

**LEADERSHIP DEVELOPMENT AND SUCCESSION PRACTICES IN
GOVERNMENT SECONDARY SCHOOLS OF HARARI
REGIONAL STATE**

MA THESIS

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NOVEMBER, 2017

HARAMAYA UNIVERSITY, HARAMAYA

**Leadership Development and Succession Practices in Government
Secondary Schools of Harari Regional State**

**A Thesis Submitted to the Department of Educational Planning and
Management College of Education and Behavioral Sciences
Postgraduate Program Directorate
HARAMAYA UNIVERSITY**

**In Partial Fulfillment of Requirements for the Degree of
MASTER OF ARTS IN EDUCATIONAL LEADERSHIP**

By

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November, 2017

Haramaya University, Haramaya

DEDICATION

I dedicate this thesis to my father Fisseha Asfha and my mother Tinber Yohannes.

STATEMENT OF THE AUTHOR

First, I declared that this thesis is the result of my own work and that all sources of materials used for this thesis have been duly acknowledged. This is submitted in partial fulfillment of the requirements for the degree of Master of Arts in School Leadership, Haramaya University and to be made available at the University's library under the rule of the library. I assertively declare that this thesis has not been submitted to any other institution anywhere for award of any academic degree, diploma, or certificate.

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BIOGRAPHICAL SKETCH

The author was born in Axum on July 24, 1984. He attended his primary school at Adventist Seven Days Primary School and his secondary school education at Atse Yohannes Secondary School. The author earned his BED Degree in 2005 from Jimma University in Mathematics and joined Haramaya University in July 2011, to pursue his Master of Arts degree in Educational Leadership. The author has six years of teaching experience of which 2 years in government school, the rest 4 years in SOS Hermann Gmeiner School Mekelle. Besides, he has worked as a lead teacher and academic director for the last six years in SOS Hermann Gmeiner School, Harar. Thus, overall he has about six years of principal leadership experience s.

ACKNOWLEDGMENTS

First, I would like to put forward my deepest gratitude to my major advisor, Muhammed Kedir (Assistant Professor) for his unreserved professional guidance as well as time and effort he had devoted from the preparation of the proposal to the final thesis. Next, my thanks goes to Bahir Adem (PhD) for his patient guidance, fruitful discussions, encouragement and advice throughout this study.

I would like to thank all respondents: supervisors, principals, vice principals, unit leaders, and department heads and teachers of Harar Secondary School, Abadir Secondary School, Hamare ssa Secondary School and members of Harari Regional Education Office for volunteering their time and expertise to this study.

ABBREVIATIONS AND ACRONYMS

CEO	Chief Executive Officer
CPD	Continuous Professional Development
HPNRS	Harari People National Regional State
HR	Human Resource
MoE	Ministry of Education
NGO	Non-governmental Organization
SIP	School Improvement Program
SNNPR	Southern Nations Nationalities of People Representatives
SPSS	Statistical Package Social Sciences
UNESCO	United Nations, Educational, Scientific and Cultural Organization

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LEADERSHIP DEVELOPMENT AND SUCCESSION PRACTICE IN GOVERNMENT SECONDARY SCHOOLS OF HARARI REGIONAL STATE

Nahusenay Fisseha

ABSTRACT

The purpose of this study was to investigate the leadership development and succession practice in Government Secondary Schools of Harari Regional State. In this study, descriptive survey research design was used with mixed research. Among the 4 government secondary schools in the region, 3 were taken as a sample by using purposive sampling method. The sample teachers 138 were selected by using stratified random sampling technique. Additionally, 32 school leaders (3 school principals, 6 vice principals, 12 unit leaders, 11 department heads) and 5 secondary school supervisors were selected by available sampling technique. The instruments of data collection were questionnaires, semi structured interview and document review. The quantitative data were analyzed by descriptive statistics such as mean, frequency, percentage and standard deviation; and inferential statistics such as t test and p value. The qualitative data gathered were analyzed through narration. The findings of the study indicated that the leadership development practices in secondary school of Harari Regional State were poor in assessment and coaching development strategies. Regarding succession planning practice, the findings revealed that there were poor performance in human resource planning, reward management, talent management and diversity management. And, medium performance in performance management, training and development, career management and management involvement. And, finally regarding the assignment of leaders in school, the finding indicated that political assignment is used as popular way of selecting a leader for the position. The major challenges of schools in implementing leadership development were turnover of principals/vice principals, disproportional number of supervisors to secondary schools, Woreda offices influenced the recruiting of candidates for succession planning, poor self development culture of school leaders through CPD and loss of autonomous capacity of schools in governing the school. Generally, it is possible to conclude that assignment of leaders to position was more of political and the practice of leadership development is not upto the expectation. Therefore, Regional Education Bureau is advised to have Leadership development and succession planning manual which is clear and official to all employees from the day of induction and be reviewed after certain period of time to address these challenges, schools and supervisor have to take the responsibility of developing heads of department and unit leaders in cooperation with the Regional Education Bureau Secondary schools supervisors are encouraged to strictly monitor CPD program especially for school leaders. Besides, they have to make sure whether the issue of leadership development and succession planning is incorporated in SIP.

1. INTRODUCTION

1.1. Background of the Study

Organizations of all sizes and industries are currently facing a range of leadership development challenges, including decimated mid-management levels that often rob high-potential managers of critical on-the-job experiences, depleted resources for employee development, and a rapidly aging workforce that may create shortfalls of experienced managerial talent for senior leadership positions (Rothwell, 2002).

Similarly, today though, the demand for effective leadership and systematic leadership development in Africa is growing more rapidly than ever before. Regina and Simon (2010) stated that there is no doubt that the need for effective leadership in Africa is high. But traditionally, talented leaders have not received much structured support for developing their full leadership potential. For this reason, many organizations in Africa are underperforming. By strengthening leadership skills, they could improve their business results and strengthen their prospects for sustainable growth and prosperity. So, it is possible to bring tremendous changes by investing on leaders.

The widespread flattening of organizational structures and significant changes in work arrangements force executives and management development professionals to rethink how high potential managers attain the requisite developmental experiences for senior leadership. Furthermore, US workforce statistics suggest that succession planning poses an incredible challenge as the baby boomer generation retires and far fewer college-educated workers are prepared to replace them (Rothwell, 2002). In addition, Kilian *et al.* (2005) articulated the specific career advancement challenges that women and people of color often face in corporate environments, including a lack of mentors and personal networks, stereotyping, and a lack of visible and/or challenging assignments.

However, research evidence suggests that many highly successful companies overcome these and other challenges by marrying the leadership development and succession planning processes for optimal identification, development, and placement of leadership talent (Conger and Fulmer, 2003). Therefore, it can be easily understood that if organizations successfully integrate leadership development with succession planning, the sustainability of leadership will be ensured.

Hennery Fayol's theory regarding surrounding succession planning also indicated that failure to prepare the workforce of tomorrow would lead to filling leadership vacancies improperly. The need to have a body present in the vacant position has often times been a motivator for hiring unqualified individuals. Fayol advised companies to resist this urge and encouraged them to think beyond their present workforce needs (Collins, 2007). So, organizations in the present competitive global market have to be more proactive than reactive in hiring leaders to position.

A study conducted in Malaysia Higher education institutions shows also that organization were slow to embrace and incorporate succession planning approach. But, the finding shows that succession planning is related with knowledge management and career development (Awani, 2016).

As far as the researcher's experience is concerned, school leaders usually face variety of difficulties in managing, planning, controlling and organizing which hinder school's success. In addition to the barriers, principals and vice principals are most of the time criticized for not enhancing student's achievement and for not realizing overall quality education in school. On the other hand, the Ethiopian education system is now in a process of implementing the School Improvement Program (SIP) that gives special attention for quality education. One of the main pillars is leadership. If leadership is considered as a main pillar for overall improvement of a school, the leader has to be developed. To this end the sustainability of the leadership has to be also maintained. Therefore, the purpose of this study was to study the leadership development and succession planning practices and extent of implementation in Government Secondary Schools of Harari Regional State.

1.2. Statement of the Problem

Leadership is always the center of quality education. Now-a-days, the issue of quality education has become burning issue in our country. As a matter of fact, leadership in school is one of the main pillars of SIP (MoE, 2011). Leadership is critical to school and system effectiveness and, more specifically, student success. There is a growing body of research pointing to the integral relationship between school leadership and student achievement. A variety of studies pointing to strong relationships between leadership and mission and goal clarity, overall school climate, the attitudes and classroom practices of teachers, the

organization of curriculum and instruction, and students' opportunity to learn (Marzano, 2003).

Therefore, developing leaders means developing the school and the school system as a whole. Researchers have revealed that Leadership development seems to be a major concern for organizations nowadays. Many developmental initiatives are being promoted and implemented, and millions are spent annually on leadership development (Boyatzis and Saatcioglu, 2008).

Moreover, the researcher's rich experience as a school leaders and day to day observation in government schools shows that, schools are not placing enough emphasis on cultivating the next generation of leaders that will be required to sustain competitive advantage and continuity. Schools historically promoted employees into leadership roles without thoroughly evaluating the true capabilities of these individuals. Possessing a technical skill often times has been the basic reason for promotion. However, technical skill does not always translate into leadership ability. Many of these talented individuals drown in their new roles largely due to the lack of leadership training and capability. On the other hand, many internally qualified employees are overlooked for promotional opportunities because top level administrators are often unaware of the encompassing organizational talent.

Both international and continental researches are conducted in one way the other similar with this study. Best practice organizations in USA effectively integrate leadership development and succession planning systems by fully utilizing managerial personnel in developing the organization's mentor network, identifying and codifying high potential employees, developing high potentials via project-based learning experiences and manager-facilitated workshops, establishing a flexible and fluid succession planning process, creating organization-wide forums for exposing high potential employees to multiple stakeholders, and establishing a supportive organizational culture(Grooves, 2007).

Tunje (2014) conducted study in large media house in Kenya. The findings reveal that there is a positive relationship between succession planning practices and employee retention. Additionally, the findings suggest that succession planning practices are evidently implemented in the media houses though only for key positions and not all positions. The findings also suggest that career management is critical as majority of the employees feel that

there are no clear career paths and if they exist, they are too narrow. This is evident in that though it has been implied that employees leave in search of better benefits and pay the strong reason why they leave is mostly for career progression.

There are also local researches on this area. For example, Behailu (2012) conducted study in selected government beureaus of Oromiya regional state on leadership development strategy, states that the current practice of leadership was in poor performance. The strategies for leadership development were not integrated and well performed. Those programs or strategies currently implemented for leadership development in the Bureaus were restrained by various factors like personal and organizational. The study also pointed out that Bureaus have an inconsistent leadership development philosophy that does not properly support and promote a leadership development.

Taju (2015) conducted a research in Gurage Zone of SNNPR states that school leaders do not perform their instructional leadership practices strongly due to lack of attention to instructional practices and limited knowledge and skills in their profession. Similarly, Demeke (2015) conducted comparative study in East shoa Zone, the instructional leadership practices in both public and private Secondary schools are highly affected by shortage of qualified instructional leader in the area of pedagogy and lack of training program on the area of instructional leadership.

Markos (2011) also indicates that professional and continuous training was not given for school leaders, which affects their performance in bringing school progress. Similarly, Samson (2011) conducted study in Harar Secondary Schools, stated that one of the major problems for achievement of quality education is lack of knowledge in leadership and has recommended principals to be replaced by knowledgeable and skilled personnel.

The researcher has made efforts to find out studies that shows the current status of leadership development and succession practice in Harari region. But, to the researcher's knowledge, it seems that no research has been conducted in response to the problems observed in leadership development and succession practice in the study area.

All the local research findings indicated above dealt one way the other on the effectiveness of school leadership. Therefore, this study is unique since it gave more emphasis to leadership development and succession practice in secondary schools. It tried to investigate the practice

of leadership development and succession practice in the selected secondary schools in Harari Regional State.

