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LEADERSHIP FORMATION FOR SUCCESSION: EXAMINING LEADERSHIP
DEVELOPMENT AT U.S. CATHOLIC SCHOOLS SPONSORED BY THE
CONGREGATION OF HOLY CROSS

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By

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A DISSERTATION IN PRACTICE

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Abstract

Sooner or later, every Catholic school faces a change of leadership. Research indicates that leadership succession is one of the most important influences on the sustainability of schools, yet most Catholic schools do not include leadership succession planning as a part of their strategic plan. The purpose of this qualitative, multi-site case study was to examine the leadership development practices and administrative succession plans employed at three selectively sampled Holy Cross-sponsored Catholic secondary schools. These practices were compared and contrasted with those in business, the nonprofit sector, public education, independent schools, and other Catholic schools. The intent of the research was to use the findings to develop a set of recommendations and strategies to strengthen leadership development and succession planning in these Catholic schools. Results of the study suggested that the most effective leaders positively influence leadership development and succession planning by inviting aspirant and emergent leaders to lead, personally cultivating their formation, and planning strategically for leadership transitions in the future. This study identified five key leadership characteristics that contribute to successful leadership development and succession— mission, modeling, mentorship, opportunities to lead, and collaboration. These findings contributed to the development of leadership succession strategies that will assist Holy Cross schools to transition from the prevalent *hire and hope* approach to leadership succession to a more systematic and strategic process of leadership formation for succession.

Keywords: Leadership succession, Catholic education, educational administration

Dedication

This dissertation is dedicated to the priests, brothers, and sisters whose courage, resolve, sacrifice, and love have informed, formed, and transformed the lives of millions of young people who have had the honor and privilege to attend a Catholic school.

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I have so many people that I want to thank and acknowledge who have been a part of this journey with me. Where do I even begin? I want to first thank God for setting my heart on fire and for leading me to a career in Catholic education. Along the way I have been blessed to be mentored by some amazing leaders in Catholic education. I am particularly grateful to Mr. John Moylan, Mrs. Heather Gossart, and Mr. Daniel Curtin who demonstrated for me that the most important attributes of a Catholic school leader are love for the students and passion for the mission.

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collaborating on future projects with you, Dr. Cook. Your work in Catholic education is helping to shape the future of Catholic education. When I look at my dissertation committee, I am in awe to be studying under and being mentored by two giants in Catholic education. I am inspired by both of you!

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CHAPTER ONE: INTRODUCTION

The Succession Challenge

The scene is a familiar one to Catholic schools throughout the United States. The

president, principal, or head of school has announced retirement plans after many years in

that position. Several questions begin to swirl: Who will be the replacement? Is there an

in-house candidate? Should we conduct a national search? Should a consultant lead the

search? Is there a successor in the pipeline? Will this school be able to survive without

this longstanding leader? Why are there so few interested candidates? These and many

more questions are the reality that Catholic schools are facing all over the nation, and the

question that looms the largest is, what are we doing to prepare for this inevitability?

A change in leadership is one of the most significant events in the life of a school

(Fink, 2010). Yet, as the research indicates, leadership succession planning is often

mismanaged (Fink, 2010). Research indicates that schools, public and private alike, have

generally relied on an unplanned approach to address this phenomenon (Caldwell, 2007).

Hargreaves (2005) noted that this is a systemic issue and a pervasive crisis that must be

confronted. Research by Dym, Egmont, and Watkins (2011) supports this, noting that

leadership transitions in nonprofits are "frequent, repetitive, and destructive" (loc. 167).

Mason (2015), in his research on independent schools, found a strong link

between succession planning and the long-term health and viability of a school. The

research emphasized that replacement planning is little more than a maintenance plan

whereas a well thought out succession plan is meant to sustain and build on the culture

and previous successes of the school. Mason (2015) believed that school leaders must

establish a set of processes and systems to address transitions that maximize continuity and minimize disruptions.

There are many approaches and definitions of succession planning. White and Cooper (2011) defined succession as "the process of any organization that marks the departure of one administrative leader and the entry of his or her successor" (loc. 136). In the nonprofit sector, Adams (2010) defined succession as the planning and actions that ensure there is effective leadership over multiple transitions in an organization. For the education sector, Geroy, Caleb, and Wright (2005) defined succession planning as a strategic process meant to identify the right leader for the right time and not just for replacement planning. In his book, *Effective Succession Planning*, Rothwell (2010) provided a more in-depth definition calling it a "deliberate and systematic effort by an organization to ensure leadership continuity in key positions, retain and develop intellectual and knowledge capital for the future, and encourage individual advancement" (loc. 928).

Statement of the Problem

In October 2014, at the annual CACE (Chief Administrators in Catholic Education) Conference sponsored by the National Catholic Educational Association, Drs. Cook, McNiff, and Verges addressed the question of succession planning in Catholic education. Designed as an open discussion, the goal of the session was to draw attention to the succession challenge facing Catholic schools and to begin the dialogue on how to address it. Attended by dozens of Catholic school superintendents seeking solutions to the inevitable struggles of leadership change, the dialogue focused on ways to "deepen the bench" and "fill the well" with qualified candidates. Some of the ideas centered on

developing creative and effective ways to identify, encourage, and train talented Catholic educators to assume leadership positions. Creating shared or distributed leadership models in schools was another idea discussed by numerous attendees. An audience member closed the dialogue stating, "There can be no success to the mission if there are no successors to the mission." Her statement resonated with those present and further motivated this researcher to make a meaningful contribution to address this prevalent need in Catholic education.

Research indicates that public and private schools alike are facing a leadership crisis (Hargreaves & Fink, 2010). Three primary factors contribute to this crisis: anticipated leadership transitions due to retirement (NASSP, 2002; Rhodes, Brundrett & Nevill, 2008; Teixeira, 2012), fewer interested candidates for leadership positions (Bierly & Shy, 2013; D'Arbon, Duignan & Duncan, 2002; Howley, Andrianaivo & Perry, 2005; Hine, 2003; Teixeira, 2012), and a lack of strategic planning for administrative succession (Bierly & Shy, 2013; D'Arbon, 2006; Fitzgerald & Sabatino, 2014; Guterman, 2009). While considerable work has been accomplished on leadership succession planning in corporate America, public education, and in the nonprofit sector, a review of the literature reveals a lack of research on this issue in Catholic schools (Canavan, 2001). These factors, coupled with the complexity and dynamics of modern society as well as changes in the Church, suggest the need for additional research on leadership development and succession planning.

Purpose of the Study

The purpose of this qualitative, multi-site case study was to examine the leadership development practices and administrative succession plans employed at three

selectively sampled Holy Cross-sponsored Catholic secondary schools. These practices were compared and contrasted with those in business, the nonprofit sector, public education, independent schools, and other Catholic schools. The intent of the research was to use the findings to develop a set of recommendations and strategies to strengthen leadership development and succession planning in these Catholic schools. As Catholic schools prepare for the future, identifying, encouraging, and cultivating talented and passionate educators to pursue top administrative positions must be a priority.

Research Question

Research questions in qualitative studies assume two forms: a central question and associated sub-questions (Creswell, 2009). Creswell (2009) indicated that the central question should be a broad question that explores the essence or main concept in the study. The following central question guided this study: What practices, policies, and strategies contribute to creating a culture of leadership development and building a reservoir of future leaders for Holy Cross secondary schools? From this central research question emerged additional sub-questions: What informal and formal steps can be taken by Catholic school leaders to encourage more faculty and staff to consider leadership positions in Catholic schools? What are teachers' perceptions and attitudes toward leadership positions? What skills, behaviors, and dispositions should leaders look for to identify future leaders? What succession planning strategies are being employed? How do these strategies and approaches compare with other industries both within and outside of education? Answers to these questions will help guide and direct Holy Cross leaders to establish a stronger culture of leadership development and more effective leadership succession planning.

