

UNIVERSITY SUCCESSION PLANNING: A CONCEPTUAL REVIEW OF MODELS IN MALAYSIAN CONTEXT

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Abstract

Succession planning ensures the long-term leadership of an organisation remains viable and follows a smooth transition because succession planning practices involves identify, classify, and develop potential talents, which provide a rich and continuous supply of appropriate candidates to fill leadership positions. Nonetheless, universities rarely practice a succession planning. Moreover, in terms of research, the studies on succession planning among most of the universities in Malaysia have been without theoretical support, either explicitly or implicitly. Therefore, this paper aims to review the theoretical aspect of a university succession planning model in Malaysia. A review of the existing university succession planning models was conducted. The inclusion criteria are articles: (1) published between the years 2012 and 2022, (2) topic only focuses on succession planning models among academicians in a university setting, (3) in Malaysia's context and (4) written in the English language. Three models were matched and reviewed. There were similarities in the findings of the reviewed models such as (1) leadership development was essential in succession planning, (2) Incumbent leaders should be involved in succession planning, and (3) The direction of succession planning was driven by the strategy of universities. Furthermore, the entire succession planning process was linked. It began with the strategic plan and progressed to identifying current and future leadership and competencies required by the university. Following leadership development begins with the leader participating in the process. Next is an evaluation of the outcome of the succession planning. The evaluation was done by comparing the outcomes of succession planning with the initial strategic plan.

Keywords: Educational Organization, Leadership, Malaysia, Succession Planning Model, University

1.0 Introduction

Succession planning safeguards the sustainability and smooth transition of leadership in an organisation. This is because a succession planning policy ensures an exit strategy and a solid plan is prepared before the retirement of a leader or sudden withdrawal from an organisation

(Ng'andu & Nyakora, 2017). Furthermore, succession planning practices involve the identification of potential talents, classification, and gradation of talents, to guarantee a rich and continuous supply of potential candidates to fill in leadership positions (González, 2010). As a result, a succession planning policy is critical to the survival and sustainability of a highly successful organisation (Rothwell, 2010, 2015; Rothwell & Prescott, 2022).

Furthermore, in university, succession planning can be divided into vertical and horizontal succession planning (Rothwell, 2010, 2015; Rothwell & Prescott, 2022). Vertical succession planning refers to the pyramid structure of the organisation chart. For instance, a lecturer is promoted to Head of Department, then to Dean, and then to Vice-Chancellor. In contrast, horizontal succession planning focuses on employees' technical competency. For a faculty, it starts from a junior lecture to a senior lecture, followed by an associate professor and a full professor. The process of succession planning can make sure candidates are ready for greater responsibility when they are promoted to a higher position, either vertically or horizontally, or both (Rothwell & Prescott, 2022).

Nevertheless, universities rarely or unofficially practice succession planning, and it is prevalent in Malaysia universities as well (Abd Rahman Ahmad & Keerio, 2020; Abdullah Zaini, Siti Akmar Abu Samah, Kamaruzaman Jusoff, & Posiah Mohd Isa, 2009; Bano, 2017, 2020; Bano, Siti Sarah Omar, & Fadilla Ismail, 2022; Basham, Stader, & Bishop, 2009; Chia, Ghavifekr, & Ahmad Zabidi Abdul Razak, 2021; Clunies, 2004; Gilbert, 2017; Heuer, 2003; Loomes, 2014; Loomes, Owens, & McCarthy, 2019a, 2019b; Musakuro & de Klerk, 2021). According to Bano (2017), succession planning is a new issue in Malaysia universities, and universities have not been actively engaged in it. Even though two or three institutions have started, it is still not widely practised. The drawback is the mass retirement of professors (Majlis Profesor Negara, 2016) without an adequate successor. Norzaini Azman, Faizah Abd. Majid, Noor Hazlina Ahmad, Ibrahim Komoo, Mazlin Mokhtar and Sharina Abdul Halim (2012) have indicated that it is the critical moment for the universities to address the issue and search for effective replacement for their academic leaders. In other words, Malaysia public universities are in a leadership crisis (Morshidi Sirat, Abdul Razak Ahmad, & Norzaini Azman, 2012).

At the moment, research in Malaysia indicate most succession planning studies related to universities are without theoretical support, either explicitly or implicitly (Abd Rahman Ahmad & Keerio, 2020; Abd Rahman Ahmad, Khalil Abakar Moussa Kaya, Khairunesa Isa, Ng, & Siti Sarah Omar, 2018; Bano, 2020; Chia et al., 2021; Posiah Mohd Isa, Siti Akmar Abu Samah, Zaini Abdullah, & Kamaruzaman Jusoff, 2009; Rosmini & Zulkefli, 2015; Sakinah Muslim, Shireen Haron, & Rugayah Hahim, 2012). This situation is in accordance with the findings of Giambatista, Rowe and Riaz (2005). In the review by Giambatista et al. (2005), they found that many succession planning studies were without explicit hypotheses, were weak theoretically, and were linked to other aspects like the readability, and methodology. Other than that, there are limited studies on university succession planning (Klein & Salk, 2013; Morrin, 2013). The literature does not cover all the features of succession planning and how various factors are connected. Clunies (2004) and Morrin (2013) suggested conducting more research in university succession planning, and Giambatista et al. (2005) and Mateso (2010) suggested conducting the study of succession planning with a robust theoretical framework.

Therefore, this paper intends to review the theoretical aspects of university succession planning models in Malaysia.