1.3. Research Questions

To investigate the practice of leadership development and succession in government secondary schools of Harari regional State, the following research questions were posed.

1. What are the practices of leadership development in government secondary schools of Harar Regional State?
2. What are the practices of succession planning in government secondary schools of Harari Regional State?
3. How the school leaders' assignment looks like in secondary school of Harari Regional State?
4. What are the major problems in practicing leadership development and succession planning?

1.4. Objectives of the Study

Here below, both general and specific objectives are dealt with.

1.4.1. General objective

The General objective of this study was to investigate the practice of leadership development and succession practice in government secondary schools of Harari Regional State.

1.4.2. Specific objectives

The specific objectives of this study were intended to;

- explain the extent to which leadership development is practiced.
- examine the extent to which succession planning is practiced.
- analyze the ways of assigning the school leaders in to position in the study area.
- identify the major challenges in leadership development and succession planning practices.

1.5. Significance of the Study

As a result of this research, Regional Education Bureau may have empirical evidence on school leadership development practices and their relationship with succession planning. As a

result, it is hoped that the study serves as a tipping point for strategic change in the way the Regional Education Bureau identify, select, professionally develop, evaluate, create succession planning strategies and place its leaders by generating meaningful discussions at the right levels to the region. Supervisors may use the study findings in order to support school leaders in improving the quality leadership.

To this end, this study may have its own contribution in; unveiling some ways of developing leadership in schools in order to better develop leaders and helping Regional Education Bureau to revisit the existing leadership development and succession strategies.

It may help school leaders to be exposed to the usefulness of some leadership development and succession planning strategies. Through the findings of this study, school leaders might become more knowledgeable and successful in the leadership of their organizations. Schools will hopefully use results of this type of research to design more effective leadership development strategy or programs and justify the return on their training investment to heads of department and unit leaders. It may help students to be benefited due to effective implementation of the teaching and learning process. Finally, other interested researchers in this area may use this research as a base mark for referencing and comparing their results.

1.6. Delimitations of the Study

It would have been better to study this at regional level. However, large scale study requires much resource, time and human power. Therefore, the study was delimited to Hamaressa Secondary School, Abadir Secondary School and Harar Senior Secondary School. This is because these schools have best experiences in all horizons .

Regarding the concepts it was delimited to leadership development and succession planning practice. The main concern of the study was assessing the practices of schools in leadership development and succession planning practice and major challenges the schools were facing.

The school leadership consists of school leaders who are occupying various roles and functions such as principals, assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont et al., 2008). But in this study school leaders refers principals, vice principals, department heads and unit leaders as they are the

most responsible and accountable in running the teaching process. Thus, the study is delimited to these stakeholders.

There are many research designs to analyze data. Among those, this study was delimited to descriptive survey design. Because, descriptive survey design is preferable methods because it helps to know the status of the problem and accurately shows the current existence of phenomenon in natural setting.

1.7. Limitations of the Study

It is obvious that research work cannot be free from any limitations. Hence, some limitations were also observed in this study. One apparent limitation was that some of the teachers and school leaders (principals, unit leaders, vice principals and department heads) were busy and had no enough time to respond to questionnaires and interview. However, the researcher was able to minimize these problems by making open discussions on the objective of the study. The return rate of the questionnaires was also maximized because some of colleagues helped by encouraging respondents to fill in the questionnaires and return them. Another limitation was lack of relevant literature on the topic, especially on the practice of leadership development and succession planning in the area of education and Ethiopian contexts.

There is acute shortage of books or lack of updated related literature in the area. To minimize this, researcher used all opportunity of searching in library and internet. In spite of these short comings, however, an attempt was made to make the study as complete as possible.

1.8. Definitions of key Terms

Challenge Difficulty that hinders schools for not implementing leadership development and succession planning practice.

Government Secondary Schools is a structure of educational system that includes secondary Grade 9 and 10 which are governed under government.

Leadership development is expanding the collective capacity of organizational members to engage effectively in leadership roles and process.

Practice is a way of leadership development and succession planning applied by government secondary schools.

School leaders is administrative head and a professional leader for school system, policy and manages the school's total program. For this study it refers to principals, vice principals, department head and unit leaders.

Succession Planning is succession planning as the deliberate and systematic effort made by an organization to identify, develop, and retain individuals with a range of leadership competencies who are capable of implementing current and future organizational goals.

1.9. Organization of the Study

This research paper is organized into five chapters. The first chapter holds the introductory part of the study which consists of background of the research, statement of the problem, significance, delimitation, limitation and operational of the study. The second chapter deals with review of literature pertinent to the research. The third chapter discussed about research methodology. The collected data from the subject of the study are carefully analyzed and interpreted under the fourth chapter. The fifth chapter summarizes the research and forward conclusion and recommendation on the findings of the study. Reference and appendix which include questionnaire and interview format are also included.

2. REVIEW OF RELATED LITARETURE

2.1. Concept of Leadership

Leaders exercise leadership. Leadership is about influence. It lies at the core of all human activities and interactions. It is the foundation for progress, and strong leadership is the cornerstone for success. According to Avolio (2004), “there is no greater force for achieving good or evil than leadership”. To put this in context, leadership has been argued to be the single competitive advantage that organizations can have in today’s markets (McCall, 1998). Although intangible, leadership skills enhance and amplify reputational assets, thus positioning organizations for sustainable competitive advantage (Petrick *et al.*, 1999). There is increasing awareness that the “softer” side of business is a new source of competitive advantage on which organizations can and must capitalize (Lawler, 2008).

However, leadership was believed to be an innate, heritable aptitude that an individual either possesses or does not. Research has shown that this may not necessarily be the case, and that different environmental, social, educational, and general life experience factors all interact to make leaders and to develop leadership potential in individuals. Research on twins, for example, concluded that heredity accounts for around 30%, of leadership potential whereas the remaining 70% is a direct result of experience (Arvey *et al.*, 2007; Avolio *et al.*, 2007).

If leadership is not necessarily innate, then it follows that it can be acquired. It is a process that can be learnt. This learning must then be assisted. A great deal of learning takes place on the job and in daily life as a result of the challenges faced, and the interactions with peers, leaders, managers, and subordinates. Beyond that natural learning that takes place on a daily basis, other developmental triggers exist, especially in organizational contexts. One such trigger is formal leadership and management development (Avolio *et al.*, 2007).

Similarly, leadership is one of the most complex human behaviors. Although there is no one single way to view leadership, experts of the field usually define leadership according to their contextual perspective and the facets of the phenomenon of most interest to them. While sociologists, psychologists, strategists, historians, and business analysts have made significant progress in learning about leadership, there remains no single universally accepted definition for a leader (Yukl, 2002).

In another researcher's view leadership can be defined as a process whereby an individual influences a group of individuals to achieve a common goal. Defining leadership as a process means that leadership is a transactional event that happens between leaders and their followers. Therefore, regardless of different approaches to its definition, leadership is a process whereby individuals influence a group of individuals to achieve a common goal (Northouse, 2007). Despite the wide spread views and controversies over the definition of leadership, Hallinger (2005) states that it is now more than 20 years since educational leadership was identified as one of the key components of good schools.

Fullan (2006) also noted that "A highly effective school leader can have a dramatic influence on the overall academic achievement of students". Based on this public demand for more effective schools have placed growing attention on the crucial role of school leaders in promoting successful teaching and learning. Another research as well suggests that effective instructional leadership strongly affects the quality of teaching and student learning (Leitwood, 2004).

The indispensable role of educational leaders is emphasized by experts of the field in such a way that educational administration practice is a blending of knowledge, practice, politics, ethics traditions and new visions (Mintzberg, 2009). Not only this but also the job of School leaders have been transformed by extraordinary economic, demographic, technological, and global change (Moshal, 2002). Because it is natural that the school leaders are changed with the responsibility to create a school climate that is sensitive to diverse situation.

2.2. Leadership Development

Leadership development seems to be a major concern for organizations nowadays. Many developmental initiatives are being promoted and implemented, and millions are spent annually on leadership development (Boyatzis and Saatchioglu, 2008) despite recent economic crises and recession. Moreover, leadership development is not confined to the business sector alone. Calls for leadership development have been made in many different sectors, one example of which is healthcare management (Runy, 2009), discusses how leadership development can be used strategically to gain competitive advantage in healthcare.

Many leadership development frameworks exist, and recent attempts have been made to provide one integrative framework (Day *et al.*, 2009) within which to approach leadership

development. Leadership development is studied from a competency perspective. Approaching it from this perspective is not to deny that other, maybe superior, approaches exist. This approach also recognizes that leadership development will be at least as complex, if not more so than leadership itself, which is multifaceted, versatile, and trans-disciplinary in nature (Halpern, 2004). Thus no single leadership development approach would be expected to cover all aspects of leadership, adult learning, and developmental theories.

Numerous complaints have been “heard” in both the academic and practitioner arenas on the question of return on investment. These complaints are also exacerbated by the fact that results and conclusions from research dealing with the issue of return on investment or developmental outcomes are often contradictory or inconclusive. Worse yet, a lot of variance is observed across studies attempting to evaluate the impact of leadership development interventions (Avolio *et al.*, 2009).

However, few studies have attempted to investigate how and why this variance occurs. In fact, many factors are at play here, such as programme design and delivery, organizational support, perceptions of relevance, and others (Mabey, 2002; Day *et al.*, 2009). Among those factors are individual differences, as individuals differ in many ways and at many different levels; for example, they differ in the capabilities and competencies they possess, in the way and the extent to which they are able and willing to learn, in the actual learning they acquire, and in whether or not they sustain that learning over time.

Now if leadership is such a highly complex process, then who is able to master this complexity? If leadership is teachable and learnable, then how can efficiency be gained in developing its potential and the competencies it involves? What may increase the probability and likelihood of successful development? How can development best be stimulated and enhanced? How can development be optimized so as to provide adequate return on investment? And finally, how do people learn and sustain learning? Do some people learn better and faster than others? What is it that impacts learning? How can people who are more apt to learn be spotted and targeted? Is there some individual characteristic that may accelerate or decelerate learning and development?

Leadership development also looks at an organization from a much larger picture. Every aspect of an organizational problem is investigated, and honest answers are encouraged from

all individuals involved (Nayab, 2010). While a large part of good leadership is to go after situations immediately that require cleanup, leadership development is not limited to problem solving or situational conflict. The greater goal of this part of training and coaching is to shift managers into real leaders. Leadership development is character development. Managers become leaders who guide, encourage, and model the characteristics required to be true leaders - for the leaders of tomorrow. They are people who care about people and genuinely want others to succeed.

Nayab (2010) also argued that unfortunately until recently, leadership development has been a much too uncommon attitude in the corporate environment. But organization is changing, and management must change with it. People are the greatest resources of any organization, and it is time they were "led" not "managed." True leadership insures continued success in the competitive marketplace. Leadership development is not limited to those who are currently "managers" needing to make the shift to "leadership," or to corporate environments where a problem exists requiring a solution. The processes described here are also an excellent way for those who already function as good leaders to become great leaders.

The strength and depth of the leadership talent pool is a key predictor of organizations success. A strong leadership pipeline requires attention to the attraction, development and retention of leaders at all levels – from project team leader to general manager to top executive. When many organizations think about developing the next generation of leadership, they often think only about those seasoned professionals who are nearly “ready now” replacements for the senior management team. In today’s highly competitive world, it is more important than ever for organizations to identify and groom employees who represent the longer-term leadership of the organization (Mercer and Wyman, 2007). When considering employees at this level, the numbers can get very large. So an organization must have: a clear understanding of the current leadership capabilities that will likely remain important, an educated view of the future leadership success profile based on future business challenges and a way to identify these current and future capabilities in workers who are early in their careers.

It is clear, for example, that developing individual leaders in isolation is unlikely to be sufficient to improve leadership across the entire organization. Furthermore, building networks and relationships may prove unproductive if the individuals within them do not have the

necessary knowledge, skills or competence to exert influence, or find themselves faced with inflexible and unsupportive organizational structures.