Significance of the Study

This researcher's interest in succession planning grew out of his personal experiences and observations of the increased difficulty in filling executive leadership positions in Catholic education. Sooner or later, every Catholic school will face a transition in leadership. To prepare for this inevitability, Catholic school leaders must decide how to manage leadership succession. One might assume new leadership will emerge from teachers in the school. Although teachers represent the group from which the largest number of new administrators is likely to be drawn, the research indicates that fewer and fewer are willing to seek administrative positions (Fraser & Brock, 2006). Some researchers see the issue as one of supply and demand (Hargreaves & Fink, 2006). Some have suggested that the demands of the job are a deterrent (Fink, 2010). Yet others believe that greater attention must be given to developing leadership capacity (Charan, Drotter & Noel, 2011).

Contrasting the Catholic educational mission with the complexity of needs in the 21st century demands that we look at Catholic school leadership holistically and recognize that there is not a *one-size-fits-all* approach to addressing this issue. Fink (2010) contended that the 21st century needs and challenges of time and place, supply and demand, shifts in governance, shared leadership versus autonomy, and generational succession must also be considered when exploring this question. While succession planning and leadership development in Catholic schools have not been given the attention necessary to adequately address this leadership crisis, there are exemplars of those who have made this dialogue a priority in their strategic thought process.

The goal of this research was to gain clarity on what is contributing to this crisis and identify informal and formal strategies and approaches that will help Catholic schools better address the issue of leadership succession. Fink (2010) maintained that leadership succession is one of the most overwhelmingly important influences on the sustainability of schools. One option is to do what schools have done for many years: wait until a vacancy occurs and then hastily put in place a selection process to seek out the best available person. Fink (2010) referred to this as the "hire and hope'" approach (loc. 3509). A second, more proactive, option is to have in place a succession management plan designed to ensure that when a vacancy occurs the school has available people who are adequately prepared to assume these leadership roles. This would enable Boards, upper level administrators, and central office personnel to confidently select among several qualified candidates.

Aim of the Study

The aim of this Dissertation in Practice study was to create evidence-based strategies and recommendations to enhance leadership development and succession planning in Holy Cross-sponsored schools in the United States. Ultimately, the goal was to help create generations of successors to the mission of Catholic education in the Holy Cross tradition.

Methodology Overview

The researcher chose to use case study research in an effort to more deeply explore the leadership culture at three selectively sampled Holy Cross-sponsored schools. According to Creswell (2009), case study research enables a researcher to gain an in-depth understanding of a particular area of concern. By conducting qualitative research,

the researcher was able to gather rich data and therefore gain valuable insights about the

culture of leadership development and succession planning at the selected schools. Each

of the selectively sampled schools was identified for having a leadership succession plan

in place and for successfully developing leadership within their community.

Data were collected in three ways: baseline survey, personal interviews, and site

observations. The baseline data provided comparative data of Holy Cross-sponsored

schools with national data on leadership transitions and succession. A total of 24

interviews took place with a cross-section of personnel from each school. By spending

time at each of these sites, the researcher was able to observe the behaviors and attitudes

of current leaders towards building leadership capacity. This study was also informed by

a thorough review of the literature on the topics of leadership succession in business,

public, independent, and Catholic education, as well as the nonprofit sector.

Definition of Relevant Terms

The following terms were used operationally within this study. Roberts (2010)

recommended that terms which may have various meanings, may be misunderstood, or

are not commonly known be defined in order to provide clarity for the reader.

Congregation of Holy Cross. The Congregation of Holy Cross, a Roman

Catholic religious order founded in post-revolutionary France by Father Basil

Moreau, today operates and sponsors schools, colleges and universities in the

United States and around the world. The legacy, or charism, of Holy Cross

education is centered on the themes of being family, building respect, educating

minds and hearts, and bringing hope, and is distinguished by a commitment to

innovation, inclusion, diversity, unity, and acceptance (Holy Cross Institute

website, 2006).

Holy Cross Institute. The Holy Cross Institute provides resources, programs,

and events that educate administrators, faculty, board members, and students on

the unique educational legacy of the Congregation of Holy Cross (Holy Cross

Institute website, 2006).

Independent School. An independent school is a nonprofit institution financed

through tuition, fundraising activities, and investments. An independent school

does not rely on support from the church, state, or federal government (Teixeira,

2012).

Leadership Succession/Succession Planning. A purposeful effort by the

school's governance and executive leadership to establish a protocol and process

to respond to one of three possible scenarios: emergency replacement of the

leader, planned replacement of the leader, and the development of leadership

capacity for the purpose of finding and educating future leaders from within the

school (Fitzgerald & Sabatino, 2014).

Culture of Leadership Development. This represents an institution's

commitment to the leadership development and personal formation of its faculty

and staff.

Upper-level Administration/Executive Leadership/Chief Administrators.

Catholic schools in the United States possess various models of governance. This

term refers to the chief executive officer and/or chief operating officer, which are

represented by the terms President, CEO, Principal, and/or Head of School, i.e.,

Headmaster, Headmistress.

Mid-level Administration. This term includes the roles of Assistant Principal,

Program Director, or Dean.

Layperson. A layperson, or member of the laity, is a person who is not a

member of the clergy.

Leader. Refers to both positional leadership, i.e., upper-level administrators,

mid-level administrators, as well as other individuals with the potential to

contribute significantly to a school's capacity to meet and exceed goals (Adams,

2010).

Delimitations, Limitations, and Researcher Bias

The purpose of this research was to gain insights into the leadership succession

crisis facing Catholic schools. The delimitations of this study include the selected

sample, the choice of research methodology, and the development of semi-structured

interview questions. For practical purposes and in an effort to narrow the scope of the

research, the researcher chose to focus this study on Holy Cross-sponsored schools in the

United States. Qualitative research methodology was selected in an effort to gather rich

data and explore the multiple layers and complexities of succession planning and

leadership development. Finally, with the assistance of the researcher's dissertation

committee, five questions were developed for the semi-structured interviews in an effort

to compare and contrast responses based on differing perspectives in the school.

The primary limitations associated with qualitative, case study research are

related to validity, reliability, and generalization. Creswell (2009) indicated that since

case study research occurs in a natural setting, it is difficult to replicate. Likewise, causal inferences cannot be made from case studies because alternative explanations cannot be ruled out (Creswell, 2009). The question of generalization exists since the circumstances present at the schools included in the case study may differ from other organizations, i.e., financial means, governance structure, size, philosophy, and population served.

As a long-time Catholic educator, this researcher possessed certain biases and preconceptions about succession planning and leadership development. As an experienced Catholic educational leader, the researcher has personally experienced and witnessed the leadership crisis facing Catholic schools. With this in mind, the researcher sought to bracket his own experiences while conducting the research. The researcher assumed that the respondents were honest with the researcher. The researcher also assumed the respondents were not unduly influenced by the researcher since the researcher was a colleague with their current head of school.

Leader's Role and Responsibility in Relation to the Problem

An important consideration when addressing the succession challenge in Catholic education is to gain clarity on leadership styles that are most effective in the 21st century. Will Catholic schools continue to perpetuate an image of leadership that was productive in the past but is found to be less effective today? In what ways can educational leaders encourage younger generations to consider leadership positions? Modernist approaches to organizational behavior also challenge us to consider societal and cultural influence (Hatch, 2006). Fink (2010) contended that refocusing leadership to meet the needs and challenges of the 21st century will necessitate a radically different approach to ensuring a well prepared and sufficient supply of leaders.