2.0 Literature Review

Rivas and Jones (2015) had examined the succession planning models from a mid-sized university in South Texas. The university has three different models of succession planning for different needs. There are the Provost Fellows and ULead for the faculty and The Next Generation for the staff. The objective of the Provost Fellows is to encourage faculty to take over administrative and supervisory roles. The selected faculty will go through a series of administrative tasks. In other words, on-the-job training. In the process, the faculty will have the opportunity to work with senior management, learn to navigate the university protocols, and attend executive-level meetings. The outcomes of this program are that some of the fellows have become the Dean of the College of Education, Director of Student Advising, Director of the Faculty Centre for Instructional Support, and Director of Student Relations and Community Support. The next model is the ULead. ULead is a one-year program led by the Faculty Leadership Development Committee and implemented by the former Provost Fellow. The objective is to provide faculty members with an opportunity to develop their skills for sustainable leadership within the university. Leadership theory and organizational university functions are delivered to the participants via a reading list. More specific topics, such as (1) goal setting and expectations, (2) ethics and culture, (3) introducing and managing organizational change, and (4) conflict resolution management, are delivered in case study format with interactive approaches and short lectures. The Next Generation Academy two-year program is the following. The objective is to prepare the future generation of professional staff to take critical administrative positions. The Vice President of Student Affairs leads this program. It cooperates with other critical directors from the same department, senior management officials, academicians who are experts in organisational leadership, and invited community business leaders and administrators at the school district level. The participants attended the half-day class, and the reading list included leadership theory, University Regents' policy, successful business models, budgeting, and procurement operations. The outcomes, the graduates become a Registrar and Director of Admissions, Vice President of Student Affairs at other institutions, a community college President, Directors of Financial Aid, Associate Vice Presidents for Enrolment Management, Budget Officers, and one local attorney.

Heuer (2003) investigated Ivy League universities' academician administrative staff succession planning. He found that the universities did not have a formal succession planning program, but they did have informal training programs, as below:

- Talent planning initiative, which involved 1000 staff
- School-based training
- Performance appraisal - different rating systems used in different organisations in the university
- Build a network of the problem solvers for developing programs and managing issues
- A group of seniors acts as 'consultants' but without formal authority
- Leadership Series
- A 360-degree evaluation feedback mechanism
- Leader-to-leader program - designed to develop bench strength
- Leadership development program
- Career planning for staff
- Professional development

Table 1 below is a summary of the above model and its outcome.

Table 1

Summary Of Implemented Succession Planning Models from The Literature

No.	Succession Planning	Objective & Practices	Outcomes	References
1	Informal practices in Ivy League Universities	Talent planning initiative, which involved 1000 staffs School-based training Performance appraisal - different rating systems used in other organisation in the university Build a network of problem solves for developing program and managing issues A group of seniors act as 'consultants' but without formal authority Leadership Series A 360-degree evaluation feedback mechanism Leader-to-leader program - designed to develop bench strength Leadership development program Career planning for staff Professional development	-	Heuer (2003)
2	Provost Fellows	To encourage faculty to take over administrative and supervisory roles. Train via real-world administrative task Work with senior university management, learn to navigate the university protocols and attends executive-level meetings.	Dean of the College of Education, Director of Student Advising, Director of the Faculty Centre for Instructional Support, Director of Student Relations and Community Support	Rivas and Jones (2015)
3	ULead	To provide faculty members with an opportunity to develop their skills for sustainable leadership within the university. Focus on theoretical learning that related to the university leadership matter	-	Rivas and Jones (2015)
4	The Next Generation	To prepare the future generation of professional staff to take over the critical administrative position. Focus on theoretical learning that related to the university leadership matter	Registrar and Director of Admissions, Vice President of Student	Rivas and Jones (2015)

Affairs at
other
institutions,
Community
college
President,
Directors of
Financial
Aid,
Associate
Vice
Presidents for
Enrolment
Management,
Budget
Officers,
Local
attorney.

Nevertheless, from the literature on university succession planning, the theoretical underpinning of university succession planning is not expressed explicitly. In the studies of university succession planning (Mateso, 2010; Rivas & Jones, 2015), the university did not explicitly describe the theoretical underpinning of their university succession planning programme. Nevertheless, the universities were aware of their succession planning goals and prepared the programme or policy the succession planning according to the university's strategic planning. This situation matches with the succession planning model by Rothwell (2015).

Meanwhile, in the Malaysian studies, the universities did not explicitly express any theoretical underpinning in their respective university succession planning programme (Alina Shamsuddin, Chan, Eta Wahab, & Angzzas Sari Mohd Kassim, 2012; Mahadir Ladisma, Salmiwati Othman, Ainul Fadzilah Harun, & Suhaimi Abd Samad, 2019; Norzaini Azman et al., 2012; Rohana Ahmad, Aris Safree Yasin, & Rosyidah Mohamad, 2020; Rosmini & Zulkefli, 2015; Sakinah Muslim et al., 2012). Besides this, most Malaysian succession planning studies were without theoretical support, either explicitly or implicitly (Abd Rahman Ahmad & Keerio, 2020; Abd Rahman Ahmad et al., 2018; Bano, 2020; Chia et al., 2021; Posiah Mohd Isa et al., 2009; Rosmini & Zulkefli, 2015; Sakinah Muslim et al., 2012). This situation was parallel with the findings from Giambatista et al. (2005). In the review by Giambatista et al. (2005), they found that many succession planning studies were without explicit hypotheses and weak theories, with those aspects linked to; readability, theory, methodology, and more. The authors concluded that the current research is far behind in finding a general theory for leadership succession or the outcome of leadership succession and suggested that the organisational and strategic management theories can assist the succession literature.