From an extensive review of the literature concluded that: the evidence on how management and leadership works is that it works in different ways in different situations. The practical implication of this is that to get the benefit of management and leadership development requires the design of appropriate approaches or strategy for specific situations rather than the adoption of a universal model of best practice a case of not so much what you do but how you do it (Richard, 2010).

2.3. Leadership Development Strategy

Roger (2006) studies show that the lack of strategic thinking and strategies is a common management weakness, except in the most admired organizations and those that are most successful. Strategies can be developed at several levels; corporate, organizational and functional. Developing strategy entails strategic conversation in the organization- a participative approach- and alignment of people's tasks and actions. Leadership is also about ensuring that strategy is implemented effectively. This entails enabling and ensuring commitment to it through ownership of it as well as the control mechanisms that are part and parcel of management. Leaders who focus on strategy in pursuing a vision or set of long term goals can be called strategic leaders.

A good leadership strategy takes all of the factors into account William (2009). Simply having all of the leadership positions on the organization chart filled will not produce the leadership that is required to implement strategies, adapt to change, support innovation or other important organizational agendas. It is not just having the right number of bodies, it is what those bodies do and how they relate to one another that matters. A leadership strategy makes explicit how many leaders we need, of what kind, where, with what skills, and behaving in what fashion individually and collectively to achieve the total success we seek. Very few organizations have an explicit leadership strategy.

William (2009) also added that strategy can be formulated to produce the desired future state, and implications for talent management processes can be identified. When the strategy is implemented, organizations results will provide feedback on how well the leadership strategy is working and help shape what new business strategies can be considered with the leadership

talent that has been developed. Several leadership development models that have continued to be valued by organizations identified a system of leadership practice based upon a Leadership Engine that builds teachable points of view on leadership practice from successful leaders to aspiring leaders at every organizational level. Based upon successful development and application of the model at the organizations, advocated developing organizational learning cultures to support leadership practice.

Table 1: Summary of leadership development methods

Practice	Description	Development Target
Formal program	Classroom-based learning. Shell for including a variety of practices.	Skill development, Self-knowledge, Leadership principles
360 feedback	Multi-source ratings of performance organized and presented to a manager.	Self-knowledge. Behavioral change.
Coaching	Practical, goal-focused form of one-on-one learning.	Self-knowledge. Behavioral change. Career development
Job assignments	Providing “stretch” assignments in terms of role, function, or geography.	Skills development, Broader understanding of the business
Mentoring	Advising/developmental relationship, usually with a more senior manager	Broader understanding Advancement catalyst. Lessons learned / avoid mistakes.
Networks	Connecting to others in different functions and areas.	Better problem-solving Learning who to consult for project help. Socialization.
Reflection	In-depth thinking about personal experience.	Understanding lessons of experience. Self-understanding.
Action learning	Project-based learning directed at important business problems.	Project-based learning directed at important business problems.
Outdoor challenge	Team-building experiences in outdoor/wilderness settings.	Team work, self-understanding

Source: David, and Stanley (2001). Leadership development

Many organizations have recognized that the single-solution approach to leadership development is insufficient to build leadership capacity. These organizations implement a more evolved approach by utilizing an array of leadership development options. We refer to this as the multiple-solution approach to leadership development. This approach recognizes that simple single-solutions are insufficient and multiple-solutions are necessary to overcome the leadership gap. Today, organizations have a wide array of development options available (Weiss and Molinaro, 2006).

Organizations use four broad types of leadership development options when developing their leaders: Assessment options, Coaching options, Learning options, and Experience options.

Table 2: Summary of Integrated leadership development methods

Assessment	Coaching	Learning	Experience
Psychometric Assessment	Internal	Individualized development planning	Stretch assignments
Multi-rater feedback	External	High profile	Outside options and projects
Competency Assessment	Mentoring	learning event	Action learning
Assessment centers		Leaders developing leaders	
		Partnering with tough leaders	
		Technology-based learning	
		Business school affiliation	
		Development of intact teams	

Source: Weiss & Molinaro (2006). Integrated leadership development

As indicated by Lockwood (2006) leadership development program should be tailored uniquely to that organization based on its assessments and resources. Linking leadership development to the organizations mission and strategic goals is a smart business strategy. Leadership development must first be aligned with the business of the organization before its value can be determined. The integrated strategic approach with its holistic and strategic focus, works best to transfer vital skills and ideas to leaders, enhance performance, reinforce corporate culture and values, drive business results, and adapt to changing business realities. Alignment to organizational strategy with long term planning for the best use of resources requires serious commitment on the part of the organization, senior leaders and the human resources department (Lockwood, 2006).

2.4. Concepts of Succession

It's clear that, organization needs talent to be able to compete in global market and hence they need to develop and retain it. Although it is very easy to assume that all organizations would be successful in succession planning and practices numerous ways to address talent gaps but in practice only select few organizations are able to practically plan for the gaps and fill them in time. Organizations struggle with forming a formal process for identifying, developing and retaining high potential people within the organization. Hence most of the organizations these

days are looking for alternatives to plan that will succeed the important positions in an organization. It seems to be an easy process but actually, it cannot be achieved in few days or months. It takes time, to refine the process. Commitment and involvement from every employee is required be it the HR managers, line managers and senior management (Suruchi, 2014).

Succession planning is defined as any process that is designed to ensure a continued pool of qualified candidates, thereby providing provisions to continue effective organizational performance. Among the first studies to emerge on the topic of succession planning were those conducted by Henri Fayol. This twentieth century management guru attempted to alert corporate leaders to the importance of assuring the stability of their workforce. His theories surrounding succession planning indicated that failure to prepare the workforce of tomorrow would lead to filling leadership vacancies improperly. The need to have a body present in the vacant position has often times been a motivator for hiring unqualified individuals. Fayol advised companies to resist this urge and encouraged them to think beyond their present workforce needs (Collins, 2007).

Although succession planning has spelt many affirmative returns to organizations, several reviews have indicated that this corporate initiative lacks in its planning, implementing and managing. Due to these setbacks, this initiative, all too often revered by many successful organizations, may not be too popular by educational organization. However, according to Clunies (2007), he reiterated that although it was difficult to implement in academia, the initiative can begin with plans that were simple and tailored to the need of the educational organization. Meanwhile, although Rothwell (2005) focused on profit organization, he underlined the importance of succession planning as an effort for individual development that should include any job category. He also mentioned that should there be staff shortage, it would bring disaster or chaos to the performance of the organization for that particular time. Hence, he urged the need to extend succession planning not only at management ranks, but also throughout the empowered workforce. In such scenario, employees have become anxious about their job security that they start to think and search the organization that can provide positive assertions.

The increasing trend of turnover sometimes is worsened by the lack of adequate programme to groom the existing talent. Clunies (2007) believes that higher education has historically been

slow to adopt many corporate management processes. He therefore has a reasonable doubt for the readiness of the institution to employ succession planning or any executive development programme because of dramatic cultural differences between the boardroom and the campus. Rosse and Levine (2003) support this argument by stating the complex and bureaucratic procedures for hiring compared with many profit organizations or business corporations.

A succession planning is a mechanism to discourse the connotation termed the 'crisis in human capital.' While the employees are regarded as a human capital, their essentiality is acknowledged as a vibrant for the success and feasibility of the organization Malhotra, (2011). The significance of succession planning is more familiar in the military and manufactures. Malhotra further indicates succession planning as a transfer of knowledge, duties and responsibilities to the nominated leaders who are preselected and groomed to assign on higher position with the slightest interruption of the ongoing tasks in the event of the position holder leaves the place. Malhotra (2011), states that succession planning is associated with leadership development since preparing the emerging leaders and the process of selecting and promoting the successors is part of a leadership development.

Malhotra (2011), noted that the importance of mentoring the emerging leaders in order to develop a pool of successors. He further explained that, mentoring is an important instrument to attract, retain, motivate, and develop talent, especially for women emerging leaders and for the disadvantaged group of the society. According to the survey conducted by Malhotra (2011) all of the organization under the survey didn't have a formal succession plan, but informal succession plan for their key positions.

In this regard, most organizations understand the importance of succession planning, but the actual application sometimes loses out to more immediate concerns. In order to survive and thrive, successful organizations must be keenly aware of their leadership talent and how to best develop it across all levels. Succession planning and leadership development are key processes in assessing and developing an organization's leadership talent (Day, 2007).

Tilbury (2012) stating the step of succession process, "the first step is to identify a diverse group of future leaders throughout the organization". The next step would be evaluating the candidates using four dimensions: "current performance, development needs, possible next moves, and long-term potential for advancement". The sequential process conducted to assess

the potential candidates: “deliberate and systematic identification of organizational needs, the discovery of a pool of high potential candidates, and the matching of individual competencies with current and anticipated organizational needs”. To make the practice of succession planning more manageable, there are succession planning processes which are applicable for public, private and NGO sectors; in particular emergency succession, departure-defined succession planning, and strategic leader development are the three approaches that are suggested for the NGO sector.

Organization’s future plans may change by some reasons such as retirements, promotions within the organization, serious illness, death or any voluntary departure from the organization to follow a career elsewhere. To cover such changes, organizations must have a key employees’ replacement plan. Succession planning is considered as a suitable effort in this regards (Sambrook, 2005).

For decades, the concern of succession planning was about the exact people, not skills and talents, who are needed for the organization’s future (Garman *et al.*, 2004). During those times, the only purpose of succession planning was to tag and identify the needed successors to replace their ancestors for a specific job. The target of succession planning in this old view was top leaders and business owners in the large organization (Williams, 2005). Traditionally, succession planning links with replacement planning (Charan *et al.*, 2001) Replacement planning is a form of risk management (Rothwell, 2005), which focus on the replacing the key executive, exactly before leaving the organizations (Burdett, 1993).

In today’s dynamic world where competition is high, work is fluid, environment is unpredictable, organizations are flatter, and the organizational configuration frequently changes, the old view of succession planning by defining specific people for the specific job does not work. Nowadays, organizations need a group of high potential people at all levels of their organizations. Developing general competencies, creating flexibility and creating the leadership potential at all organizational levels is a wisely action in today’s organizations (Mamprin, 2002).

Succession planning is different from replacement planning because it focuses on forecasting organizational needs. It is not based upon reactions to an unforeseen event. It is based upon proactively securing the human resources needed to ensure the continuity and prosperity of the

organization. Talent is observed and cultivated from within the organization. Each individual is groomed for their future roles through calculated development activities. This is why succession planning has been compared to a relay race. In fact, some refer to the process as relay planning. Each individual in the race is equally qualified and prepared to carry the baton to the finish line. Succession planning deals with passing on responsibility rather than merely filling a vacancy (Rothwell, 2001).

2.5. Succession Planning Studies (2000- 2009)

Huang (2001) studied succession management systems and human resource outcomes. The purpose of the study was to investigate whether local firms with a more sophisticated succession plan achieved more favorable human resource outcomes than those with less sophisticated plans. He concluded that there is no significant difference in human resource outcomes between companies which adopted succession planning and those who did not. However, he argued that there is an important relationship between the level of sophistication with which succession plans were carried out and human resource outcomes. In addition, he found out that line-manager involvement, non-political succession criteria, the credibility of succession planning staff, review and feedbacks, effective information systems are some characteristics which affected the performance of human resources.

Lynn (2001) focused on four elements as the key elements of the succession event. These elements include succession contingencies (industry issues, organizational characteristics, and selector variables including incumbent and board power), succession antecedents (initiating forces for CEO departure, CEO roles, and candidate issues), the succession event (process, candidate, and choice issues), and succession consequences (organizational effectiveness, stakeholder issues, and evaluation outcomes).