Leadership succession in Catholic schools must also be viewed contextually. Twenty-six years in Catholic education has convinced this researcher that leadership takes many different forms and must respond to the needs of the institution. What are the needs of the school at this given time and place? Is the leadership change planned or unplanned? Is the desired goal continuity or discontinuity? Is the school seeking a skilled executive leader or a transformational leader? A given school, at its particular point in history, may need a change-agent or one who can heal hurts and re-establish trust. It should seem obvious, therefore, that schools and school systems must engage their stakeholders in a transparent process and seek to arrive at a consensus on the purposes of leadership and the qualities needed to move the school forward (Fink, 2010).

Betts (1992) argued that in order to bring improvement in any one system in education, a whole system approach must be taken to address the issue. This aligns well with Fink's (2010) notion that we must stop looking at school leaders as individuals, and instead, look at school leadership more holistically. Taking Betts' (1992) systems approach, therefore, requires that the research integrate solutions that move away from a relatively closed system to an open one by engaging various stakeholders in the process.

With all this in mind, based on the personal experiences of the researcher and the knowledge gained through his studies, this research engaged modern leadership theory and organizational behavior theory to contribute to developing the processes and strategies recommended for effective leadership development and succession in Catholic schools.

Summary

Education researchers have declared that there is a leadership crisis in both private and public schools in the United States. The literature indicates that leadership development and succession planning have not been made a priority in Catholic schools in the United States. There are, however, examples of schools who have prioritized leadership development and succession planning which have yielded positive results. The purpose of this qualitative, multi-site case study was to examine the leadership development practices and administrative succession plans employed at three selectively sampled Holy Cross-sponsored Catholic secondary schools. These practices and policies were also compared and contrasted with what is being employed in business, industry, public education, and in independent schools.

With the understanding that there is likely no one formula or approach to leadership development and succession planning, the aim of this Dissertation in Practice study was to create evidence-based strategies and recommendations to enhance leadership development and succession planning in Holy Cross-sponsored schools in the United States. Recognizing that there are certain limitations, delimitations, and the potential for researcher bias, this research resulted in a framework for leadership formation for succession that can be emulated by Catholic school leaders. Ultimately, the goal was to help create generations of successors to the mission of Catholic education in the Holy Cross tradition.

As this topic is explored further, chapter two identifies the scope of the leadership crisis in Catholic education. The researcher explores succession planning in Catholic education comparing and contrasting it with the business, nonprofit, public education,

and independent school sectors. Chapter three presents the methodology used for this

case study research. In chapter four the researcher analyzes and synthesizes the data

utilizing an *a priori* approach (Creswell, 2009). Finally, chapter five offers evidence-

based strategies and recommendations to enhance leadership development and succession

planning in Holy Cross-sponsored schools in the United States.

CHAPTER TWO: LITERATURE REVIEW

Introduction

Among the wealth of literature on educational leadership, significant attention has been given to the shortage of qualified and effective leaders (Cuddihy, 2012; D'Arbon, Duignan & Duncan, 2002; Fink & Brayman, 2006; Sherman, Wells & Dedrick, 2012). Scholars offer three primary explanations for this crisis: a retirement bulge amongst senior and middle level leaders (NASSP, 2002; Rhodes, Brundrett & Nevill, 2008; Teixeira, 2012); the negative perceptions and attitudes toward the roles and responsibilities of administrators (Bierly & Shy, 2013; D'Arbon, Duignan & Duncan, 2002; Hine, 2003; Howley, Andrianaivo & Perry, 2005; Teixeira, 2012); and a lack of succession planning (Bierly & Shy, 2013; D'Arbon, 2006; Fitzgerald & Sabatino, 2014; Guterman, 2009). Although other business and nonprofit sectors have made considerable gains in addressing leadership succession planning, there is little research on this issue in Catholic schools (Canavan, 2001).

This literature review explored the depth and breadth of the leadership succession issue both in and out of Catholic schools and sought to identify practices currently employed in public education, independent schools, the business community, and the nonprofit sector. Educational experts agree that an essential ingredient behind school success is extraordinary leadership (Marzano & Waters, 2009). As Catholic school leaders prepare for the future, identifying, encouraging, and cultivating talented and passionate educators to pursue leadership positions must be a priority. The goal of this research, therefore, was to clarify for Catholic school leaders the scope of this issue and

identify strategies to help U.S. Catholic schools to sustain and thrive through planned mechanisms of leadership development and succession planning.

Purpose of the Study

The purpose of this qualitative, multi-site case study was to examine the leadership development practices and administrative succession plans employed at three selectively sampled Holy Cross-sponsored Catholic secondary schools. These practices were compared and contrasted with those in business, the nonprofit sector, public education, independent schools, and other Catholic schools. As Catholic schools prepare for the future, identifying, encouraging, and cultivating talented and passionate educators to pursue top administrative positions must be a priority.

Aim of the Study

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Catholic School Leadership: A Brief Historical Overview

The earliest foundations of Catholic education in the United States date back to the 17th century as lay leaders were joined by religious orders such as the Franciscans, Jesuits, Capuchins, Carmelites, and Ursulines to operate schools (Hunt, 2000). In pre-Revolution America these schools were primarily under French or Spanish jurisdiction (Hunt, 2000). Following the establishment of the common free school in the 19th century and amid concerns about secular education, Catholic bishops began urging Catholic

families to pursue Catholic education, emphasizing their life-long benefits, service to

God, and the welfare of the nation (Hunt, 2000).

Despite the prevalence of an anti-Catholic sentiment in the United States, and

even disagreements about the importance and need for Catholic education inside the

United States Catholic Church, the number of Catholic schools and students continued to

grow in the 20th century.   In 1884, the American Catholic Bishops required all pastors to

establish a parish school (Goldschmidt & Walsh, 2013). In 1900, the Catholic Church

supported 3,500 parochial schools. By 1920, the number of Catholic elementary schools

had reached 6,551, enrolling 1.8 million students taught by 42,000 teachers, the great

majority of whom were religious and priests (Baker, 1999).

Catholic secondary education boomed during this time. In 1900, there were

approximately 100 Catholic high schools in the United States. By 1920 more than 1,500

were in operation (Walch, 2003). For more than two generations, enrollment climbed

steadily. Catholic schools reached their peak enrollment in 1965, when 5.6 million

students attended nearly 13,500 Catholic schools hosted by more than half of the Catholic

parishes across the country (McDonald & Schultz, 2014). The numbers in 2013 look

very different, with two million students attending 6,685 Catholic schools (McDonald &

Schultz, 2014). These numbers represent a 63% enrollment decline and a 50% school

closure rate since 1965 (McDonald & Schultz, 2014).

Prior to Vatican II, the large majority of Catholic schools in the United States

were staffed almost exclusively by religious sisters, brothers, and priests (Hunt,

2000). Since Vatican II, however, the number of religious and priests serving in Catholic

schools has declined significantly (Hunt, 2000). The National Catholic Educational

Association reported in 2000 that fewer than 7% of Catholic school staffs were

comprised of religious and/or priests (McDonald & Schultz, 2014). NCEA reported that

for the 2012-2013 school year, the number was fewer than 4% with 96.8% of the

professional staff working in Catholic schools comprised of laypeople (Fitzgerald &

Sabatino, 2014).

When religious and priests were the predominant presence in Catholic schools,

the understanding and acceptance of leadership succession followed a process that

mirrored an apostolic succession model (Fitzgerald & Sabatino, 2014). This meant that

new school leaders were traditionally appointed by the provincial leadership or bishop

without consulting or including the other stakeholders of the school. While this may

have been acceptable at the time, it is not an effective or efficient model for the

appointment of lay leadership in in the 21st century. In response, Catholic school leaders

have begun to modify leadership succession practices from an appointment process by

the religious leadership to a more comprehensive process undertaken by the governance

of the school (Fitzgerald & Sabatino, 2014). Others, such as the Society of Jesus

(Jesuits), have prepared detailed handbooks outlining leadership succession best practices

(Peterson, 2014). In either case, it is clear that selecting a new school leader has reached

a turning point if Catholic schools are to sustain and thrive for generations to come.