3.0 Methodology

The next step was to search for the related literature from Web of Science, Scopus, and Google Scholar search engines for systematic review. Keywords used were 'higher education succession planning model', 'university succession planning model', 'higher education succession planning', and 'university succession planning'. Based on the literature review

above the inclusion criteria were articles: (1) published between the years 2012 and 2022, (2) topic only focuses on the succession planning model of academicians in a university, (3) within the Malaysia's context and (4) written in the English language. Thirty-one articles on the succession planning of Malaysian universities were found. Nevertheless, only three papers matched all four criteria. The remaining twenty-nine pieces didn't match requirement (2) as the topic only focused on the succession planning models among academicians in a university. These twenty-nine articles were either systematic review papers, qualitative or quantitative research papers. Table 1 shows the description of the three chosen articles.

Table 1

Description of the three articles that matched the inclusion criteria

Authors	Research Methodology
(1) Norzaini Azman et al. (2012)	Qualitative
(2) Malaysia Ministry of Higher Education (2017)	Qualitative
(3) Bano (2017)	Systematic Review

A systematic review can identify new practices, confirm existing practices, and report on differences in practices (Munn, Stern, Aromataris, Lockwood, & Jordan, 2018). Furthermore, systematic reviews employ an orderly and explicit method to reduce bias in the identification, selection, synthesis, and summary of studies or results. As a result, systematic reviews can produce reliable results from which conclusions and decisions can be drawn (Higgins, 2021). Hence, a systematic review was employed, and the results were discussed in the following segment.

4.0 Results

The three chosen models are analysed and discussed below. These models are (1) Norzaini Azman et al. (2012) Model of Succession Planning in Developing Young Academic Leaders, (2) Malaysia Ministry of Higher Education (2017) Strengthening Academic Career Pathways and Leadership Development, Universities Transformation Programme, Orange Book, and (3) Bano (2017) Conceptual Model For The Relationship Between Workforce Planning, Talent Management And Succession Planning. The results are presented in two parts, the review and the comparison of the models.

4.1 Norzaini Azman et al. (2012) Model of Succession Planning in Developing Young Academic Leaders

This model is the result of a qualitative research conducted by Norzaini Azman et al. (2012) on data collected from the interviews of 125 participants from five Malaysia public universities. The Model of Succession Planning in Developing Young Academic Leaders and Tools for Succession Planning was developed. Figure 1 below shows the illustration of the model.

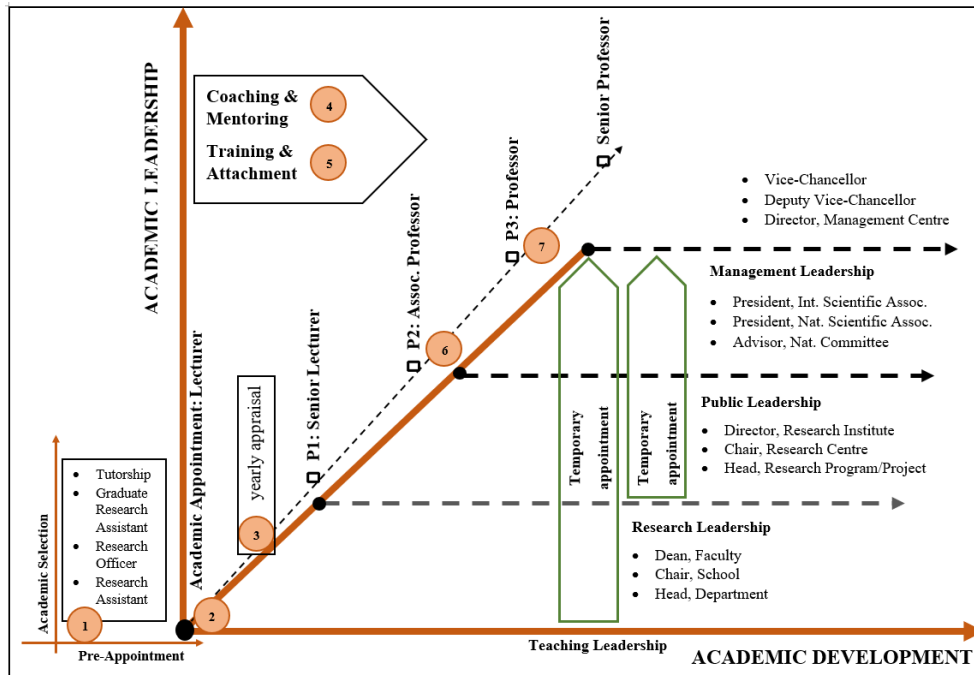


Figure 1: Model of Succession Planning in Developing Young Academic Leaders (Sources: Norzaini, Faizah, et al., 2012)

This model has two axes, Academic Development is the X-axis and Academic Leadership is the Y-axis.

At the X-axes, the Academic Development is the process of developing young academicians to become academic leaders. They are three items under Academic Development, (1) Academic career, (2) Academic appointment and promotion, and (3) Training, mentoring, and coaching.

An academic career is a profession in a university or college that involves teaching and mentoring, changing the educational paradigm, discovering and exploring frontier knowledge, publishing, serving the university, and seeking the truth (Kennedy, 1999). Integrity, credibility, and professionalism are the critical characteristics of academics. At the same time, their leadership is accessed by their peer groups. Subsequently, academic appointment and promotion are the elements that connect Academic Leadership and Academic Development in succession planning. The academic promotion from lecturer to professor is based on teaching, publications, and peer assessment. While promotion from professor to senior professor is based on the leadership quality in research and services in the scientific community. Finally, training, mentoring, and coaching is used to develop the expertise of the academicians. The training, mentoring, and coaching are related to the academic core business.