Charan, Drotter and Noel (2001) suggested an alternative definition for succession planning from the leadership Pipeline Model which was introduced by Mahler and Graines (1983). In their definition, succession planning is perpetuating the enterprise by filling the pipeline with high-performing people to assure that every leadership level has an abundance of these performers to draw from, both present and in the future. In addition, a five-step plan for succession planning was recommended by them. In the first step, the organization tailors the leadership pipeline model to fit their organization. The second step is to translate standards for

performance and potential into their own language. The third step involves documentation and communication of the standards set in the previous step during the organization. In the next step, organizations evaluate succession candidates through a combined potential-performance matrix. A matrix used in this step is similar to nine-block diagram. The final step is to review the plans and progress of the entire pipeline frequently and seriously.

The Seven-Pointed Star Model is a famous model developed by Rothwell (2001) to achieve the systematic succession planning and management. Seven steps in this model are: Make the commitment, assess the present work/people requirements, appraise individual performance, assess the future work/people requirements, assess individual potential, close the development gap, and evaluate the succession planning and management program. In this model, he gave details of each step in these orders: In the first step, the organization's decision-makers should commit to systematic succession planning and management. In the second step, decision-makers should consider the present work requirements in key positions. This is the only way for individuals to be prepared for advancement stability grounded in work requirements. In this step, decision-makers should explain where key leadership positions exist in the organization and should apply one or more approaches to determine work or competency requirements. In the third step, evaluating that how well individuals carry out their jobs is very important, because most succession planning and management programs suppose that individuals must be performing well in their present jobs in order to succeed for advancement. Hence, in this step, the organization should begin establishing a list of talents, to have a clear idea of the existing human assets.

In step four, competency requirements in key leadership positions in the future need to be identified. To do this, decision-makers should make an effort to assess future work requirements and competencies. In that way, future leaders may be ready to cope with changing requirements. The fifth step concerns the assessment of individuals' future potential and its match to their future work requirements. The organization should create a process for assessing future individual potential. That future oriented process should not be confused with past/present-oriented employee performance appraisals. In the sixth step, the organization should establish a continuing program for leadership development to grow future leaders internally. Alternatives to traditional promotion-from-within methods of meeting succession needs should also be searched by decision makers. Finally, to develop the succession planning

and management program, it must be subjected to continual evaluation to determine how well it works. That is the seventh and final step of the model, and the results of the evaluation should, in turn, be used to make program refinements and to maintain a commitment to systematic succession planning and management (Rothwell, 2005).

Byham, Smith and Paese (2002) suggested a different approach to grooming executive talents. Rather than targeting one or two hand-picked people for each executive position, an accelerate pool with focus on the development of a group of high-potential candidates for executive positions was proposed. The model highlights the accelerate development of pool members during stretch jobs and task-force assignments. The model offers the best learning, including mentoring, coaching, training, and special developmental activities such as university executive programs and in-company action learning sessions, and also, highest visibility opportunities. Byham explained the process of the acceleration pool in five phases. The five phases of the acceleration pool are identifying high potentials, diagnosing development opportunities; prescribing solutions to development opportunities, ensuring that development takes place/documenting development, and reviewing progress and new assignments.

Kim (2003) in his study concluded that succession management practices should emphasize employee self-improvement by promoting cross-functional and cross-sector job assignments, executive coaching and mentoring. In the same year, Conger and Fulmer put forward five rules for succession management. The first rule is that succession management must be a flexible system oriented toward developmental activities. This is the fundamental rule that other rules are based on. The focus of second rule is on jobs that are essential to the long-term health of the organization. Making succession management transparent, not a mystery, defines as a third rule. Rule four is the usual measurement of progress, moving away from the alternative mind-set of succession planning. Keep it flexible is the final rule. Conger and Fulmer (2003) argued that the effectiveness of a succession management system is strongly depending on its respond to the needs of users. In addition, it depends on the easiness of its tools and processes for using and providing the reliable and up-to-date information.

Hunte-cox (2004) examined the relationship between executive succession planning and the collective learning capacity. Her model contained four variables for succession planning which include strategic goal, corporate value, core competencies, and leadership and management development. In addition, he considered four variables for organizational learning that were

driven from Schwandt's organizational learning model which include environmental interface, action/reflection, dissemination, diffusion, meaning, memory and their action. The result of this quantitative research showed that organization which scored highly in executive succession planning scored highly in organizational learning. Specifically, executive succession planning had a significantly high positive correlation with organizational learning capacity.

Succession plans and their effect on the promotions of women is the study conducted by Stroud in 2005. The purpose of this study was to assess the role of succession plans in corporations and its effect on women's promotions. For this purpose, Stroud interviewed some senior female managers in firms that had succession plans. The results of this study showed that those women who have attained the senior management positions within selected companies have worked hard to move up the career ladder. As one of the major findings, he clarified many factors which contribute to the promotions of women who are seeking for senior positions. The most important factors were: work ethic, education, sincerity, trust of others, caring attitude, ability to work as teams, and sharing credits(Stroud, 2005).

Dingman (2006) did a case study on servant leadership role in the succession planning process. A positive relationship between servant leadership principles and the succession process was shown through the examination of the succession process in a servant-led organization.

There are more studies from 2007; for example Shipman (2007) studied succession planning in healthcare organizations. He focused on meeting leadership needs in a changing American workforce. This qualitative study investigates succession planning management in four Kentucky healthcare organizations as it relates to the changing workforce demographics. This research study examined how the four Kentucky healthcare organizations identify potential leaders, use mentoring to address succession plans, retain employees and prepare for workforce diversity, and develops leaders within the organization. The findings reflect the need for healthcare organizations to create formal succession plans to address workforce and leadership shortages.

Krauss (2007) studied succession planning and talent management to provide recommendations to reduce workforce attrition and prepare for an aging workforce. As a result

of this study, the recommendations to the organizations were to implement a structured succession plan which distinguished the importance of establishing ownership of the succession plan and aligning the internal culture with external branding. These recommendations included identifying, assessing and developing high potential in the organization. Once high potentials are selected, their development plan needs to include a job rotation program, a formal mentoring/coaching program, utilizing 360 feedback tools and receiving an appropriate reward for performance.

Another qualitative study in 2007 was carried out by Fancher on 30 participants of executive and mid-level managers from 500 companies. The study was to investigate the influence of organizational culture on the succession planning process. The results showed that an organizer has powerful influence on organizational processes through the culture which he or she created early on.

On the other side, Olson (2007) did a qualitative research on non-profit workforce succession planning. This research investigated the necessity of non-profit workforce succession planning to meet the demands for the project growth and development of programs and services for the aims of serving a growing population of adults primarily age 55 and older. He concludes that in order to adaptive job for talented people, leaders must assess reality and clarify values.

Further, Groves (2007) did a research with the aim of presenting best practices model for optimal development of the leadership pipeline and giving a series of practical recommendations for organizations. He concluded that best practice organizations effectively integrate leadership development and succession planning systems by fully utilizing managerial personnel in developing the organization's mentor network, identifying and codifying high potential employees, developing high potentials via project-based learning experiences and manager-facilitated workshops, establishing a flexible and fluid succession planning process, creating organization-wide forums for exposing high potential employees to multiple stakeholders, and establishing a supportive organizational culture. He also identified six methods as the best practices in leadership development include: 360-degree feedback, executive coaching, mentoring, networking, job assignments, and action learning.

Mandi (2008) did a case study and introduced some indicator for succession planning which include the ability to identify new leaders, the ability to develop new leaders, the ability to

deliver financial success, the ability to foster a positive organizational culture, the ability to maintain long-term viability, the ability to sustain core competencies, the ability to initiate change management. Levitz studied succession planning and leadership development in 2008 argued that leadership development and succession planning must be at the core of strategic planning.

Romejok (2008) did a study with the aim of determining the key characteristics of a succession-planning program at a government research center. A set of characteristics that could be used to create the framework for a succession plan at a government research center were recommended as a result of this study. These characteristics were grouped into two categories, institutional characteristics and employee characteristics. The recognized institutional characteristics are the creation and maintenance of a talent pool, the requirement to ensure that the program is held to ethical standards, and the desire to instill some measure of flexibility into an inherently bureaucratic and inflexible system. The employee characteristics that were recognized were to ensure a complete program for the job development for each participant which included career planning, mentoring, and training.

Kasper (2008) examined the impact of organizational communication in the administration of succession planning program. His major suggestion was that organizations need to perform critical internal examinations of their current methods and strategies for the communication of their succession planning program

Cheryl (2009) recommended strategies for implementing deliberate and systemic succession plans in the academic environment via a research in higher education institutes. These strategies include securing executive champions, aligning the succession plan to institutional culture, mission, vision and goals, taking an approach not unlike strategic planning, carefully constructing communication plans to embrace talent development without inferring entitlement, and a continuous evaluation of both the people and processes involved in succession planning.

In a general definition, succession planning is a fundamental structure that takes into account the organization's resources for the protection and development of high potential employees (Johnson *et al.*, 1994).

2.6. Succession Planning and its Importance in Strategic Analysis

From the small company to the international conglomerate, leadership development is important in business. In large organizations the typical personnel planning process begins with job analysis, from which a job description is developed along with job specifications. During this analysis, data is produced which determines the duties of the job and the characteristics of the people who should be hired for each position (Dessler, 2010). This is where the leadership more than just identifies positions that will need to be filled and potential employees who might fill them. A comprehensive corporate succession plan will identify both a company's current talent needs along with its future needs and the organizational direction. This is a change from most companies' past practice.

Traditionally, when a vacancy occurred, human resources would seek to fill the position as fast as possible completing this task either internally, staffing and personnel agencies, or recruiters. With the implementation of succession planning, many employers now have well-conceived training and development programs to be certain to have qualified employees ready to fill key positions. Organizational success depends on having the right employees ready to take over with the right competencies at the right time. This planning allows managers to anticipate changes and act, rather than react to events (Eskenazi and Henson, 2005).

Through internal programs, employers can identify employees who may be potential candidates to move up in the system and mentor. Some employees may not have all the qualities needed for these key positions, and that is what makes the leadership development program all the more important to prepare these employees to step in and take charge (Shaefer, 2007). This planning results in management making informed staffing decisions that benefit the company in both the short and long-term. It also provides a framework for other programs such as training, compensation, and diversity management. An organization can then recognize and optimize its human capital by creating a workforce that is and will continue to be flexible and responsive (Morfeld, 2005).

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Description of Study Area

The Harari region is located between 42.12 degree of north of longitude and 9.31 degree east of latitude. The ninety percent land of the region is estimated to be mid-high land (*Weyna Dega*), between 1400-2200 meter above sea level, while the remaining 10% is kola (approximately found below 1500 meter above sea level). The duration and intensity of rainfall in the region vary considerably. Totally, the HPNRS has four governments and four Private Secondary Schools found in Harari People National Regional State. (MoFED; PEFA Assessment Report, 2010).

3.2. Research Design

In this study a descriptive survey was employed with the intention to get the general picture of the current practice of leadership development and succession practice in the secondary schools of Harari regional state. In supporting this idea, Abiy et al., (2009) suggested that descriptive survey is used to gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationships that exist between specific events

Moreover, the descriptive survey is more effective in assessing the current practices in its natural setting. In this study, the researcher used mixed research method for both quantitative and qualitative data were collected from respondents. Using this method data were collected from teachers, unit leaders, Heads of departments, vice principals and principals.

3.3. Sources of Data

This part of the research was dealing with the Primary and Secondary data.

3.3.1 Primary sources data

The primary sources of data were teachers, unit leaders, and heads of department, vice principals and principals and all secondary schools supervisors from three selected secondary schools.

3.3.2 Secondary sources data

The secondary sources of this study were SIP documents, training record, CPD plan implementation outcome documents and School Plan,

3.4. Population, Sample Size and Sampling Techniques

From four general secondary schools (Grade 9 and 10), three schools; Hamaressa Secondary School, Abadir Secondary School and Harar Secondary School were selected using purposive sampling technique, because these schools are well experienced.

Then from sample schools, sample teachers were selected by stratified random sampling technique in order to provide all school teachers in the sample schools with equal chance to be selected as a sample by age, sex and experience. However, school leaders (secondary school principals, vice principals, unit leaders and department heads) and secondary school supervisors were selected using available sampling technique. A total of 138 teachers, 32 school leaders and 5 secondary school supervisors were taken as a source of data.