A Leadership Crisis or Lack of Planning?

Catholic school leaders are beginning to realize the importance of proper

succession planning. Change is inevitable in any organization. The fundamental

elements of successful leadership transitions demand the need for leadership succession

planning. Scholar and researcher Andrew Hargreaves (2005) stated: "One of the most

significant events in the life of a school is a change in its leadership. Yet few things

succeed less than leadership succession" (p. 163). Fitzgerald and Sabatino (2014) also

found that few schools and school systems include succession planning in their strategic

plans. The essence of this crisis is one of a lack of foresight and planning combined with

an issue of supply and demand. This is demonstrated through large demographic shifts of

retiring administrators combined with a lack of interest from the largest pool of potential

applicants—current teachers.

The Retirement Bulge

Numerous studies have been conducted investigating the shortages of school

administrators (D'Arbon, Duignan & Duncan, 2002; NASSP, 2002; NASSP, 1998;

NAESP, 1998; Sherman, Wells & Dedrick, 2012; Strauss, 2007; Teixeira, 2012). These

studies indicate that there is not only an inadequate supply of future administrators, but

Catholic schools are also facing a retirement bulge as large numbers of administrators are

nearing retirement age in the next ten years (Sherman, Wells & Dedrick, 2012; Teixeira,

2012). In public schools in the United States, the National Association of Secondary

School Principals (NASSP, 2002) reported that the average age of principals in 1993-

1994 was 47.7, with 37.0% older than age 50, 53.6% between ages 40 and 49, and 9.5%

age 39 or younger. Twenty years later, these principals are now reaching retirement age.

According to a 2009 study on leadership and governance conducted by the

National Association of Independent Schools (NAIS), 68% of United States independent

school heads plan to retire or change jobs by 2019. Kane and Barbaro (2015) reported

that this trend is accelerating with the increase of baby boomer school heads who delayed

retirement in response to the financial crisis in 2008. Research by Quinby (2015) found

that heads of school are remaining in their current positions for a shorter duration with

current heads serving an average of 12.6 years while their predecessors held the headship

role for an average of 13.1 years. Quinby (2015) further reported an increase in head

dismissals referring to it as an "alarmingly common" trend among independent schools

(p. 61). Data on Catholic schools reveals similar trends, which are made even more

challenging by the shift from religious to predominantly lay leaders (Fitzgerald &

Sabatino, 2014).

Of the 1.4 million nonprofits in the United States, which includes private and

Catholic schools, reports indicate that at any given time, as many as 20-25% of executive

leaders are in or near transition (Dym, Egmont, & Watkins, 2011). The Annie Casey

Foundation (2003) reported that nearly 75% of all nonprofit executives will reach

retirement age over the next two decades (as cited in Dym, Egmont, & Watkins,

2011). Further data revealed that 34% of nonprofit organizations have already had two or

more executives in the past five years, and within the next five years more than 70% of

executive leaders expect to leave their current positions (Dym et al., 2015). Tierney

(2006) reported that in the next decade nonprofits will need to find 640,000 new

executives, nearly two and a half times the number currently employed. These numbers

point towards a major shift in the nonprofit sector, one that will demand an average of

80,000 senior managers every year (Dym et al., 2011).

Negative Perceptions and Attitudes of Administrative Roles

Teachers represent the group from which the largest number of new principals is

likely to be drawn. Howley et al. (2005) reported that fewer teachers, however, are

willing to seek administrative positions citing perceived difficulties and frustrations of

the job. In their research, teachers ranked the disincentives associated with leadership in

the following order: the profession is growing significantly more complex and

constraining; it is a source of considerable stress; principals lack the means and support

for doing a good job; the salary is too low; daily and yearly hours are too long; and,

family life suffers from the demands of the position (Howley et al., 2005). A study

conducted by Fink and Brayman (2006) revealed that half of the school districts surveyed

in 2000 reported a shortage of qualified candidates for leadership positions. NASSP

(2002) attributed this failure to attract quality leaders to the following factors:

> Increased job stress, inadequate school funding, balancing school
> management with instructional leadership, new curriculum standards,
> educating an increasingly diverse student population, shouldering
> responsibility that once belonged at home or in the community, and then
> facing possible termination if their schools don't show instant results
> (p. 1).

Similar findings appear in the international literature on educational leadership.

Grace (2007) reported that in London and Wales, many head of school positions are not

filled following the first interview process and must be re-advertised, often several

times. The research indicated that the increasing demands of government policies and

regulations as well as the high level of risk versus reward accountability offset the more

competitive salaries being offered and serve as deterrents (Gallagher, 2007). Principals

in Australia responded similarly as they reported being forced to become pseudo-

accountants, financial managers, counselors, behavioral managers, and public relations

officers in increasingly litigious environments (D'Arbon et al., 2001).

Studies of principals in U. S. Catholic schools report similar findings. While

principals expressed satisfaction with many aspects of their job, particularly work with

students and teachers, they were overwhelmed by a multitude of demands, including

legislated expectations, increased parental demands, student safety, gender and equity issues, staff development, curriculum alignment, accreditation, school improvement plans, annual reports, accountability, and legal constraints (Durow & Brock, 2004). Brock (2006) attributed the decrease in interested candidates for leadership positions in Catholic schools to the attitudes and perceptions associated with these roles citing that the demands of the job have become less appealing and that teachers are discouraged by perceptions that principals are overworked, underpaid, and overloaded with administrative details. A study of the attrition of Catholic school principals by Durow and Brock (2004) revealed that in spite of enjoying their work and impact on Catholic education, principals were choosing to leave their positions prematurely due to insufficient compensation, lack of career opportunities, or conflict with governing authorities. All of this drains energy, increases stress, and results in long working hours with considerably less time for family and recreation (Grace & O'Keefe, 2007).

Bryk, Lee, and Holland (1993) and Wallace (2000) believed that the demands of leaders in Catholic schools are greater than in public education. In addition to possessing strong leadership qualities and a high IQ in educational administration, these leaders must also be knowledgeable of the history of the Catholic Church, canon law, ecclesial documents, doctrine, and dogma (Wallace, 2000). Bryk et al. (1993) explained how Catholic school leaders wear multiple hats, including: instructional leader, financial manager, development and fundraising director, public and alumni relations facilitator, faculty supervisor, student recruitment director, and disciplinarian. These growing demands and responsibilities have changed the attractiveness of leadership positions in Catholic schools (Fraser & Brock, 2006). D'Arbon et al. (2002) found that the challenge

of leading a faith-based school community in which personal lives, commitment to faith, and religious practices were scrutinized by Church authorities, the education system, students, and parents, was a deterrent to seeking a principal's position. Additional deterrents in the study included too much bureaucracy, gender bias, complexity of the selection process, inadequate salary, and the impact on personal and family life (D'Arbon et al., 2002).

Research by Schuttloffel (2007) identified two other key factors as challenging the recruitment, formation, and retention of leadership in Catholic schools. The first is standardization. Shuttloffel (2007) argued that standardization practices have led to a greater focus on managing outcomes and expectations as opposed to leading schools with bold and dynamic initiatives, thereby reducing the intrinsic value and pleasure of leading a Catholic school community. The second factor she mentioned is the leadership crisis within the American Catholic Church, namely, the shortage of those pursuing religious life, the diminishing numbers of active Catholics, and the damage done by the priest sexual abuse scandal of the mid-2000s (Schuttloffel, 2007).