On Y-axis, Academic Leadership is shown. Academic leadership is an affiliation connecting several followers and leaders who are involved in shared or cooperative leadership. In other words, academic leadership does not limit the term 'leader' to any specific title or position. However, it is an influence gained from knowledge and expertise. Further, academic leadership differs from management leadership, as the former is without a position while the latter is with a position. Moreover, academic leadership is recognised based on academic expertise and credibility, personal qualities like attitude and character, exposure, and experience. In this model, Academic leadership is further divided into (1) Teaching leadership,

(2) Research leadership, (3) Public leadership or scientific community leadership, and (4) Management leadership.

Teaching Leadership is the ability to teach credibly and with capability. This is the fundamental skill and responsibility of an academician. The next is Research Leadership that requires an academician to have substantive experience in teaching and supervising graduate students and at the same has a good reputation among his colleagues in conducting research. Research leadership quality is also reflected in the number of grants-acquired, publications, and experience in mentoring young researchers. Those suitable for this group are the Heads of Research Centres and Directors of a Research Institutes.

This is followed by the Public Leadership, a group that consists of mature academicians who are recognised publicly as intellectuals and have developed a strong track record in core academic activities. Their primary responsibility is providing services to society via consultancy. The positions suitable for them are as Presidents of the National and International Associations, Advisory roles for special national task forces established by private sectors or government agencies. Equally important is Management Leadership that involves those in university administration and management. The specific position in this type of leadership is the Director, Deputy Vice-Chancellor, and Vice-Chancellor. Further, Management Leadership in public universities are temporary appointments, for a period of two to four years. This group of leaders has an impressive academic record. Therefore, they are also known as academic leaders.

There are seven tools developed for succession planning, and they are:

1. Academic selection/tenure

The candidate must have a doctorate qualification and post a strong trait of credibility, integrity, professionalism, and leadership potentials. The candidate will be given a probation period of three to five years before full tenure is granted. A University only offers the full tenure position to the candidate when he/she has fulfilled the expectations and requirements of the university.

2. Academic appointment

The appointment is based on academic excellence, credibility, integrity, professionalism, skills, experience, leadership potential of a candidate, and the values and norms of the university. Besides these qualities, interview sessions or observations are also needed to determine the ability of the candidate to work with his/her peers, support staff, and faculty leaders.

3. Yearly appraisal

The yearly appraisal can be used as an inventory of talents of a young academic in his/her career development, education, training, self-reported interest, and experiences. A university can use this assessment tool or benchmark to identify the potentials of young academics and their readiness for leadership roles. The appraisal needs to emphasise the quality of the talent, especially in leadership.

4. Training

The training program needs to be designed according to the individual and the management position. The training includes academic training and non-academic skills like EQ, management, and communication.

5. Coaching and mentoring

Mentoring and peer network activities provide valuable experience for young academicians. Four operational mechanisms were introduced in this model, which were (1) mentor-mentee, (2) coaching, (3) attachment for research and sabbatical, and (4) team-building.

6. Promotion

Promotion is an essential mechanism in recognising the scholarship of academicians. The promotion system must align with the mission of the university (Boyer, 1990). The promotion criteria need to be output and scholarship based and have peer assessment at the national and international levels.

7. Rewards and recognition

Rewards and recognition need to be based on the appropriate criteria that match the type of required leadership. The selection process must remain transparent.

Further, five critical factors must be taken into consideration when designing succession planning which are:

1. Types of universities

The National Higher Education Strategic Plan 2007-2010 (Malaysia Ministry of Higher Education, 2007) has divided Malaysia public universities into four categories, namely the research, comprehensive, technical, and UiTM-based clusters. The focus of research universities like the University Malaya and Universiti Sains Malaysia is on research and innovation, while a comprehensive university like Universiti Utara Malaysia is between on teaching and research. Meanwhile, a technical university like Universiti Malaysia Perlis is for the development of skilful professionals for nation-building, and lastly, the UiTM-based university focuses on producing indigenous ethnic graduates. Therefore, the succession planning of Malaysian public universities need to be aligned with their categories, i.e., University Malaya needs to focus on research leadership.

2. Vision, Mission, and Objective

Each public university has its vision, mission, and objectives. Therefore, the succession planning direction of public universities need a coherent vision, mission, and objectives.

3. Policy development and changes

The policy refers to the approach of the Malaysian government. For instance, the National Higher Education Strategic Plan 2007-2010 (Malaysia Ministry of Higher Education, 2007) focuses on developing Malaysia to become a hub of higher education and centre of education excellence by 2020. Therefore, the succession planning of public universities needs to match these objectives and establish leaders of global standard. Hence, the succession planning of a public university must be flexible and adapted to the goals of the nation.

4. Critical components of an action plan.

Four critical components need to be considered in the succession planning action which are:

- a) The future goals need to capture the long-term scenario of the universities.
- b) Suitability in the implementation of the succession planning by the current Government.
- c) Suitability in the types of human resource development for the effective implementation of succession planning, based on a centralised or decentralised model.
- d) Reconsider the management approach for the talent recruitment system, whether it should develop internal talent or buy in external talent

5. Implementation approach

There are a few tiers of mechanisms in the implementation approach. First is at the university level; the succession planning needs to be aligned with the vision, mission, and objectives of the university. The second is at the institutional level, where there is a need for a plan to develop layers of successors.

Figure 2 shows the Framework of the Succession Planning Tools for Implementation.