Table 3: Samples and Sampling Techniques

No	Schools	Categories of respondents	Population	Sample Size	%	Techniques of sampling
1.	Harar S.S	Principal and Vice principal	4	4	100	Available
		Department Head	8	8	100	Available
		Unit leaders	3	3	100	Available
		Teachers	84	62	73.73	Stratified Random Sampling
2	Hamaressa S.S	Principal and Vice principal	2	2	100	Available
		Department Head	4	4	100	Available
		Unit leaders	2	2	100	Available
		Teachers	23	17	73.73	Stratified Random Sampling
3	Abadir S.S	Principal and Vice principal	3	3	100	Available
		Department Head	5	5	100	Available
		Unit leaders	3	3	100	Available
		Teachers	38	28	73.73	Stratified Random Sampling

3.5. Instruments of Data Collection

The data required for the study were gathered using the following data collection tools.

3.5.1. Questionnaire

Data have been collected from the sample populations by means of questionnaires. The questionnaire was designed in two parts. Part one deals with background information of respondents while part two deals with practices of leadership development and succession. Both close and open ended questionnaires were employed. The questionnaires were distributed to 145 teachers of which 138(95.17%) were returned. Furthermore, the questionnaires were distributed to 32 school leaders and all filled the questionnaires and returned them. The reason for applying questionnaire is because it helps to get both qualitative and quantitative data as it contains both open and closed ended questions. It is also helpful to analyze all responses gathered from the respondents.

Prior to administering the questionnaire, pilot study was conducted at Shekib Abdullahi Secondary School, which was not included in the sample. This helped to ensure the accuracy, relevance, appropriateness and technical aspect of the items. After the pilot study was carried out, the results obtained were entered into the computer and the reliability was calculated. As a result, the Cronbach Alpha coefficient attained from the teachers and school leaders' questionnaire was 0.79 which was considered as an adequate.

The pilot study enabled the researcher to assess the limitation of the questionnaire items and improved face validity and reliability of the instrument through the feedback of the participants

3.5.2. Interview guide

In addition to the questionnaire, interview was the other instrument of collecting data for this study. Semi-structured interview was used to gather in-depth qualitative data from secondary school supervisors. Employing semi-structured interview is quite important, because interview has great potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents; gives opportunities for clearing up misunderstandings, as well as it can be adjusted to meet many diverse situations (Abiyi *et al.*, 2009).

3.5.3. Document review

School documents and records were explored to present background information plainly and were important of data which are very vital to study the leadership development and

succession practices. Similarly, school annual plan, SIP and CPD Plan implementation were explored.

3.6. Data Collection Procedures

After data collection instruments are identified, they are prioritized based on their order of importance. Thus, the questionnaire questions were prepared and ready for piloting. Therefore, the questionnaire were pilot tested and were reviewed in one of the secondary school in Harar, that is Shekib Abdullahi Secondary school which was not included in main study in order to make timely correction on questionnaires and to check the validity of instrument. Because of this, questionnaire was done depending on the comments obtained from the respondents from the pilot study.

Finally, the revised questionnaire was dispatched to teachers of the selected schools so as to investigate the leadership development and succession practice. Then, interview questions were formulated and administered to all supervisors of the study areas. This was done mainly to assess the challenges of leadership development and succession practice. Finally, documents were reviewed to refute responses given in questionnaire and interview and validate the data obtained from questionnaire and interview.

3.7. Methods of Data Analysis

The data obtained from the closed-ended questions of questionnaire was analyzed through descriptive statistics (frequency count, mean, standard deviation and percentage) were computed to indicate the distribution of the data to summarize the general nature of the data and for comparison of the values of the variables include in the study. The level of statistical significance chosen for the study was 0.05. This level of probability was chosen in accordance with the norm in educational researches. Independent sample t-test and p value were computed to measure and determine the statistical significance of mean difference among the two groups of respondents in discrete categories regarding the contribution of educational leadership for school improvement. These techniques were applied using the statistical package for social science (SPSS) for windows version 20.

Accordingly, the calculated means were interpreted as follow: 1-1.49 strongly disagrees, 1.50-2.49 disagree, 2.50-3.49 fairly agree, 3.50-4.49 agree and above 4.5 strongly agree (Bluma,

2012). The data gathered from respondents through the open-ended questions of the questionnaires, the interview made with supervisors and documents were analyzed qualitatively by narrating in words and incorporated in the interpretation.

3.8. Ethical Considerations

In planning a research work, involving human participants is important to consider the ethical guidelines designed to protect the participants (Best and Khan, 2009). Hence, in this study a particular consideration was given to ethical principles that were developed by different researchers. Participation in the study was voluntary and anonymity was assured. Participants were informed that all data would be treated as confidential and only the research would have accessed to the data collected. Consent was given to participate with the return of the questionnaire. Thus, as much as possible effort was made by considering ethical issues in conducting this research at all.

4. RESULTS AND DISCUSSION

In this study, all the data were gathered through questionnaires and interviews. The data were presented in tables that are accompanied by textual discussions. The necessary data involved in the study were obtained from teachers, school leaders and supervisors. Finally, the data obtained from the open ended items of the questionnaire and interview were presented and analyzed qualitatively to substantiate the data collected through the questionnaires. Thus, this chapter presents the analysis and interpretation of data.

Overall, the chapter comprises of two major parts. The first part presents the characteristics of respondents in terms of sex, age, academic qualifications and service year. The second part deals with the results of findings from the data which were gathered through the questionnaire and interview.

4.1. Background of the Respondents

Table 4: Characteristics of the respondents

No.	Characteristics	Respondents				
		Teachers		School leaders		
		f	%	f	%	
1.	Sex	Male	105	76.09	28	87.50
		Female	33	23.91	4	12.50
2.	Age	25 and below	13	9.42	3	9.40
		26-35	72	52.17	17	53.10
		36-45	30	21.73	12	37.50
		46 and above	23	4.37	-	-
3.	Qualification	Diploma	-	-	-	-
		BA/BSC/BED	138	100	32	100
		MA/MSC/MED	-	-	-	-
		Other Specify				
4.	Experience in Service	5 and below	20	14.49	6	18.75
		6-10	43	31.16	10	31.25
		11-15	39	28.26	12	37.5
		16-20	24	17.39	4	12.5
		20 and above	12	8.70	-	-

F= frequency, %= Percentage

Table 4 item 1 indicates that the characteristics of the respondents in terms of sex revealed that 105 (76.09%) and 33 (23.91%) teachers were males and females respectively. From this, one could understand that, the number of females in the secondary schools is much lower

compared to males in the sampled schools. Similarly, in terms of sex revealed that 28(87.5%) and 4(12.5%) School leaders were males and females respectively. From this also, one could understand that, the number of females in School leaders in secondary schools is much lower compared to males in the sampled schools.

As Table 4, item 2 above showed, 13 (9.42%), 72 (52.17%), 30 (21.73%) and 23 (4.37%) of teachers' age fall in the range of 25 and below, 26-35 years and 36-45 years and 46 and above respectively. This showed that the majority of teachers in the secondary schools of the sample schools were in the range of 26-35years age. Therefore, being in these age categories might help the teachers to work actively and facilitate the teaching learning process. Similarly, 3 (9.4%), 17(53.10%) and 12 (37.50%) of school management age fall in the range of 25 and below, 26-35 years and 36-45 years and 46 and above respectively. Hence, significant number of school leaders fall in the range of 26-45 age, which is suitable for developing leaders.

In Table 4 item 3 above also depicted qualification of respondents. Accordingly, 138(100%) of teachers have first degree. But there were no teachers having a 2nd degree in the sample schools of secondary school. One of the important indicators of quality of education is the number of qualified teachers. According to the education and training policy, the minimum qualification requirement for teachers at secondary school (9- 10) is that teachers should obtain first degree in the subject they are assigned to teach (MoE, 1994). Also, as depicted in the table 2 above, 32(100%) of school management was first Degree. From these facts, it is possible to deduce that all teachers and school leaders in secondary schools of Harari region has first degree. Regarding school leaders qualification, most of the principal and vice principals are now attending Education leadership M.A in summer program.

As indicated in Table 4, item 4 above, 14.49% of teachers and 18.75% of School leaders have total service of 1-5, 31.16% of teachers and 31.25% School leaders have service year of 6-10, 28.26% of teachers and 37.5% of school leaders have total service year of 11-15 ,17.39% of Teachers and 12.5% of school leaders have 16-20 years of total service.

According to the carrier structure of teachers of our country, teachers are categorized into beginner teachers (1-4), teachers (5-8), higher level teachers (9-12), senior (leading), assistant (13-16) and senior (leading) teachers.

Accordingly, as the data revealed the majority of teacher 76 (31.16%), were fall in the range 6-10 years. Therefore, at this experience level teachers are expected to be well induced and would have enough experience to be responsible for their job.

4.2. Practices of Leadership Development and Assignment in schools

Table 5: Development needs of leaders

No.	Alternative	R	Which of the following process used to identify the development needs of leaders in your School?	
			f	%
1	Formal training needs analysis	Sc.L	5	15.63
		T	12	8.69
2	Monitoring and evaluation	Sc.L	4	12.5
		T	8	5.79
3	Career development reviews	Sc.L	2	6.25
		T	6	4.34
4	Appraisal process	Sc.L	1	3.12
		T	10	7.24
5	No formal process of assessing used	Sc.L	20	62.5
		T	114	82.6

Key: Sc.L=School Leaders; T=Teachers;%=percentages respondents by item and category; R=Respondent by group; N=Number

As Table 5 Item1 indicates that 15.63% of school leaders and 8.69 % of teachers prefer formal training need analysis as development need where as table 5 item 2 indicates that monitoring and evaluation was used as development needs by 12.5% of school leaders and 5.79% of teachers.

As Table 5 item 3 indicates, 6.25% of school leaders and 4.34% of teachers mentioned that career development reviews was utilized as a process of development need identification where as Table 5 item 4 indicates that 3.12% of school leaders and 7.24% of teachers stated that appraisal process is used to identify development need of leaders in schools.

As it can be seen in the Table 5 item 5 the majority of the respondents that is 62.5% of school leaders and 82.6 % of teachers responded that there is no formal process of assessing the need of development for leadership program. This shows that the schools are less likely to use need assessment to identify developmental needs.

Based on the findings the majority of respondents' shows that schools did not have formally designed need identification for development needs of school leaders. This implies that most of the schools in the study area were not effectively utilizing need assessment method in identifying the leadership gaps and development needs of the participants.

Table 6: Leadership development strategies/programs in School

No.	Alternative	R	How did you get leadership development strategies in your organization?	
			f	%
1	Highly effective	Sc.L	4	12.5
		T	20	14.49
2	Averagely effective	Sc.L	12	37.5
		T	60	43.47
3	Not effective	Sc.L	10	31.25
		T	28	20.29
4	I don't know	Sc.L	6	18.75
		T	10	7.24

Key: Sc.L=School Leaders; T=Teachers;%=percentages respondents by item and category; R=Respondent by group; N=Number

As it is indicated in Table 6 item1 indicated that the effectiveness of leadership development programs, only 12.5 % of school leaders and 14.49 % of teacher responded that the leadership development program is highly effective. This shows only insignificant number of respondents felt that the development strategy is highly effective.

As it is indicated in Table 6 item 2, 37.5% of school leaders and 43.47% of teachers felt that the program is averagely effective. But, as it is indicated in Table 6 item 3, 31.25% of school leaders and 20.29% of teachers responded that the program is not effective. So, significant number of respondents agreed that the development strategy is averagely effective.

Generally, the rating indicated that the schools strategy is averagely effective in developing the school leaders, keeping in mind that considerable respondent responded that the program is not effective and are not certain about the effectiveness of the program. Based on this one can conclude that the schools need better quality development strategies.