Research done by Fink (2010) in Canada also found that top-down change and reform strategies deter prospective leaders who worry that they will become implementation managers rather than inspiring leaders. Fink (2010) also cited that the standards and standardization agenda that has dominated public policy has contributed to a model of leadership that is reactive, compliant, and managerial. Fink (2010) argued that this model discourages and deters aspirant leaders.

Fink (2010) maintained that understanding the succession challenge in the 21st century also requires recognition that there are generational differences in leadership. In

other words, leadership as practiced and encouraged by older generations may have

limited appeal to younger generations. Friedman (2005) believed that flattened

hierarchies, access to information, innovation, speed, entertainment, and life-work

balance contribute to shaping the leadership philosophy and practices of

millennials. With this in mind, Fink (2010) recommended that educational leaders

respond to the succession challenge by rethinking leadership and of leadership

development to fit the needs of the 21st century.

Leadership Succession Planning: A Neglected Phenomenon

Challenges in succession planning in both K-12 and post-secondary public

education are widely documented (Luna, 2012). Rhodes, Brundrett, and Nevill (2008)

referred to the leadership talent identification, development, and retention process in

securing future school leaders as a "neglected phenomenon" (p. 5). DeAngelis and

O'Connor (2012) contended that the lack of desire to pursue administrative positions

does not rest only on the perceived disincentives of the positions, but is also due to the

inadequate preparation of aspiring leaders. A Bain & Company research study in

collaboration with twelve school systems nationwide highlighted the critical need for

succession planning (Bierly & Shy, 2013). The philosophy and approach taken by these

various systems is similar—identify those with leadership potential or aspirations early in

their career, develop their talent, provide intensive support, and advance them as quickly

as possible through the leadership pipeline (Fink, 2011).

The research indicates that public education has begun to adopt succession

planning strategies from the business world (Guterman, 2009). Public schools are

rethinking administrator succession planning organizationally and comprehensively, not

simply preparing one or a few people to become the next leader (Sherman, Wells & Dedrick, 2012). Additionally, many school systems are attempting to improve the perception of the roles and responsibilities of the principal so as to encourage more to consider such a position (Teixeira, 2012).

Research by Dym, Egmont, and Watkins (2011) found a void in leadership development in the nonprofit sector as well. Their findings found that the scale of this problem is growing disproportionately since many nonprofits are led by members of the Baby Boom generation (Dym et al., 2011). Referring to it as a "crisis of transition," they found that nonprofits generally do not give the proper attention to leadership succession (loc. 167). They found, in fact, that many nonprofit Boards see succession planning as a drain of time and energy, is often costly, leads to conflict and disruption, sacrifices credibility, and often leads to dissolution of the nonprofit (Dym et al., 2011). Their research challenged the nonprofit sector to move beyond the "rushed, remedial, reactive" approach and towards a more careful, strategic, and forward-looking one (Dym et al., 2011, loc. 304).

Succession Planning in Professional Practice Settings

While the research indicates that there is a lack of strategic thinking for succession planning and leadership development in Catholic education in the United States, effective programs have been employed in U.S. public schools, independent schools, business, and the nonprofit sector. One element that each of these approaches has in common is that the organizations have overcome the misperceptions often associated with succession planning and have embraced it as an opportunity to sustain and strategically plan for the future (Adams, 2010). Research by Adams (2010) provided

evidence that successful companies, schools, and nonprofits make succession planning a part of their vocabulary and attach it to strategic thinking and visioning (Adams, 2010).

Succession Planning in Business

The business community has become increasingly aware of the need to build sustainable businesses, not just ones that create short-term profits (Collins, 2001). This has been well chronicled through the works of numerous business and management experts. Some of the top research has come from Jim Collins in his books *Built to Last* (1994) and *Good to Great* (2001). In each of these landmark books, Collins emphasized that at the heart of great organizations that endure over time is effective leadership.

Acknowledging the importance of leadership, businesses have given attention to leadership succession planning recognizing that true leadership succession is systematic and strategic (Cashman, 2010). Traditionally, succession planning in corporate America has been associated with replacement planning, which has often led to failed and disruptive transitions (Cashman, 2010). In spite of these well documented failures, researchers Charan, Drotter & Noel (2011) argued that replacement planning is still the norm. On the other hand, the most successful companies are embracing succession planning not only as a model for ensuring successful placement of the top-level executives, but also to deepen their talent pool and ensure top talent at every level of the company (Cashman, 2010).

For these companies, succession planning has evolved into a proactive, ongoing program for assessment, leader development, promotion, and retention of key performers (Cashman, 2010). Charan et al. (2011) referred to this as creating a leadership pipeline. The basic premise is that if a company fills the pipeline with high performing

people at every leadership level, provides them with opportunities to grow, and

continually develops and assesses their performance, then there will be an abundance of

leaders to draw from now and in the future (Charan et al., 2011).

This research revealed that effective succession planning has a transformative

effect on a company (Charan et al., 2011). These researchers argued that not only does

effective succession planning help the bottom line in business, but it also boosts morale

and leads to higher performance (Charan et al., 2011). They also found that by creating

an ongoing and proactive dialogue at all levels, the talent pool is strengthened, the careers

of those involved in the development process are enhanced, leadership in key positions is

maintained, the company's intellectual capital is retained, business continuity is ensured,

and the company saves time and money (Charan et al., 2011).

Charan et al. (2011) concluded that working on succession continually and

effectively is a hallmark of successful companies. In their book, *The Leadership

Pipeline: How to Build the Leadership-Powered Company*, the authors presented a

simple five-step plan to creating a culture of effective succession through leadership

development:

- Identify the various leadership positions within and throughout your organization

- Create a set of performance standards to measure leadership at all levels

- Document and communicate these standards throughout the organization

- Evaluate the performance of the leaders

- Review the plans and progress of the leaders frequently and seriously

Cashman (2010) also highlighted the transformational impact of proper leadership

succession. Done well, he sees it as a combination of top talent, strategy, vision, values,

and corporate culture (Cashman, 2010). Too often, however, Cashman (2010) found that succession planning is seen as a transactional replacement process that looks at current needs as opposed to long-term, strategic success. Cashman (2010) developed a framework for effective leadership succession that emphasizes that an organization is always in a cycle of succession. Similar to Charan et al. (2011), Cashman (2010) believes that organizations must invest in a disciplined and measurable process for goal-setting, evaluation, leadership development, and support for leaders throughout the organization. He concluded that this must all be done in the context of the strategic vision of the organization with a solid understanding of the needs of the institution (Cashman, 2010).

These strategies and approaches to leadership succession contain several common elements. First is the underlying importance of leadership development throughout the organization. The process must be continuous, ongoing, and provide opportunities for formative feedback (Charan et al., 2011). This approach also demands that in order to build effective leadership throughout the organization, current leaders need to identify leadership candidates early in their careers, provide them with growth opportunities and assignments, give them formative feedback, and mentor them (Charan et al., 2011). Charan et al. (2011) believe that this approach builds confidence, experience, and self-efficacy as employees work their way through the leadership pipeline.

Each of these theories also advocates for hiring and promoting internally. Collins (2001) argued that hiring internal candidates is particularly important when an organization is successful and stable. One advantage to using an internal candidate is that he or she knows and understands the organizational culture, policies, procedures, and

expectations (Collins, 2001). Charan et al., (2011) documented that external hires fail more than they succeed. These researchers pointed to cultural mismatches, lack of a relationship network, and resentment by current employees as detrimental effects of hiring from the outside (Charan et. al, 2011). Further, if the new hire is assuming a new leadership position, when they are confronted with challenges and obstacles that are unfamiliar, Charan et al. (2011) report that they often revert to the skills and methods of the previous leadership position they held at the former company, which often results in failure. It is for these reasons that the business world is beginning to focus greater attention on creating an effective talent development framework for leadership formation that positions more candidates to assume top leadership roles (Charan et al., 2011).