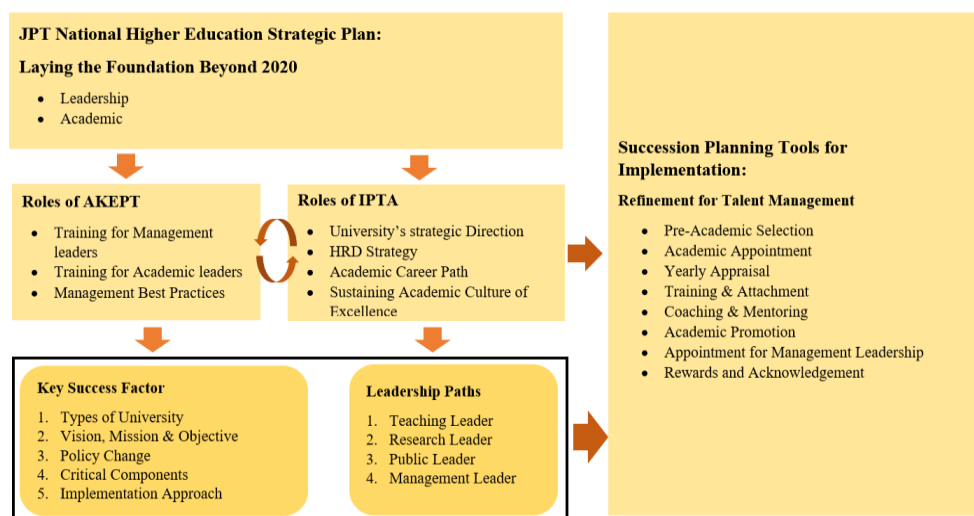


Figure 2: Framework of the Succession Planning Tools for Implementation (Sources: Norzaini, Faizah, et al., 2012)

4.2 Malaysia Ministry of Higher Education (2017) Strengthening Academic Career Pathways and Leadership Development, Universities Transformation Programme, Orange Book

The Orange Book was the first succession planning guideline established by the Malaysia Ministry of Higher Education for public and private universities in Malaysia (Malaysia Ministry of Higher Education, 2017). Prior to this, Public Services Department of Malaysia recommended a succession planning model for the Malaysian public sector (Kerajaan Malaysia, 2006). Nonetheless, this was a general model and was not fixed in the university ecosystem.

The objective of Orange Book is to develop holistic academics with baseline capabilities in core areas of scholarship such as teaching, research, and managerial contribution while cultivating and constructing professionalism and leadership in at least one of these areas of scholarship. Moreover, the framework of this model is to establish talent ecosystems capable of cultivating professionalism and leadership in teaching, research, professional practices, and organisational leadership. The leadership value that is required from this model is the Qalb (Virtue) leadership.

This guideline provides the academician with four different pathways, as opposed to only one in the past. Teaching, Research, Professional Practice, and Institutional Leadership are four pathways. Each track has different requirements, and the academician may choose any of these four paths based on his/her interests. Except for the Institutional Leadership Pathway, this path is specifically for those who are identified as transformative leaders and in leadership positions. Figure 3 depicts the prerequisites for each pathway.

1	Teaching Pathway	2	Research Pathway	3	Professional Practice Pathway	4	Institutional Leadership Pathway
	Teaching 50-65%	Teaching 20-30%	Research 50-65%	Teaching 30-50%	Research 5-10%	Teaching 5-10%	Research 10-40%
		Research 20-30%		Services and Professional Practice 30-50%		Services 10-30%	
	Services 10-15%	Services 10-15%	Services 10-15%	Services and Professional Practice 30-50%	Services 10-15%	Services 10-30%	Management/leadership 30-60%
	Management/leadership 5-10%	Management/leadership 5-10%	Management/leadership 5-10%	Management/leadership 5-10%	Management/leadership 5-10%	Management/leadership 5-10%	

Figure 3: Four different pathways recommended in the Orange Book (Sources: Ministry of Higher Education, 2017)

The universities can use the five guiding principles to ensure the success of these Differentiated Career Pathways. First, promote an overarching goal by cultivating excellence and leadership amongst the academic talents in the university. The second is to create career paths that align with the core mission, strategy, and structure of the institution. The third is to assign pathways based on an inclusive, collegial spirit and respect for individual differences in talents, passions, and circumstances. The fourth is to build equitable promotion criteria that are equitable and mutually beneficial to both the talent and the institution. The fifth is to allow for flexible career development opportunities for the academic talents to chart their paths to excellence and leadership in their chosen fields (Malaysia Ministry of Higher Education, 2017).

To smoothen the process, the Malaysia Ministry of Higher Education (2017) has suggested a flowchart on managing the Differentiated Career Pathways. This management involved university entities like Human Resources & Staff Development Division, Academic Leadership Development Centre, Strategic Planning Office, and the Industry Collaboration Division. All the entities play their corresponding responsibilities at different stages of execution. Each entity plays its role at a different time. For example, Heads of Departments, Deans, Deputy Vice-Chancellor of Academic & International, and Deputy Vice-Chancellor of Research and Innovation have a vital role in the execution phase. At the same time, Human Resource and Staff Development Division play essential roles in Buy-in and Support phases. Figure 4 shows the overall management process of Differentiated Career Pathways.

	Plan	Buy-In	Execute	Support
Critical Elements	<ul style="list-style-type: none"> Have a policy for differentiated career pathways; a structure to plan, manage, implement and set out criteria for each pathway Carry out simulation to align academics preference to the HLI's missions and objectives 	<ul style="list-style-type: none"> Have a buy-in process which involves all academics and university management in developing the framework, criteria and performance targets, through a series of workshops and townhall sessions with stakeholders 	<ul style="list-style-type: none"> Develop clear process, mechanisms and instruments to implement and monitor these career pathways Determine appropriate proportion of academics in each pathway 	<ul style="list-style-type: none"> Provide the right policies to support implementation, good infrastructure to support staff development, plus, grants & incentives
Entities Involved	Strategic Planning Office, Registrar Office and Academic Division supported by relevant committees and taskforces	The Human Resource & Staff Development Division	Heads of Departments, Deans, Deputy Vice Chancellor (DVC) Academic & International, DVC Research and Innovation	Human Resource & Staff Development Division, Academic Leadership Development Centre and the Industry Collaboration Division

Figure 4: The overall management involves planning, buy-in, implementing and providing support from different entities at different timing (Sources: Ministry of Higher Education, 2017)

Furthermore, the distribution of the four different pathways depends on the cluster of the university. For an example, universities like University Malaya, Universiti Sains Malaysia, Universiti Kebangsaan Malaysia, Universiti Putra Malaysian, and University Technology Malaysia that are in the research university cluster, the suggested distribution is 20-30% for the teaching pathway, 40-60% for the research pathway, 5-15% for the professional practice pathway and 20-20% for the leadership pathway. Table 2 shows the recommended percentage of distribution for the pathways from the Orange Book (Malaysia Ministry of Higher Education, 2017).