Table 7: Purpose of the Leadership development program

No.	Alternative	N	What do you think is the purpose of the Leadership development strategy	
			f	%
1	Improve performance development of employee	Sc.L	13	40.63
		T	73	52.89
2	Improve performance of organizational development	Sc.L	18	46.38
		T	50	36.23
4	There is no defined purpose	Sc.L	4	12.5
		T	15	10.87

Key: Sc.L=School Leaders; T=Teachers;%=percentages respondents by item and category; R=Respondent bygroup; N=Number

When we see their purpose, it is evident from Table 7 item 1 we can understand that only 40.63% of school leaders and 52.89% of teachers states that the leadership development purpose is to improve performance development of employee. Similarly, Table 7 item 2 indicates that 46.38% of school leaders and 36.23% of teachers states that leadership development purpose is to improve performance of organizational development. From item 1 and 2 it can be concluded that respondents understand the purpose of leadership development strategy.

As Table 7 item 3 indicates that 12.5% of school leaders and 10.87% of teachers thought that leadership development strategy has no defined purpose. It can be concluded that only few respondents did not understand the purpose of leadership development strategy. But, most of the respondents one way another have the clear picture about the purpose of leadership development program.

Numerous purposes can be available in leadership development program. Here, the study indicates some common ones. There are several apparent purposes of leadership development programs. In many cases, the schools use these, improving both performance development and organizational development. It is noticeable that leadership development program helps organizations and leaders to develop. So, this shows there is no gap among staff members of both teachers and school leaders that the leadership development program has defined

purpose. Besides, the staff has also sufficient understanding that the program enhances the performance of the employee or the organization.

Table 8: Criteria used to select participants of leadership development programs

No.	Alternative	N	What criteria were used to select participants of leadership development programs?	
			f	%
1	Position	Sc.L	17	53.13
		T	91	65.94
2	Assessed skill, knowledge and experience gap	Sc.L	7	21.87
		T	19	13.77
3	Potential for assuming future responsibility	Sc.L	3	9.38
		T	17	12.32
4	There is no clear criteria made	Sc.L	5	15.62
		T	11	7.97

Key: Sc.L=School Leaders; T=Teachers; %=percentages respondents by item and category; R=Respondent by group; N=Number

Table 8 item1 indicates that 53.13% of school leaders and 65.94% of teachers responded that position is the criteria for leadership development program. On the other hand, in Table 8 item 2, considerable number of respondents 21.87% of school teachers and 13.77 % of teachers felt that that skill, knowledge and experience were the criteria for the leadership development program. Similarly, Table 8 item 3 indicates that 9.38% of school leaders and 12.32% of teachers states that potential for assuming future responsibility was the criteria for leadership development program.

A review of the Table 8 item 4 shows that few respondents or around 15.62% of school leaders and 7.97% of teachers responded that there were no clear criteria made for recruiting participants for leadership program. One can conclude that the dominant criteria used were position, for leadership development program. Usually, participants of such leadership development programs are principals and vice principals.

But, most literatures exemplify that a variety of tactics can be used to recruit and retain participants for leadership development program. Especially, it is preferable if it is based on assessed skill, knowledge and experience gap. Using this system, the Regional Education Bureau can position the right person at the right place. Besides, it is very simple to identify future leaders and to manage employee's talent appropriately.

Table 9: How leaders come to position.

No.	Alternative	N	How do leaders in your school come to position?	
			f	%
1	Based on competition	Sc.L	3	9.38
		T	20	14.49
2	Through promotion/merit	Sc.L	12	37.5
		T	33	23.91
3	Political assignment	Sc.L	17	53.33
		T	85	61.59

Key: Sc.L=School Leaders; T=Teachers;%=percentages respondents by item and category; R=Respondent by group; N=Number

As it is indicated in Table 9 item1, 9.38% of school leaders and 14.49 % of teachers states that competition is the way school leaders came to school position. On the other hand, Table 9 item 2 indicates that considerable respondents 37.5% of school leaders and 23.91 states that merit is the way school leaders came to position.

It is observable from Table 9 item 3 that about 53.33% of school leaders and 61.59% of teachers of the respondents stated that political assignment is used as way of selecting a leader for the position.

It can be concluded that the popular way that leader came to position is political assignment. But, considerable number of respondents to the contrary has also stated that merit is also applied as assigning leaders to position. So, regarding this issue Regional Education Bureau is expected replace political assignment with merit and has to keep the system where by leaders are assigned ,recruited and came to position based on merit .

Regarding leaders assignment to position one sampled school supervisor said:

Indeed, the individual competence and skill will be taken in to consideration but the main criterion is the political view of the individual. Political assignment is most of the time used in assigning principals and vice principals from the Regional Education Bureau. However, unlike the principals and vice principals the appointment of heads

of department and unit leaders is the mandate of schools. Therefore, the way unit leaders and heads of department came to position is based on competition and merit.

Table 10: Procedure used to assign leaders to position

No.	Alternative	R	How do you describe the procedure leaders come to position?	
			f	%
1	Fair and transparent	Sc.L	3	9.38
		T	5	3.62
2	Somehow fair and transparent	Sc.L	4	12.5
		T	9	6.52
3	Transparent but not fair	Sc.L	7	21.88
		T	21	15.22
4	Not Fair and transparent	Sc.L	18	56.25
		T	103	74.64

Key: Sc.L=School Leaders; T=Teachers;%=percentages respondents by item and category; R=Respondent by group; N=Number

As it can be seen in Table 10 item1, 9.38% of school leaders and 3.62% of teachers states that the procedures for recruiting to leadership position were fair and transparent. Item2 of Table 10 also indicates that 12.5% of school leaders and 6.52% of teachers felt that transparent somehow fair and transparent. On the other hand, item 3 of Table 10 shows that 21.88% of school leaders and 15.22% of teachers states that it was transparent but not fair. This shows one way another the procedure missed transparency or fairness.

An observation of Table 10 item 4 reveals that the majority of respondents 56.25% of School leaders and 74.64% of teachers said that the procedure and criteria used to recruit participants for leadership position is not fair and transparent. From this we can understand that Regional Education Bureau has to build communication system with the school staff. So those, employees can have the knowledge of hiring procedure clearly. In addition to this staff member some time get annoyed. Because, they did not know clearly how someone is assigned.

4.3. Strategies for Developing Leadership

Questionnaire was administered in order to gather data on the strategies of leadership development. Four items were presented to investigate the leadership development strategies. For purpose of interpretation, a mean score of $M 0 \leq 1.5$ means that the respondents strongly disagreed, between $1.50 \leq 2.50$ means they disagreed, $2.50 \leq 3.50$ means the respondents were fairly agreed, $3.50 \leq 4.50$ means they agreed, and a mean above 4.50 means they strongly agreed.

Table 11. Leadership Development Strategy

No.	Alternative	R	M	GM	S.D	t-value	df	p
1	Assessment	Sc.L	2.32	2.44	1.161	0.656	156	0.5128
		T	2.47		1.056			
2	Coaching	Sc.L	2.66	2.21	1.163	2.406	156	0.0173
		T	2.11		2.458			
3	Learning	Sc.L	2.98	2.77	1.096	1.177	156	0.2410
		T	2.73		0.914			
4	Experience	Sc.L	2.56	2.76	1.129	1.104	156	0.2713
		T	2.81		1.122			

Key: Sc.L=School Leaders; T=Teachers; SD=Standard Deviation; GM=Grand Mean; M=Mean; R=Respondent by group; t value=t-calculated; df=degree of freedom; p=significance level; N=Number of respondents

As Table 11 item 1 indicates the computed mean score for both teachers and school leaders were respectively 2.32 and 2.47 which used to indicate that the two respondents were disagreed on the existence of assessment as leadership development strategy .Moreover the grand mean 2.44 of the two respondents were disagreed on the existence of assessment as leadership development strategy. However, the computed standard deviation of the two groups (Teachers and School leaders) was respectively 1.161 and 1.056 which used to indicate that there was a little uncertainty between the two groups.

Furthermore, the computed t-value at $\alpha=0.05$ is $t=0.656$, $df=156$, $p=0.5128 > 0.05$. Therefore, it can be concluded that there was no statistically significant mean difference between teachers and school leaders on assessment strategy of developing leaders. Therefore, the performance of assessment dimension of leadership development strategy was poor.

In support of this idea, Richard (2010) indicated the key to successful leadership development is achieving an appropriate balance between knowledge-exchange, action and reflection, and alignment between the needs and wants of the individual and those of the organization. Therefore, the quality of the assessment strategy defines the quality of leadership development program.

As Table 12 item 2 indicates the computed mean score for both teachers and school leaders were respectively 2.66 and 2.11 which used to indicate that the school leaders were disagreed on the existence of coaching as leadership development strategy, on the other hand the teachers group fairly agrees. Moreover the grand mean 2.21 of the two respondents were disagreed on the existence of coaching as leadership development strategy. However, the computed standard

deviation of the two groups (Teachers and School leaders) were respectively 1.163 and 2.458 which used to indicate that there were a little uncertainty between the school leaders groups, but significant uncertainty between teachers groups.

Furthermore, the computed t-value at $\alpha=0.05$ $t=2.406$, $df=156$, $p=0.0173 < 0.05$. Therefore, it can be concluded that there was statistically significant mean difference between teachers and school leaders on coaching strategy of developing leaders. Therefore, the performance of coaching dimension of leadership development strategy was poor.

One supervisor of the sampled schools describes the current status of coaching strategy in schools.

Supervisors as much as possible tries to spend much of their time in their assigned school to supervise, support and communicate with the school leaders, but due to dis portioned number of supervisors to secondary schools, the leadership development could not come to the desired level. But, as much as possible supervisors try to support and give feedback semi –annual to school leaders. But, it is very difficult to say there is coaching program.

Niyab (2010) has also stated that, executive coaching around leadership development can stimulate amazing growth and opportunity for new levels of achievement and leadership.

As Table 12 item 3 indicates the computed mean score for both teachers and school leaders were respectively 2.98 and 2.73 which used to indicate that the two respondents were fairly agreed on the existence of learning as leadership development strategy. Moreover the grand mean 2.77 of the two respondents were similarly fairly agreed on the existence of learning as leadership development strategy. However, the computed standard deviation of the two groups (Teachers and School leaders) was respectively 1.096 and 0.914 which used to indicate that there was a little uncertainty between the two groups.

Furthermore, the computed t-value at $\alpha=0.05$ $t=1.177$, $df=156$, $p=0.2410 > 0.05$. Therefore, it can be concluded that there was no statistically significant mean difference between teachers and school leaders on learning strategy of developing leaders. Therefore, the performance of learning as a leadership development strategy was medium.

As Table 12 item 4 indicates the computed mean score for both teachers and school leaders were respectively 2.56 and 2.81 which used to indicate that the two respondents were fairly

agreed on the existence of experience as leadership development strategy. Moreover the grand mean 2.76 of the two respondents were fairly agreed on the existence of experience as leadership development strategy. However, the computed standard deviation of the two groups (Teachers and School leaders) was respectively 1.129 and 1.122 which used to indicate that there was a little uncertainty between the two groups.

Furthermore, the computed t-value at $\alpha=0.05$ $t=1.104$, $df=156$, $p=0.2713 > 0.05$. Therefore, it can be concluded that there was no statistically significant mean difference between teachers and school leaders on experience strategy of developing leaders. Therefore, the performance of experience as a leadership development strategy had medium performance.

Generally, the leadership development strategies in secondary schools of Harari Regional State. The performance of assessment and coaching leadership development strategies were poor. However, the performance of learning and experience were medium.

John and others (2005) described a complete list of leadership development strategies to include; leadership courses, facilitated workshops, coaching, counseling and mentoring, reflective writing and personal journals, action learning, role play and simulations, leadership exchange schemes, 360 degree feedback, e-learning. For example, methods like coaching are partly moving from professional coaches doing things for leaders, to leaders using coaching for the performance management and development of their staff. The implication is that leaders do need to acquire knowledge and expertise in development practice.

