private Bag X323 ARCADIA 0007 Pretoria – Republic of South Africa Enquiries / Navrae: Moselene.Appel@up.ac.za Tel: 012 356-3153 / 073 269 3258, Fax: (012) 354-1490

Principal researcher: Moselene AR du-Plessis

A SUCCESSION PLANNING FRAMEWORK FOR LEADERSHIP DEVELOPMENT OF NURSE EDUCATORS IN NURSING EDUCATION INSTITUTIONS IN SOUTH AFRICA

Section A: Background information

- How old are you?
- How long have you been working in the institution?
- What is your highest level of education?

Section B: Succession planning process

- Describe succession planning processes that are practiced for leadership development of nurse educators in your institutions.
- Describe the length of time allocated for leadership development of nurse educators through succession planning in your institution.

Section C: Succession planning strategies

- Explain the strategies employed for succession planning.

Section D: Challenges influencing Succession planning

Moselene Annelene Rosemary Du Plessis

- Explain the challenges that may influence the implementation of succession planning in your institution.
- Describe the suggestions you have for the development of a succession planning framework for leadership development of nurse educators HEI`s in South Africa.

Thank you for your participation in this study.

ANNEXURE D1

**PICD STAKEHOLDER WORKSHOP:
A SUCCESSION PLANNING
FRAMEWORK FOR LEADERSHIP
DEVELOPMENT OF NURSE
EDUCATORS IN NURSING
EDUCATION INSTITUTIONS IN
SOUTH AFRICA**





UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
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Principal Investigator: Moselene AR du-Plessis: University of Pretoria, Department Nursing Science,

Private Bag X323 ARCADIA 0007 Pretoria – Republic of South Africa

Enquiries / Navrae: Moselene.Appel@up.ac.za Tel: 012 356-3153 / 073 269
3258, Fax: (012) 354-1490

Information leaflet and informed consent for Stakeholders involved in nursing education and training
in South Africa

Faculty of Health Sciences

SCHOOL OF HEALTH CARE SCIENCES

Department of Nursing Science

Title: A Succession Planning Framework for Leadership Development of Nurse Educators in Nursing Education Institutions in South Africa.

Dear Participant

Dear Mr. / Mrs. _____ date of consent procedure ____./____./____

1) INTRODUCTION

You are invited to volunteer for a research study. This information leaflet is to assist you to decide if you would like to participate. Before you agree to take part in this study you should fully understand what is involved. You should not agree to take part unless you are completely satisfied about all the procedures involved. If you have any questions, which are not fully explained in this leaflet, do not hesitate to ask the principal investigator, Ms MAR du-

Moselene Annelene Rosemary Du Plessis

Plessis or supervisor, Prof I Coetzee on 012 356 3173 or Dr AE van der Wath on 012 356 3172. Please note that your participation is voluntary and no compensation will be given for your participation.

2) THE NATURE AND PURPOSE OF THIS STUDY

To aim of this study develop a succession planning framework for leadership development of nurse educators in Nursing Education Institutions in South Africa. You are an invaluable source of information in this study.

3) EXPLANATION OF PROCEDURES TO BE FOLLOWED

You are invited to participate in a workshop for stakeholder's involved in nursing education and training in South Africa. A nominal group technique (group discussions) will be conducted to capture first-hand information from those working in the frontline of Nursing Education Institutions in South Africa. During the interview the researcher would like to use an audio recorder but only with your permission. There will be three (3) groups; each group will consist of at least five (5) group members. Apart from the three (3) groups you will be joined by three (3) experts who are grounded in the field of leadership, human resource management and the implementation of succession planning process to confirm that consensus has been reached by the end of the group discussions. The focus group discussions will be led by the researcher and two study supervisors and can take up to 2 hours. The seating arrangement will be U-shape, with a flip chart at the open end of the U-shape. The researcher will provide each table with a felt-tip pen; masking tape; paper, pencil, and 3" x 5" index cards for each participant.

Before the onset of small group discussions the researcher will first update you on the study findings of phase one and phase two. Thereafter the researcher will present the question to be addressed to the group. The facilitator will then ask each group member to write ideas in brief phrases and to work independently. Each group generates ideas and writes them down. Group members will be encouraged to share the ideas they have generated. The facilitator will record each idea on a flip chart using the words spoken by the group member. After all ideas have been recorded, each idea will be discussed to confirm clarity and importance. Each group member will be request to vote privately in order to prioritise the ideas. To start, each group member selects the five most important items from the group list and writes one idea on each index card. Next, each member ranks the five ideas selected, with the most important receiving a rank of 5, and the least important receiving a rank of 1. The ideas that are the most highly rated by the group will be the most favoured group actions or ideas in response to the question posed by the facilitator. The input and consensus reached during the stakeholders meeting will guide the drafting of the envisaged succession planning framework.