Table 2
Recommended Proportion Of Academicians In Each Pathways According To The University Clusters (Sources: Ministry of Higher Education, 2017)

Clusters	Recommended Proportion of Academicians in Each Proportion (%)			
	Teaching	Research	Professional	Leadership
Comprehensive	40-60	20-30	5-15	10-20
Research	20-30	40-60	5-15	10-20
Technical	30-40	30-40	15-25	20-20

The implementation framework of this model has five processes, which are (1) Aligning talent and competency requirements, (2) Identifying leadership talent, (3) Developing leadership talent, (4) Assessing and appraising talent, and (5) Assessing the effectiveness of leadership development programs. This process is inspired by the Mateso (2010) model discussed above. The sustainability of this program will involve cooperation between the public universities and Malaysian University Leadership Academy (AKEPT). The main objective of AKEPT is to develop holistic, quality, respected, and competent academic and administrative leaders to lead local institutions of higher learning internationally (Higher Education Leadership Academy, 2019). At the same time, the role of AKEPT in this succession planning is to develop and sustain leadership excellence.

There are four processes of collaboration between Malaysian Public Universities and AKEPT. The university prepares the initial three levels, and the last part is the collaboration between the universities and AKEPT. The process starts with the identification of potential talents. The next process is talent grooming for each partway. Individual Training Needs Analysis is employed for each talent, the intention is to monitor the training and development progress of the talents. The talent grooming is followed by talent mapping of their career paths by the university. Universities have utilised talent identification, grooming talent and mapping talent to manage and structure their human resources in their university. AKEPT is the last process that provides training and development programme to talents according to their current academic managerial leader position in their respective university. For example, AKEPT provided (IL700) High-Impact Leadership Programme to cater for the highest University Management, (IL600) Strategic Leadership Programme and (IL500) Functional Leadership Programme for Head of Department/Dean/Director (Malaysia Ministry of Higher Education, 2017, p. 70). The collaboration between AKEPT and public universities is shown in Figure 5.

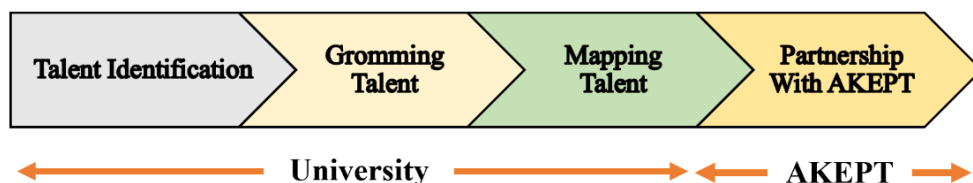


Figure 5: Partnership between public universities and AKEPT (Sources: Ministry of Higher Education, 2017)

4.3 Bano (2017) Conceptual Model For The Relationship among Workforce Planning, Talent Management And Succession Planning.

The model by Bano (2017) depicts the connection among succession planning, workforce planning and talent management. According to Bano (2017), succession planning is the most pressing talent management issue presently confronting universities (Alina Shamsuddin et al., 2012). Talent management refers to the process of identifying and forecasting employment needs, as well as the best way to meet those needs. The Human Resources department is responsible for ensuring the need to develop talented candidates for the institution. The implementation phase includes several steps like talent assessment, creating a specific job model that defines behaviour, skills, knowledge, and experience, talking with employees about their careers, and reviewing succession planning annually. It is critical to align the needs of the institution with the needs of the employees. In order for the institution to survive in the long-term, there is a need to maintain a skilled workforce, as well as the focus in recruiting new talent and expanding its talent pool. Figure 6 shows the Bano (2017) Conceptual Model Of Succession Planning For Public Higher Learning Institutions In Malaysia.

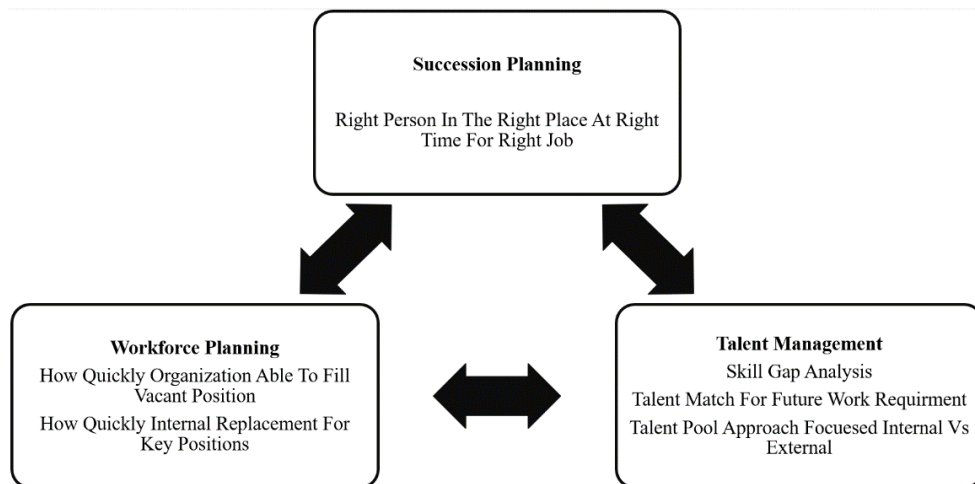


Figure 6: Bano (2017) Conceptual Model For The Relationship among Workforce Planning, Talent Management And Succession Planning (Source: Bano (2017))