Leadership Succession in the Nonprofit Sector

The challenges of executive selection in the nonprofit sector is also well documented. Kramer (2014) reported that most nonprofits struggle with a lack of resources, time, and expertise to adequately plan and prepare for leadership transitions. Adams (2010) reported that prior to 2003 it was very rare for nonprofits to discuss succession planning at all. Dym et al. (2011) also reported an absence of sufficient succession planning in the nonprofit sector referring to the common approach as "rushed, remedial, and reactive" (loc. 304). A 2006 study demonstrated some progress in the nonprofit sector as they began to understand the importance and need for succession planning (Adams, 2010). However, in spite of this heightened awareness and concern, the study found that only 29% of the two thousand organizations studied had discussed succession planning, let alone created a plan for effective transitions (Adams, 2010).

Fortunately, the nonprofit sector has improved in its acceptance and use of succession planning practices (Adams, 2010). Adams (2010) reported that Boards are no longer avoiding the conversation, but rather, are adopting more positive language and attitudes about succession. Many are developing emergency backup plans, forming succession policies, and are creating an organizational culture that encourages the growth of new leaders (Adams, 2010). Adams (2010) concluded that Boards and executives who commit to and understand the importance of succession planning experience numerous benefits. These range from a deeper reservoir of potential leaders, increased motivation as younger staff members gain clarity on the attributes and competencies required for leadership, professional, and personal development throughout the organization as training opportunities are provided for staff, and clear pathways identified for advancement opportunities (Adams, 2010).

Kramer (2014) confirmed in his research that when Boards are forward-thinking and engage in a regular review of leadership, they are promoting the long-term success of the organization that they serve and reinforcing their role as stewards. In this research, Kramer (2014) suggested that having the conversation about leadership succession emphasizes the importance Boards should place on leadership selection and future needs. Kramer (2014) identified six primary barriers, however, that prevent Boards from engaging in this important planning process: (a) the infrequency of leadership transition during a given board member's tenure; (b) a lack of board training which leads to a lack of understanding of the primary duty of supervision and oversight of the leadership; (c) a reluctance to engage in human resources and personnel matters; (d) adoption of informal versus formal processes of leadership evaluation and development; (e) a lack of

understanding of the institutional mission; and (f) a lack of diversity of board

competencies.

Dym et al. (2011) recommended that Boards view leadership transition as an

opportunity to evaluate the direction of the organization. While most organizations view

leadership transition as a process geared towards replacement planning, they advise

broadening the process to include a continuous growth process for the leadership and the

organization (Dym et al., 2011). This process includes conducting a needs assessment

and a self-analysis to better understand what kind of leader is needed at the particular

time, what the market context is, the type of resources that are available, and the unique

mission and vision of the organization (Dym et al., 2011). They argued that outside of an

extensive and creative strategic planning process, nonprofit organizations rarely engage

in dialogue of this depth and magnitude (Dym et al., 2011). Ultimately, to manage this

process well, Dym et al. (2011) maintained that Boards need to understand their

organizational culture, goals and objectives, the community they serve, and its structure

and processes. This is an opportunity to create a cultural fit, align goals, and ensure a

successful tenure for future leaders (Dym et al., 2011).

Adams (2010) maintained that every nonprofit organization should have a written

succession policy. This policy not only provides a framework for the important

conversation and planning for a leadership change, but it also provides a structure and

process to guide an organization when change occurs (Adams, 2010). Having a policy

helps reduce the anxiety created during the uneasy time following a job departure or

announcement and reduces the chances for a failed transition (Adams, 2010). Adams

(2010) found that having a written policy adds clarity and security at what is an otherwise unclear and insecure time.

Adams (2010) recommended that a well formulated succession plan should include an emergency back-up plan for the executive director, a sustainability review or report that highlights organizational strengths and goals, an executive transition plan and timeline, and a leader development or talent management plan. He contends that this type of approach helps an organization to be better prepared for both planned and

unplanned leadership transitions (Adams, 2010).

Succession Planning in Public Education

The prevalence of public school leadership succession research has focused primarily on the effects of succession and the appointment and induction process for new principals. When it comes to attracting, identifying, and recruiting new leaders, the research is sparse. According to Hart (1993), most schools suffer from a lack of succession planning and focus instead on replacement planning as the need arises. Hart (1993) argued that a more successful approach is to transition from replacement planning to a more strategic approach of succession planning that emphasizes an ongoing process of needs assessment and leadership development programs that creates a deeper reservoir of potential leader candidates.

Hart's research (1993) favored succession systems that develop future leaders *within* organizations to help them evolve into viable candidates for available positions. This approach emphasized the need to connect goal setting, recruitment, development, accountability practices, and leadership succession, placing an emphasis on deepening the pool of potential candidates and creating a good fit between the needs of

the institution with the characteristics of the internal candidates (Hart, 1993). In Hart's

(1993) research, principals reported that they chose an administrative career only after a

principal or other school leader encouraged them—a process sometimes referred to as

tapping.

Hart's (1993) findings led to the widespread growth of leader development

approaches that continue to be used in U.S. public schools today (Pounder, 2011). These

programs focused primarily, however, on formal leader development programs in

graduate schools and were criticized for not being outcomes- or evidence-based

(Pounder, 2011). Research by Bierly and Shy (2013) supported this finding attesting that

high-quality graduate studies programs alone are not enough to develop the best

leaders. Bierly and Shy (2013) found that the top school systems in the United States are

replacing the approach that *searches for leaders* with a strategic approach that *builds*

leaders. In this approach, expectations for leaders are directly linked to goals, and roles

within schools are designed for future needs, not present demands (Bierly & Shy, 2013).

As well, rather than soliciting applications for open positions, the current leaders inspire

the pursuit of leadership opportunities, cultivate them through a mentorship or

apprenticeship approach, and prioritize hiring by looking for those possessing strong

leadership attributes (Bierly & Shy, 2013). Bierly and Shy (2013) contend that a

commitment to leadership development is the most effective way to ensure successful

leader succession.

Bierly and Shy (2013) identified three steps for creating a better leadership

development model. First, school leaders must set high standards for school leadership.

This recommendation demands clarity for what is expected of school leaders, links goals

to the leadership capabilities required to achieve them, articulates specific behaviors and competencies necessary, and involves multiple stakeholders to create buy-in (Bierly & Shy, 2013).

Second, schools must build a culture of leadership development (Bierly & Shy, 2013). They recommended that if school systems aspire to excellence, they must link the process of identifying, grooming, and evaluating emergent leaders. This should include providing them with realistic and meaningful management experiences. They emphasized the importance of providing emergent leaders with a broad range of leadership experiences to build and develop a sense of confidence and self-efficacy (Bierly & Shy, 2013).

Finally, Bierly and Shy (2013) argued that school leaders must actively promote, monitor and support the talent pipeline. This requires that schools improve the attractiveness of the school leader's role, enhance communication about leadership pathways and opportunities, systematically encourage high-potential talent to pursue leadership roles, regularly review and assess talent in the pipeline, create robust leadership training programs for all key stepping stone roles, and provide mentorship programs for aspiring school leaders (Bierly & Shy, 2013).

Bierly and Shy (2013) found in their research that while implementing this leadership development strategy may be challenging, the results have been positive, making this an appealing and highly viable solution to addressing the leadership crisis confronting schools.