Similarly, some of leadership development methods include formal education and training, challenging experiences, action learning, coaching and mentoring, feedback, job rotation, self-development, reflection and succession (Phillips and Schmidt, 2004).

4.4. Succession Planning Practices in Schools

The objective of the study was to investigate succession planning practices in Harari Secondary Schools. In order to establish how well each succession practice is implemented towards employee retention, respondents were instructed to respond to statements on a 5 point Likert scale of 1 to 5 where, 1. Strongly disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree and 5. Strongly agree.

For purpose of interpretation, a mean score of (M) $0 \leq 1.5$ means that the respondents strongly disagreed, between $1.50 \leq 2.50$ means they disagreed, $2.50 \leq 3.50$ means the respondents were neutral, $3.50 \leq 4.50$ means they agreed, and a mean above 4.50 means they strongly agreed.

Table 12: Succession Planning Practice

No.	Item	Respondents	Mean	GM	S.D	t-value	p
1	Human resource planning	Sc.L	2.20	2.35	1.130	0.842	0.4011
		T	2.39		1.099		
2	Performance management	Sc.L	2.42	3.21	1.154	1.007	0.3155
		T	3.41		1.189		
3	Reward management	Sc.L	2.11	2.28	1.119	0.353	0.7246
		T	2.32		1.154		
4	Training and development	Sc.L	2.56	2.62	0.919	0.312	0.7555
		T	2.63		1.075		
5	Talent management	Sc.L	2.18	2.31	1.156	0.356	0.7223
		T	2.34		1.049		
6	Management involvement	Sc.L	2.74	2.86	1.046	0.678	0.4988
		T	2.89		1.118		
7	Career management	Sc.L	2.63	2.86	1.328	1.101	0.2726
		T	2.91		1.247		
8	Diversity management	Sc.L	2.52	2.45	1.072	0.196	0.8449
		T	2.43		1.019		

Key: Sc.L=School Leaders; T=Teachers; SD= Standard Deviation; M=Mean GM=Grand mean t-value=t-calculated

As Table 15 item 1 indicates the computed mean score for both teachers and school leaders were respectively 2.20 and 2.39 which used to indicate that the two respondents were disagreed on the implementation of human resource planning for succession planning. Moreover the grand mean 2.35 of the two respondents was disagreed. However, the computed standard deviations of the two groups (Teachers and School leaders) were respectively 1.130 and 1.099 which used to indicate that there was a little uncertainty between the two groups.

Furthermore, the computed t-value at $\alpha=0.05$ $t=0.842$, $df=156$, $p=0.4011 > 0.05$. Therefore, it can be concluded that there was no statistically significant mean difference between teachers and school leaders on the on implementation of human resource planning for successi

on planning. Therefore, human resource planning dimension of succession planning practice had poor performance.

Human resource planning performance was poor as a succession planning practice. But Torrington et al (2011) argue that to enhance recruitment and retention, organizations need to make themselves attractive to talent and current thinking focusing on employer branding through marketing the organization to their employees and potential employees in the same way they market their brands to customers. They cite that human resource planning requires talented people to be matched to the right jobs at the right time doing the right things.

As Table 15 item 2 indicates the computed mean score for both teachers and school leaders were respectively 2.42 and 3.41 which used to indicate that the two respondents were disagreed and fairly agreed on the implementation of performance management for assessing employee's performance. Moreover, the grand mean 3.21 of the two respondents were fairly agreed on the implementation of performance management for assessing employee's performance. However, the computed standard deviation of the two groups (Teachers and School leaders) was respectively 1.154 and 1.189 which used to indicate that there was a little uncertainty between the two groups.

Furthermore, the computed t-value at $\alpha=0.05$ $t=1.007$ $df=156$, $p=0.3155 > 0.05$. Therefore, it can be concluded that there was no statistically significant mean difference between teachers and school leaders on the implementation of performance management for assessing employee's performance. Therefore, performance management dimension of succession planning practice had medium performance.

As Table 15 item 3 indicated that the computed mean score for both teachers and school leaders were respectively 2.11 and 2.32 which used to indicate that the two respondents were disagreed on the existence of reward management to attract key talents in schools. Moreover, the grand mean 2.28 of the two respondents were disagreed on the existence of reward management to attract key talents in schools. However, the computed standard deviation of the two groups (Teachers and School leaders) was respectively 1.119 and 1.154 which used to indicate that there was a little uncertainty between the two groups.

Furthermore, the computed t-value at $\alpha=0.05$ $t=0.353$, $df=156$, $p=0.7246 > 0.05$. Therefore, it can be concluded that there was no statistically significant mean difference between

teachers and school leaders on the existence of reward management to attract key talents in schools. Therefore, reward management dimension of succession planning practice had poor performance.

However, Armstrong (2009) emphasized that rewards play a more significant role in staff retention. In the sense that, if employees do not find their work to be rewarding, they will most likely begin to look for more alternatives. In this sense, managers have a big task of ensuring they give their subordinates rewarding work in a bid to assist in retaining them.

As Table 15 item 4 indicates the computed mean score for both teachers and school leaders were respectively 2.56 and 2.63 which used to indicate that the two respondents were fairly agreed on the existence of training and development to improve employees' skill. Moreover the grand mean 2.62 of the two respondents were fairly agreed on the existence of training and development to improve employees' skill. However, the computed standard deviation of the two groups (Teachers and School leaders) were respectively 0.919 and 1.075 which used to indicate that there were a little uncertainty between the two groups.

Furthermore, the computed t-value at $\alpha=0.05$ $t=0.312$, $df=156$, $p=0.7555 > 0.05$. Therefore, it can be concluded that there was no statistically significant mean difference between teachers and school leaders on the existence of training and development to improve employees' skill. Therefore, Training and development need to be strengthened more. Because, organizations that have a reputation for training find it easier to recruit high quality staff

As Table 15 item 5 indicates the computed mean score for both teachers and school leaders were respectively 2.18 and 2.34 which used to indicate that the two respondents were disagreed on the existence of managing key talent and conduct talent review. Moreover the grand mean 2.31 of the two respondents were disagreed the existence of managing key talent and conduct talent review. However, the computed standard deviation of the two groups (Teachers and School leaders) was respectively 1.156 and 1.049 which used to indicate that there was a little uncertainty between the two groups.

Furthermore, the computed t-value at $\alpha=0.05$ $t=0.356$, $df=156$, $p=0.7223 > 0.05$. Therefore, it can be concluded that there was no statistically significant mean difference between teachers and school leaders on the existence of managing key talent and conduct talent review.

Therefore, talent management dimension of succession planning practice had poor performance. But, Bratnagar (2004) says in attracting talent, one should note that talent has become a key differentiator of human capital management and for leveraging competitive advantage. Employer branding has also become a key strategy. Networking is also a preferred method of recruiting top job talent today.

As Table 15 item 6 indicates the computed mean score for both teachers and school leaders were respectively 2.74 and 2.89 which used to indicate that the two respondents were fairly agreed on the existence of free communication and leadership skill of school leaders (management involvement). Moreover the grand mean 2.86 of the two respondents were fairly agreed on the the existence of free communication and leadership skill of school leaders (management involvement). However, the computed standard deviation of the two groups (Teachers and School leaders) was respectively 1.046 and 1.118 which used to indicate that there was a little uncertainty between the two groups.

Furthermore, the computed t-value at $\alpha=0.05$ $t=0.678$, $df=156$, $p=0.4988 > 0.05$. Therefore, it can be concluded that there was no statistically significant mean difference between teachers and school leaders on the existence of free communication and leadership skill of school leaders. Therefore, management involvement dimension of succession planning practice had medium performance.

Armstrong (2009) argues that employees will increase their involvement with the company if they are given the opportunity to control and understand their work. In this case, employees are treated as partners of the business whose interest is respected and who have a voice on matters that concern them. In this sense, management involvement is mainly concerned with communication and involvement. The main aim is to create a climate in which a continuing dialogue between managers and members of their teams takes place in order to define expectations and share information on the organizations' mission, values and objectives.

As Table 15 item 7 indicates the computed mean score for both teachers and school leaders were respectively 2.63 and 2.91 which used to indicate that the two respondents were disagreed on the implementation of career management. Moreover the grand mean 2.86 of the two respondents were fairly agreed on the implementation of career management. However, the computed standard deviation of the two groups (teachers and school leaders) was respective

ly 1.328 and 1.247 which used to indicate that there was a little uncertainty between the two groups.

Furthermore, the computed t-value at $\alpha=0.05$ $t=1.101$, $df=156$, $p=0.2726 > 0.05$. Therefore, it can be concluded that there was no statistically significant mean difference between teachers and school leaders on the implementation of career management. Therefore, career management dimension of succession planning practice had medium performance.

Armstrong (2009) describes career management encompasses recruitment, personal development, lateral moves, special assignments at home and abroad, development positions, career bridges and support for employees who want to develop. He lists several career management practices as formal mentoring, career counseling, performance appraisal, assessment centers, succession planning, retirement preparation, career workshop amongst others.

As Table 15 item 8 indicates the computed mean score for both teachers and school leaders were respectively 2.52 and 2.43 which used to indicate that the two respondents were disagreed on the existence of diversity management with out any discrimination. Moreover the grand mean 2.45 of the two respondents were disagreed on the existence of diversity management with out any discrimination. However, the computed standard deviation of the two groups (Teachers and School leaders) was respectively 1.072 and 1.019 which used to indicate that there was a little uncertainty between the two groups.

Furthermore, the computed t-value at $\alpha=0.05$ $t=0.196$, $df=156$, $p=0.8449 > 0.05$. Therefore, it can be concluded that there was no statistically significant mean difference between teachers and school leaders on the existence of diversity management without any discrimination. Therefore, diversity management dimension of succession planning practice had poor performance.

Managing diversity refers to systematic and planned commitments on the part of the organization to recruit and retain employees from diverse demographic backgrounds Thomas, (1990). He says that one of the prime aims of managing diversity is to ensure that all the talent within the company work force is appropriately harnessed towards company objectives.

Generally, the major challenges of schools in implementing leadership development turnover of principals/vice principal, disproportional number of supervisors to secondary

schools, Wored offices influence in recruiting candidates for succession planning, loss of focus and attention for male candidates principal/vice principal in succession planning, poor self-development culture of school leaders through CPD, low attention of SIP to enrich school leadership and loss of autonomous capacity of schools in governing the school.

Despite all the challenges, the Regional Education Bureau is giving in service program MA in education leadership to all principals/vice principals of secondary school of the region and urged those who have MA in subject matter to attend PGDSL program in Haramaya University. There is a program for female candidates in the aim to enhance women's participation in school leadership supported with training and budget. there is a pool of male candidates for succession (future leaders) and the quality assurance department in Regional Education Bureau follow up the leadership quality as a domain. In the researcher's view these are all green lights in the area of leadership developments and succession practices in secondary schools, which need to be encouraged and strengthened.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The main objective of this study was to investigate the practice of leadership development and succession in Government Secondary Schools of Harari Regional State.

To achieve this aim, the following research questions were raised:

1. What are the practices in leadership development in government secondary schools of Harar Regional State?
2. What are the practices in succession planning in government secondary schools of Harari Regional State?
3. How the school leaders' assignment looks like in secondary school of Harari Regional State?
4. What are the major problems in practicing leadership development and succession planning?

To answer the above research questions, 3 secondary schools of Harari Regional State were selected as sample schools using purposive sampling technique, because these schools are well experienced. Teachers were selected using stratified random sampling techniques sampling to fill questionnaires. In addition, the interview was conducted with all secondary school supervisors. Supervisors and school leaders were selected by available sampling technique.

Data were obtained from the sample respondents through questionnaire, interview and document review. Sets of questionnaire were prepared and analyzed. The questionnaire has open ended and closed ended types of question. In doing this, the necessary information was gathered mainly through questionnaires filled by teachers and school leaders. The data which was obtained from closed-ended questionnaire was quantitatively analyzed by using descriptive statistics tools such as percentage, frequency, mean and weighted mean; and inferential statistics likes t-test and p value were used to see statistically significant difference among the responses of the two groups of variables. According to the result of data analysis, the following major findings were identified as following below.