5.0 Discussion

Due to the differences in the universities where the data were collected, no single model can define a functional succession planning programme that can represent all institutions (Muhamad Tasyrif Ghazali, Mazuri Abd. Ghani, & Syamsul Azri Abdul Rahman, 2022). After all, there are similarities among the models discussed above. There is leadership development, the incumbent leaders are involved in succession planning, and organisation strategy drives the direction of the succession planning programme.

Leadership development is essential in succession planning. Individual competency, ability, and skill gaps between what potential leaders can do now and what they should need for future work requirements must be bridged through the succession planning process (Bano et al., 2022; Bidayatul Akmal Mustafa Kamil, Junaidah Hashimb, & Zabeda Abdul Hamidb, 2016). Rothwell (2010) named this process the Individual Development Plan (IDP). IDP is unique to everyone and emphasises three major categories namely work experiences and assignments, coaching, and educational courses and seminars. According to Alina Shamsuddin et al. (2012), educational and training courses improve potential skills of candidates. Besides the classroom, they will be exposed to the real world by participating in cross-functional

development. The philosophy behind this is to encourage the candidates to broaden their skills. The goal is to create a well-rounded leader with minimised weaknesses, encouraged strengths, and the ability to familiarise themselves in a short time (Alina Shamsuddin et al., 2012).

Another similarity from the discussion above is the incumbent leaders involved in the succession planning. A leader makes situations happen (Chia, Ahmad Zabidi, & Ghavifekr, 2022). The same goes for the implementation in the succession planning in a university; the leader needs to lead this process. Scholars (Abd Rahman Ahmad & Keerio, 2020; Bano et al., 2022; Chandra, 2019; Mahadir Ladisma et al., 2019; Ng'andu & Nyakora, 2017) have urged that the succession planning process requires a firm commitment from the top leaders and its needs to be a top-down approach. The leader in the organisation needs to lead this process and ensure that succession planning has priority. Further, they need to provide a healthy potential pipeline of leaders to guarantee the sustainability of the organisations. Furthermore, Darvish and Temelie (2014) suggested that senior leaders commit, contribute, and encourage their staff to participate in succession planning. The finding from Morrin (2013) is coherent with this suggestion. 82% of the respondents think that senior management leaders need to be directly involved in the succession planning.

Furthermore, the board of directors or trustees also play a role in succession planning of a university (Abd Rahman Ahmad & Keerio, 2020; Klein & Salk, 2013). Klein and Salk (2013) proclaimed that the board of trustee have a critical role in appointing the top leader. They must fully understand the needs of the university and prepare the succession plan for the seat of the president in the event of resignation, retirement, or unexpected catastrophic loss. Clunies (2004) and Richards (2009) have a similar argument, where support from the board of trustees and the top leaders is essential for the success of the program. The other finding on the responsibility of an incumbent leader in succession planning is communication with the board on the institutional leadership needs, the hiring of individuals for strong senior positions, providing professional development in talent and not to be directly involved in the succession process (Klein & Salk, 2013).

Lastly, the strategy of an organisation drives the direction of the succession planning programme. According to Rothwell (2010)s and Muhamad Tasyrif Ghazali et al. (2022), succession planning needs to be aligned with the objectives and aspirations of an organisation. For a university, it needs to be parallel with the mission, vision, and goals of the university (Mahadir Ladisma et al., 2019; Norzaini Azman et al., 2012). At the same time, a strategic plan is an action plan to achieve the aspiration, which is inspired by the mission, vision, and values of the university. Academic strategic planning includes organisational values, traditions, and aspirations (Keller, 1983). Additionally, the organisational strengths and weaknesses assessment, intellectual abilities and priorities assessment, environmental trends, the marketplace, and competition assessment are also parts of the academic strategic planning. Finding from Darvish and Temelie (2014) show that the five most common elements of strategic planning are educational reforms, organisational values, organisational traditions, technology, and management abilities.

Generally, the findings from the scholars agree that they are links between succession planning and strategic planning. Abd Rahman Ahmad and Keerio (2020), Muhamad Tasyrif Ghazali et al. (2022) and Ng'andu and Nyakora (2017) recommended that the educational organisation included succession planning into the annual plan of the university. Darvish and Temelie (2014) report a strong positive correlation between strategic and succession planning. Further, the study by Morrin (2013) shows that 93% of participants agree that succession planning needs to be included in the strategic and business plan of the university. This result is congruent with Rothwell (2010), where succession planning is an ongoing process driven by strategic planning.

The similarities discussed above are linked in a university. The strategy plan of the university steers the direction of succession planning; decides the type of leadership and competence that is needed by a university now and for future Leadership development. The plan also provides for individual competency, ability, and skill gap, especially in leadership development and talent management. Further, the incumbent leader needs to be involved in the succession planning to train and mentor the candidate in the programme. This is followed by an assessment of the outcome of the succession planning. The evaluation is the comparison of the outcome to the initial strategic plan (Muhamad Tasyrif Ghazali et al., 2022). Figure 7 shows the proposed succession planning model from the linkage of the similarity's components discussed above.