Leadership Succession in Independent Schools

Among the recommendations coming forth from the independent school sector in the United States, Mason (2015) argued that fostering a culture that supports succession planning is critical. He argued that in order for succession planning to flourish, the following conditions must exist: support from the board and upper-level administration; engagement in a systematic and institution-wide approach to succession planning; open and transparent communication with high-performing employees; and developmental opportunities for leaders to grow (Mason, 2015).

Similar to the research conducted by Adams (2010) on nonprofits, Mason (2015) argued that heads of school need to understand the importance and need for succession planning and adopt this as one of their key responsibilities. This approach relies on informal and formal processes of leadership development at all levels (Mason, 2015). Mason (2015) also identified in his research that when heads of school join with Boards and are intentional and deliberate in their hiring and commit to leader development, this creates a positive culture in their schools. In his research on higher education, Clunies (2007) found also that when all of the members of senior administration share ownership of succession planning, it creates greater buy-in and demonstrates the importance of succession planning for other members of the leadership team. Both bodies of research supported that the more people involved in succession planning and leader development, the more likely it is to become part of the school's culture.

In spite of the attention given to succession planning in the literature, John Chubb (2015), president of NAIS, contends that independent schools still need to do more to

develop leadership succession plans. Chubb (2015) argued that great organizations have

"strong benches" filled with high-potential people who can step into leadership roles and

lead effectively (p. 10). He stated that in order to face the challenges and embrace the

opportunities of 21st century education, school leaders must be more intentional about

how they identify prospective leaders and look for individuals who can be change-agents,

transformational leaders who will do more than replicate traditional strengths (Chubb,

2015).

Succession Planning in Catholic Education

The concept of leadership succession is not new to the Catholic Church. The

understanding and acceptance of the process of apostolic succession has been the primary

model for all Church ministries (Fitzgerald & Sabatino, 2014). Prior to the Second

Vatican Council, large numbers of religious sisters and brothers and priests staffed and

led Catholic schools (Heft, 2011). However, the National Catholic Educational

Association reported in 2012-2013 that 96.8% of the professional staff working in

Catholic elementary and secondary schools consisted of lay people (Fitzgerald &

Sabatino, 2014). Since Catholic schools today are predominantly led by lay men and

women, Catholic schools are now beginning to turn to more secular and business

practices for direction on effective succession planning (Fitzgerald & Sabatino, 2014).

Heft (2011) viewed the recruitment and development of faculty and lay leadership

as one of the most important factors for the flourishing of a Catholic school. Foundations

and Donors Interested in Catholic Activities (FADICA) cited that this challenge is

exacerbated by the range of governance and leadership models being practiced in the

schools (FADICA, 2014). For years, Catholic schools have adhered to a fairly standard

style of governance: elementary schools were attached to local parishes and governed

entirely by a pastor, and high schools were either established by the diocese and governed

by the bishop, or established and governed by a religious order (FADICA, 2014). Haney

(2010) wrote about the shift from parish schools to consortia, shifts in authority to shared

leadership models, and the emergence of governing Boards. James (2009) reported that

U.S. Catholic secondary schools have seen a dramatic swing from the single, autonomous

principal model to a shared-leadership model of president and principal with a governing

board.

Catholic schools began recognizing these emerging challenges and the need for

succession planning in the early 2000s, although until that point little research had been

conducted specific to Catholic schools (Canavan, 2001). By the late-2000s, Cook and

Durow (2008) reported growing concerns about future leadership, finding that more

leaders lack the formal religious training and background considered necessary to lead

Catholic schools. Research conducted by Grace and O'Keefe (2007) ranked the

recruitment, formation, and retention of Catholic school leaders as one of the top

challenges facing Catholic schools in the 21st century not only in the United States, but

around the world. Gallagher and O'Keefe (2007) also reported a major decline in

candidates applying for head of school positions in Catholic schools in London and

Wales. Canavan (2001) found the same to be true in Australia and New Zealand.

The recruitment of suitable leaders for Catholic schools in London and Wales

received the attention of the Catholic Education Service, who formed a taskforce to

investigate the situation and develop best practices, courses, and programs that promote

innovation and prepare future leaders (Gallagher, 2007). The recommendations included

providing meaningful training, coursework, and personal coaching for aspiring heads of

school (Gallagher, 2007).

Similar developments have occurred in Catholic schools in the United States. In

response to urging by the U.S. Conference of Catholic Bishops to make leadership

preparation a priority, many university graduate level programs have emerged in the past

decade in an effort to better prepare future Catholic school leaders (Cook & Durow,

2008). These programs include the Foundations for Future Principals at the St. Francis

Cabrini Institute through St. John's University, the Barbara and Patrick Roche Center for

Catholic Education's Emmaus program at Boston College's Lynch School of Education,

the Alliance for Catholic Education Leadership Development Program at the University

of Notre Dame, the Center for Catholic School Effectiveness at Loyola University in

Chicago, the Institute for Catholic Educational Leadership at the University of San

Francisco, and the Catholic School Leadership Program at Creighton University.

However, as Charan et al. (2011) found, graduate programs alone are not enough when it

comes to effective succession planning and leadership development.

What, then, can be done to improve succession planning in Catholic education?

The task of identifying successors has tended to be assumed by individual champions

rather than by institutions as a whole (Caldwell, 2007). As was indicated in the

aforementioned research on nonprofits by Dym et al. (2011), until succession planning is

embraced by the current leaders, Boards, and the entire institution, this approach does not

constitute a long-term approach. This dialogue has begun in Catholic education;

however, there is still a need to study and research theories and test policies and practices

that will strengthen leadership development in Catholic schools. As Catholic schools

prepare for the future, identifying, encouraging, and training talented and mission-driven educators to pursue top administrative positions must be a part of a school's and school system's strategic thinking.

More than an Issue of Supply and Demand

An important consideration when addressing the succession challenge in Catholic education is to gain clarity on leadership approaches that are most effective in the 21st century. Fink (2010) argued that as successive generations evolve and disappear, so also do their ideas of organizations and leadership. According to Fink (2010), command-and-control leadership, rigid organizational structures, and compliance to the dictates of supervisors have been replaced by entrepreneurial and heroic leaders who view schools as living systems which are unified by mutual influence and strong networks.

One example of this is to adopt a shared leadership model as opposed to the more traditional top-down theory of leadership. Fink (2010) argued that a shared leadership approach, as opposed to the single head of school model most often used currently, had a positive impact not only on leadership development but also on leadership transitions and succession planning.

In one case study, Fink (2010) highlighted the formal and informal practices of a school that employed a shared leadership model with the intention to strengthen their leadership pool. At this school, leaders modeled collective decision-making in staff meetings and teachers modeled that same approach in classrooms when school issues were discussed (Fink, 2010). The head of school at this school intentionally and deliberately created a school structure that perpetuated a commitment to a learning community in which all staff members were engaged and empowered (Fink, 2010).

Similarly, Bell, Thacker, and Schargel (2011) advocated for this shared model of leadership indicating that this approach capitalizes on the collective wisdom of a group of educators while sharing the workload, anxieties, and frustrations of these administrative roles.

Leadership succession in Catholic schools must also be viewed through the lens of time and place; in other words, the circumstances, needs, and challenges of the school. Twenty-six years in Catholic education has convinced this researcher that leadership takes many different forms and must respond to the needs of the institution. Is the leadership change planned or unplanned? Is the desired goal continuity or discontinuity? Is the school seeking a skilled executive leader or a transformational leader?