4) RISK AND DISCOMFORT INVOLVED.

There is a no risk participating in this study and there is no experiment involve. The meeting can last up to two hours. However, there will be a debriefing session available if you may find the interview stress or anxiety provoking.

5) POSSIBLE BENEFITS OF THIS STUDY.

Your contribution in this study will contribute in the development of a succession planning framework for leadership development of nurse educators in Nursing Education Institutions in South Africa. The envisaged

Moselene Annelene Rosemary Du Plessis

succession planning framework may attract younger nurse educators to Nursing Education Institutions in South Africa.

6) WHAT ARE YOUR RIGHT AS A PARTICIPANT?

Your participation in this study is entirely voluntary. You can refuse to participate or stop at any time during the completion of the questionnaire without giving any reason or penalty.

7) HAS THE STUDY OBTAINED ETHICAL APPROVAL?

This study has received written approval from the ethics committee of the faculty of Health Sciences at the University of Pretoria. A copy of the approval letter is available if you wish to have one. The contact person at the ethics committee of the University of Pretoria is Ms D Behari and she can be contacted on 012 356 3084 or fax number 086 6516 047 or e-mail her at deepeka.behari@up.ac.za.

8) INFORMATION AND CONTACT PERSONS

The contact person for this study is Ms MAR du-Plessis. In case you have any questions about the study please contact her at 073 269 3258 or 012 356 3153 or moselene.appel@up.ac.za respectively.

9) CONFIDENTIALITY

Your name and other identifiable information will be kept strictly confidential. Research reports and articles in accredited scientific journals will not include any information that may identify you.

10) CONSENT TO PARTICIPATE IN THIS STUDY: INFORMED CONSENT

I confirm that the person asking my consent to take part in this study has told me about nature, process, risks, discomforts and benefits of the study. I have also received, read and understood the above written information (Information Leaflet and Informed Consent) regarding the study.

I am aware that the results of the study, including personal details, will be anonymously processed into research reports. I am participating willingly. I have had time to ask questions and have no objection to participate in the study. I understand that there is no penalty should I wish to discontinue with the study and my withdrawal will not affect me in any way. I hereby volunteer to take part in this research.

I have received a signed copy of this informed consent agreement.

Participant's name: (Please print)

Participant's signature:

Date.....

Moselene Annelene Rosemary Du Plessis

Investigator's name(Please print)

Investigator's signature Date.....

Witness's Name(Please print)

Witness's signature Date.....

Thank you for your participation

ANNEXURE E**LETTER OF STATISTICAL
SUPPORT**


BIostatISTICS UNIT
LETTER OF STATISTICAL SUPPORT

Date: 25/08/2016

This letter is to confirm that the researcher, Moselene, Annelene Rosemary du-Plessis, a PhD student at the department of Nursing Science, Faculty of Health Sciences, and University of Pretoria discussed the Project titled "A SUCCESSION PLANNING FRAMEWORK FOR LEADERSHIP DEVELOPMENT OF NURSE EDUCATORS IN HIGHER EDUCATION INSTITUTIONS IN SOUTH AFRICA" with me.

I hereby confirm that I am aware of the project and also undertake to assist with the statistical analysis of the data generated from the project.

DATA ANALYSIS

The aim of this study will be to develop a succession planning framework for leadership development of nurse educators in HEI's in South Africa. One of the broad objectives include understanding the current succession planning processes are in place for leadership development of nurse educators according to nursing heads of departments in HEIs in South Africa. The information will be collected through the administration of semi-structured questionnaire. The data from the questionnaire will be captured using Excel software. This will be converted into a Stata format.

The data analysis will be predominantly descriptive presenting summary statistics in terms of frequencies, and proportions and associated 95% confidence interval generally according to the layout domains (Process, Strategies and Challenges). Thereafter results will be summarized by the demographic characteristics of the participants. Furthermore, the effects of factors influencing the domains (Process, Strategies and Challenges) will be evaluated using cross-tabulations to achieve the objectives. The statistical tool that will be used will primarily be Stata 14.1 to achieve the objective.

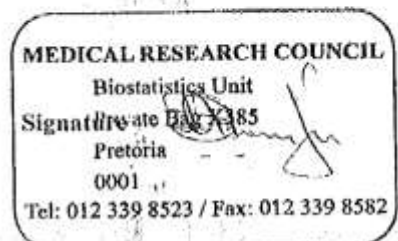
SAMPLE SIZE

It is recommended that the questionnaire be administered to all eligible Heads/Managers of relevant departments in the Universities and Colleges of Nursing. This implies that a minimum of 100 participants (15 from the Universities and 85 from the colleges respectively).

Name Dr SAS Olorunju

Biostatistics Unit
MRC, Pretoria

Tel: 0123398553



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