- Characteristics of respondents
 - The study revealed that the majority of the respondents 105 (76.09%) were male whereas majority the respondents 103(62%) found between age range of 26-35

years old. With regards to the educational level majority of the respondents 138(100%) of the respondents were degree whereas, majority of the teachers 43 (31.16%) have an experiences between 5 and 11 years. And, the majority of the School Management 12 (37.50%) was 11-15 years experienced.

➤ Leadership development practice

- The findings of the study indicated that the leadership development practices in secondary schools of Harari Regional State were poor in assessment and coaching development strategies. And, were medium performances in learning and experience development strategies.
- The finding indicated that 37.5% of school management and 43.47% of teachers rated that leadership development program is as averagely effective.
- The finding indicated that 53.13% of school leaders and 65.94% teachers responded that position is considered as criteria for leadership development program.
- Majority of the respondents are aware of the purpose of leadership development program.
- Majority of the respondents that is 62.5% of school leaders and 82.6 % of teachers responded that there is no formal process of assessing the development needs of school leaders.

➤ Succession planning practice

- Regarding succession planning practice, the findings revealed that there were poor performance in Human resource planning, reward management, talent management and diversity management. And, medium performance in performance management, training and development, career management and management involvement.

➤ Regarding the assignment of leaders in school, 53.33% of school leaders and 61.59% of teachers stated that political assignment is used as popular way of selecting leader for the position. Besides, the data collected through interview states *“Indeed, the individual competence and skill will be taken in to consideration but the main criterion is the political view of the individual. Political assignment is most of the time used in assigning principals and vice principals from the Regional Education Bureau. However, unlike the principals and vice principals the appointment of heads of department and*

unit leaders is the mandate of schools. Therefore, the way unit leaders and heads of department came to position is based on competition and merit. ”

- The major challenges of schools in implementing leadership development turnover of principals/vice principal, disproportional number of supervisors to secondary schools, Wored offices influence in recruiting candidates for succession planning, loss of focus and attention for male candidates principal/vice principal in succession planning, poor self-development culture of school leaders through CPD, low attention of SIP to enrich school leadership and loss of autonomous capacity of schools in governing the school.

5.2. Conclusions

The following conclusions were drawn on the bases of findings of the data analysis.

1. The leadership development practices in secondary schools of Harari Regional State were poor in assessment and coaching development strategies. And, were medium performances in learning and experience development strategies. Therefore it is possible to conclude that the practice of leadership development were not up to the expected level.
2. In succession planning, similarly there were poor performance in Human resource planning, reward management, talent management and diversity management. And, medium performance in performance management, training and development, carrier management and management involvement .Therefore, it is possible to conclude that the succession practice in secondary school of Harari regional state is not to the expected level.
3. The assignment of school leaders to position school is more of political. Most respondents were not satisfied with the criteria used to bring people to position 65.94% of teachers 61.59% of school leaders stated that political assignment was used as popular way of selecting a leader for the position. Therefore, it is possible to conclude that assignment of leaders to position was more of political. This shows, people with high potential and talent may not come to leadership position.
4. Turnover of principals/vice principal, disproportional number of supervisors to secondaryschools, Wored offices influence in recruiting candidates for future leaders pool, loss of focus and attention for male candidates principal/vice principal in succession planning, poor self-development culture of school leaders through CPD, low

attention of SIP to enrich school leadership and loss of autonomous capacity of schools in governing the school. Therefore, it is possible to conclude that leadership development and succession practices were affected by several factors at secondary schools of Harari Regional State.

5.3. Recommendations

On the bases of findings obtained and the conclusion drawn, the following recommendations were forwarded to improve the practices of leadership development and succession practices in secondary schools of Harari Regional State.

1. The study shows that, the leadership development practice in secondary schools of Harari Regional State performance in assessment dimension of leadership development strategies is poor. Therefore, the Regional Education Bureau is encouraged to develop assessment tools and techniques like 360 degree evaluation and psychometric assessments for identifying the gap of leaders in order to make the leadership program need based and responsive. Similarly, the leadership development practice in secondary schools of Harari Region performance was poor in coaching leadership development strategies. Therefore, Regional Education Bureau is advised to take the initiative in developing coaching and mentoring network between supervisors and principal and vice principals. Similarly, supervisors are encouraged to closely observe the coaching and mentoring network for heads of department and unit leaders by fully engaging principals and vice principals.
2. The study shows that, the leadership development practice in secondary schools of Harari Regional State performance is medium in learning leadership development strategies. Therefore, school principal and vice principal have to be fully engaged at all levels in leadership development activities, including teaching courses and creating projected-based learning experiences (e.g. stretch assignments and action-learning projects) for department heads, unit leaders and high potentials.
3. The study shows that leadership development program mainly targets principals and vice principals. So, schools and supervisors have to take the responsibility of developing heads of department and unit leaders in cooperation with the Regional Education Bureau.

4. The study shows that, the succession planning practices in secondary schools of Harari Regional State performance were poor in human resource planning, reward management, talent management and diversity management. Regional Bureau of Education ought to exhaustively see all internal talent before considering external talents in schools especially when making promotion decisions and recruitments. And, has to make sure that, employees are treated equally, appropriately rewarded and timely informed regarding HR policies. On the other hand, the succession planning practices in secondary schools of Harari Regional State performance were medium in performance management, training and development, carrier management and management involvement. Therefore, Regional Education bureau better to allocate time for training and grooming of employees who have potential for leadership. In addition to this, the employee manager relationship in school is advised to be closely monitored.
5. The study shows that, assignment of leaders specially, for principals and vice principals, was more of political than merit. Therefore, Harari Regional Education Bureau should maintain professional and standardized procedure in recruiting principals and vice principals.
6. The study shows that turnover of principals/vice principal, disproportional number of supervisors secondary schools, Wored offices influence in recruiting candidates for succession planning, loss of focus and attention for male candidates principal/vice principal in succession planning and loss of autonomous capacity of schools in governing the school are the main challenges. Therefore, Regional Education Bureau is advised to have leadership development and succession planning manual which is clear and official to all employees from the day of induction and be reviewed after certain period of time to address these challenges. Similarly, Poor self-development culture of school leaders through CPD was reported as a main challenge. Therefore, secondary schools supervisors are encouraged to strictly monitor CPD program especially for school leaders. Besides, they have to make sure whether the issue of leadership development and succession planning is incorporated in SIP.

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7. APPENDICES

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by teachers, principals, vice principals, department heads and Unit leaders.

Dear respondents

I am a postgraduate student in the department of Educational Planning and Management, Haramaya University, conducting my thesis research on the topic entitled "Leadership development and succession practice in secondary schools of Harari Regional State. Hence, you are kindly requested to read all questions and provide your genuine response. Your responses will only be used for research purpose and your identity will be kept strictly confidential.

Please note the following points before you start filling the questionnaires

1. You do not need to write your name on the questionnaires;
2. Read all the instructions before attempting to answer the questions; no need to consult others;
3. Kindly write your opinion for the short answer on the space provide

Thanks for your cooperation in advance!

SECTION ONE

General Information and Personal Data

I. Indicate your response either by using a tick mark (√) or by giving short answers on the space provided.

1.1. School _____

1.2. Sex. Male Female

1.3. Age: Below 21 years old 21-25 26-30 31-35
36-40 41-45 46-50 Above 50 years old

1.4. Work experience 1-5 6-10 11-15 16-20
21-25 26-30 31above years old

1.5. Educational background: Certificate (TTI) Diploma BA/BSC/BED
MA/MSC/MED Other Specify

1.6. Current Work Position: Teachers Unit leader Department Head
Principal Vice Principal

SECTION TWO

I. Leadership Development and Assignment

1. Which of the following process used to identify the development needs of leaders in your school?

- A. Formal training needs analysis D. Appraisal process
B. Monitoring and evaluation E. No formal process of assessing used
C. Career development reviews

If other, please specify _____

2. How did you get leadership development strategies/programs in your organization?

- A. Highly effective B. Averagely effective C. Not effective D.I don't know

3. If you know the program or strategies of leadership development that are available at your organization can you mention them?

4. What do you think is the purpose of the Leadership development program?

- A. Improve performance development of employee
- B. Improve performance of organization development
- C. There is no defined purpose

5. What criteria were used to select participants of leadership development programs?

- A. Position
- B. Assessed skill, knowledge and experience gap
- C. Potential for assuming future responsibility
- D. There is no clear criteria made

If other, please specify

.....

6. How do leaders in your school come to position?

- A. Based on competition
- B. Through promotion/merit
- C. Political assignment

If other, please specify

.....

7. How do you describe the procedure leaders come to position?

- A. Fair and transparent
- B. Somehow fair and transparent
- C. Transparent but not fair
- D. Not fair and transparent

If other, please specify

.....

II. The following statements describe possible leadership development strategies.

Simply choose the response that fits your best to rate leadership Development strategies that currently are implemented in your school.

1 = Strongly disagree 2=Disagree 3=neither agree nor disagree 4=Agree 5= Strongly agree

STATEMET	1	2	3	4	5
Assessment					
There is psychometric assessment mechanism					
There is a multi-source ratings of performance organized and presented to a manager(360 degree feedback)					
There is competency assessment					
There is leadership performance evaluation and feedback					
Coaching					
There is internal coaching					
There is external coaching					
Learning					
Through individualized development planning(self-directed learning)					
There is classroom learning including variety of practice(Formal program)					
Through leaders developing leaders					
Through partnering with though leaders					
Through technology-based learning					
Though development of intact teams(Interacting with colleagues)					
Experience					
There is providing stretch assignments in terms of role, function, or geography(Job assignment)					
There are team-building experiences in outdoor/wilderness settings(outside options and projects or working experience in outside)					
There is Project-based learning (Action learning)					
There is connecting to others in different functions and areas (Networks)					
There is In-depth thinking about personal experience (Reflection)					
There is Advises/developmental relationship, usually with a more senior manager(Mentoring)					

If there are other than the above listed programs of leadership development ways your organization implemented please specify

III: Implementation of succession planning practices

This section deals with succession planning practices and how they are implemented in your school. The following action points are evidence of existence and implementation of succession planning. To what extent do you agree with the below statements?

1 = Strongly disagree 2=Disagree 3=neither agree nor disagree 4=Agree 5= Strongly agree

STATEMET	1	2	3	4	5
Human Resource Planning					
Succession planning puts into consideration all key positions					
Succession planning is strictly considered for top level management					
The succession plan encourages promotion from within strictly based on merit					
Talent Management					
Every year employees are always given feedback about their talent reviews					
Talented employees are always attracted to join my organization due to its good reputation in retaining talent					
Career Management					
Employee career paths are clear					
Mnagement supports employees who wish to advance in their careers through the Education Policy for training					
Training and Development					
Training and development opportunities are available to all employees					
In my organization, there are opportunities for employees to continuously improve their skills					
Diversity Management					
Employees are usually recruited from diverse demographic backgrounds					
In my organization, diversity management policy disregards any form of discrimination against gender, religion and sex					
Reward Management					
Rewards are given to all employees without any form of discrimination					
The grading structures allow employees to define their own remunerations					

In my organization, occasionally employees are allowed to define their own rewards					
Management Involvement					
There is an “open door policy” which enables smooth communication between management and employees					
Mentoring and coaching is well practiced by managers and supervisors					
Managers and supervisors have effective management and leadership skills					
Changes in HR policies are communicated to all employees					
Performance Management					
Performance appraisals are always conducted annually					

Appendix II

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview guide for Secondary Schools Supervisors

1. What is the overall quality of leadership in secondary schools of Harari Regional State today?
2. How are the practices and experiences in developing leaders for leadership position?
3. How are the practices in succession planning (preparing future leaders)?
4. How are leaders in school are assigned to positions like Department head, Unit leaders, vice principal and principal?
5. What are the major challenges related to leadership development and succession planning practices in secondary schools of Harari Regional State?