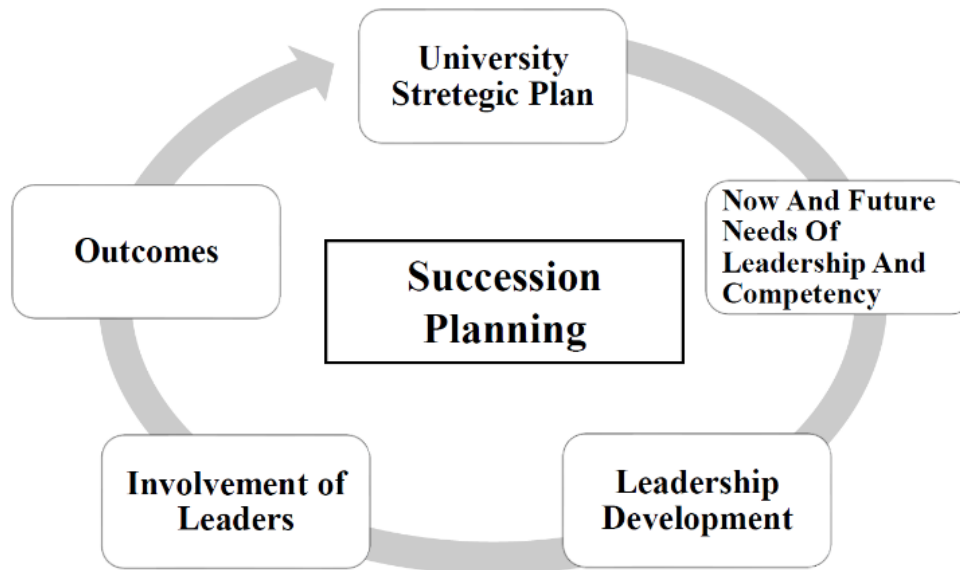


Figure 7: The links among university strategic plan, leadership development and involvement of leaders in succession planning to create results.

The above results correspond with the earlier findings of Richards (2009), Jasinski (2004), Leibman, Bruer and Maki (1996), Nkomo (1987), and Keller (1983). The succession planning needs to be aligned with the strategic planning and organisational goals because the purpose of succession planning is to produce leaders who can lead the organisation to achieve its goals. At the same time, the goals of the organisation are built on its foundation of mission, vision, and values. Lastly, strategic planning is used to lead the organisation to achieve its goals.

6.0 Implication

In the discussion organised by Malaysia Higher Education Leadership Academy (AKEPT) and participated by over 50 lecturers, professors, deputy deans, and deans, they predicted that the future of Malaysia Higher Education (HE) was financially, socially, and intellectually unsustainable. In the discussion, they also recognised that Malaysian universities cannot continue learning from the West but must embrace innovations, draft new visions, and measure the visions. In the meeting, the participants proposed solutions to overcome the challenges in Malaysia's HE, which were

1. HE must have a reliable selection system for leaders.
2. University political influence needs to be reduced.
3. HE needs succession planning

4. HR should prioritize talent management and excellence in the workplace as a strategic priority
5. The public university had to achieve autonomy between 2025 and 2030 (Sohail & Ivana, 2016).

Besides that, more critical persons will retire in the coming five years from the Malaysian public universities (Majlis Profesor Negara, 2016). However, succession planning is still not an integral part of Malaysian public universities (Malaysia Ministry of Higher Education, 2016, 2017; Norzaini Azman et al., 2012).

Therefore, the findings of this research reconfirm and improve Clunies (2004) and Rothwell (2015) succession planning models. The finding also contributes to the existing knowledge of succession planning, especially in the university setting, as the current succession planning literature lacks theory support (Giambatista et al., 2005; Mateso, 2010).

This review has added insight into the existing succession planning policy and best practices for the institutions, i.e., public universities, private colleges and universities, and AKEPT. More specifically, the finding can practically contribute to Malaysia's higher education institutions, either public or private, achieving their university strategic plan. The finding can also serve as a reference for Malaysian higher education institutions, either public or private, in setting up their succession planning policy or programme.

Lastly, this study might help inspire university leaders to do more on succession planning issues. A few of the respondents from the study of Klein and Salk (2013) indicated that the interview questions they presented had motivated them to place succession planning on the to-do list.

7.0 Conclusion

In conclusion, three models are reviewed and compared. These models are (1) Norzaini Azman et al. (2012) Model of Succession Planning in Developing Young Academic Leaders, (2) Malaysia Ministry of Higher Education (2017) Strengthening Academic Career Pathways and Leadership Development, Universities Transformation Programme, Orange Book, and (3) Bano (2017) Conceptual Model For The Relationship Between Workforce Planning, Talent Management And Succession Planning.

The similarities of the reviewed models are (1) Leadership development is essential in succession planning, (2) Incumbent leaders shall involve in succession planning, and (3) The direction of succession planning is driven by the strategy of the organisation. Further, no single type of succession planning model works for all universities. Every university is unique and has its strategy, culture, and working environment. Thus, the need for leadership competency also differs from one university to another. Moreover, the whole process of succession planning is connected. It starts from the strategic plan, to identify present and future leadership and competencies that are needed by the university. It is followed by leadership development, and the leader shall be involved in the development process. This is followed by an assessment of the outcome of the succession planning. The evaluation is the comparison of the outcome to the initial strategic plan.

The perspective on succession planning is critical to leaders because their perceptions directly impact on how well it operates in an organisation (Chia et al., 2021). Nevertheless, previous studies show that some university leaders feel that succession planning is unnecessary for universities (Klein & Salk, 2013), while other leaders have a negative perspective of it (Sakinah Muslim et al., 2012), and some leaders are confused about succession planning (Bano et al., 2022; Posiah Mohd Isa et al., 2009). Thus, another research problem emerges here, what

is the connection between the perspectives of leaders in succession planning and the implementation of it in practice in their university.

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