With the challenges of supply and demand combined with the complexities of time and space, research indicates that schools and school systems need to engage their stakeholders in a transparent process and seek to arrive at a consensus on the purposes of leadership and the qualities needed in order to be better prepared for the future (Fink, 2010). Bennis, Goleman, and O'Toole (2008) contended that in order for an organization to compete in the 21st century, transparency and stakeholder engagement in decision-making is imperative. This approach will better connect the momentum of a search to gain both a new leader and an invigorating new vision for the future (*Presidential Search,* 2012). On the other hand, if the process lacks transparency, does not engage stakeholders, does not take into account the long-term needs of the school, and does not attend to differences in local attitudes, customs, and lifestyles, then the school is doomed

to what Fink referred to as a "hire and hope" approach to replacement planning (Fink, 2010, loc. 3059).

A Succession Management Approach

The National Academy of Public Administration defines succession management as "a deliberate and systemic effort to project leadership requirements, identify a pool of high potential candidates, develop leadership competencies in those candidates through intentional learning experiences, and then select leaders from among the pool of potential leaders" (Fink, 2010, loc. 3499). This supports the research by Fink (2010) that emphasized an ongoing process of leadership development with the goal to deepen the pool of leadership candidates. One of the primary themes that derived from Fink's (2010) *Change over Time* research in Canada was the need to move beyond succession planning, which is most often unplanned replacement planning, and transition to a succession management approach that is more strategic and systematic.

Fink (2010) contrasted succession management with succession planning indicating that the former is a more proactive approach. This approach makes identification and recruitment one of the top goals for current school leaders as an ongoing part of their position (Fink, 2010). Through a series of interviews with upper-level and mid-level administrators, Fink (2010) found that the idea of climbing a professional ladder more often than not began with a motivational leader who encouraged teachers to consider leadership. These teachers were often given challenging leadership roles both inside and outside of their schools and were able to enjoy the satisfaction of completing important projects and goals (Fink, 2010). By providing these teachers with

leadership opportunities supported by valuable and formative feedback, this helped these aspirant leaders to develop their confidence and self-efficacy (Fink, 2010).

In addition to promoting leadership, Fink (2010) also emphasized the importance for current leaders to accentuate the positive rewards of leadership. He suggested that there are two primary ways this can be accomplished. First, through their personal witness to joy, satisfaction, passion, and a sense of accomplishment, heads of school can change the misperceptions of how demanding and stressful the job is and thereby increase the appeal for these positions. Fink (2010) also suggested that an important part of succession management is to celebrate school leaders before they move on to new settings. This helps a community to not only honor the past, but also may inspire the interest of younger teachers to follow in their leadership footsteps (Fink, 2010).

A *Grow Your Own* Approach

Fink (2010) also reported that many school systems are beginning to take a "grow your own" approach to addressing the leadership crisis (loc. 3059). He contended that this approach ensures a supply of prepared leaders, reduces the expense of recruiting, precludes the high costs of turnover and the subsequent demotivation that occurs with outside hires (especially in established and successful schools), and reduces the amount of time for new leaders to adjust and transition into their new role. This approach moves beyond the pipeline approach advocated by Bierly and Shy (2013) and looks at how schools can build reservoirs of leadership capacity through shared or distributed forms of leadership.

In order to develop a deeper pool of leaders, Fink (2010) suggested a systematic learning-in-action approach modeled after business. This learning-in-action approach

emphasizes mentoring and coaching. Fink (2010) contended that leaders have a

responsibility to promote everyone's learning, both students' and teachers', and have a

moral imperative to develop the next generation of school leaders. Further, he

emphasized the importance of high-quality coaching in schools that supports professional

development, leadership sustainability, and school improvement (Fink, 2010). Finally,

he emphasized that leaders must provide aspirant leaders with open and honest feedback

in an effort to develop and strengthen their leadership abilities (Fink, 2010).

Fink (2010) also advocated for more shared leadership in schools. He argued that

addressing the leadership challenge by developing an approach that emphasizes shared

leadership builds a reservoir of prepared and available leaders (Fink, 2010). This

approach capitalizes on the leadership capacity in every school by providing teachers

opportunities to develop their leadership potential in meaningful and productive ways

(Fink, 2010). Supporters of this approach argue that shared forms of leadership will

create new patterns of leadership that not only address the challenge of recruiting and

encouraging prospective leaders, but may also inspire systemic improvement of schools

(Fink, 2010).

Summary: Addressing the Crisis, What Next?

The research provides strong evidence that thoughtful and strategic succession

planning is necessary if Catholic schools are to address the impending leadership crisis

and to address the challenges and opportunities of the 21st century. A first step is to raise

awareness to the importance of leadership development and succession planning.

Recognizing that some transitions are planned and others are unplanned, what matters

most is that school leaders address the issue proactively by taking an approach that builds

leaders as opposed to searching for leaders when change occurs. This approach combines identifying top talent, committing to creating a culture of leadership development, and planning strategically for inevitable transitions. This can be accomplished by creating shared leadership models, developing a learning community that prioritizes leadership development and personal and professional growth, providing meaningful opportunities for leadership growth to build and strengthen leader self-efficacy, building a culture that values mentorship and coaching, and establishing a carefully-considered, transparent succession planning model that takes into account the complexities and needs of the institution and engages all stakeholders in the decision-making process.

The strategic necessity of carefully planned leadership succession for senior leadership positions in Catholic schools is an area that must receive greater attention if Catholic school leaders are to effectively address the growing demands of Catholic education in the 21st century. The scope of the issue goes beyond supply and demand and must include a firm understanding of modernist organizational development and leadership theory which necessitates strengthening the ways Catholic school leaders identify, cultivate, and develop teachers as future leaders. The aim of this Dissertation in Practice study was to create evidence-based strategies and recommendations to enhance leadership development and succession planning in Holy Cross-sponsored schools in the United States. In chapter 3 the methodology for this study is presented.

CHAPTER THREE: METHODOLOGY

Introduction

The research is clear that Catholic, public, and independent schools in the United States are at a critical stage regarding succession planning and leadership transitions. While several recommendations for addressing this crisis have been made for public and independent schools, very little research has been conducted in Catholic schools, and specifically, Holy Cross-sponsored schools. In an effort to examine this issue further in Holy Cross-sponsored schools, this research studied the culture, policies, and the formal and informal practices related to leadership development and succession planning at three Holy Cross-sponsored schools selectively sampled based on the recommendation of the Executive Director of the Holy Cross Institute.

Purpose of the Study

The purpose of this qualitative, multi-site case study was to examine the leadership development practices and administrative succession plans employed at three selectively sampled Holy Cross-sponsored Catholic secondary schools. These practices were compared and contrasted with those in business, the nonprofit sector, public education, independent schools, and other Catholic schools. The intent of the research was to use the findings to develop a set of recommendations and strategies to strengthen leadership development and succession planning in these Catholic schools. As Catholic schools prepare for the future, identifying, encouraging, and cultivating talented and passionate educators to pursue top administrative positions must be a priority.

Aim of the Study

The aim of this Dissertation in Practice study was to create evidence-based strategies and recommendations to enhance leadership development and succession planning in Holy Cross-sponsored schools in the United States. Ultimately, the goal was to help create generations of successors to the mission of Catholic education in the Holy Cross tradition.

Research Question

Research questions in qualitative studies assume two forms: a central question and associated sub-questions (Creswell, 2009). Creswell (2009) indicated that the central question should be a broad question that explores the essence or main concept in the study. The following central question guided this study: What practices, policies, and strategies contribute to creating a culture of leadership development and building a reservoir of future leaders for Holy Cross secondary schools? From this central research question emerged additional sub-questions: What informal and formal steps can be taken by Catholic school leaders to encourage more faculty and staff to consider leadership positions in Catholic schools? What are teachers' perceptions and attitudes toward leadership positions? What skills, behaviors, and dispositions should leaders look for to identify future leaders? What succession planning strategies are being employed? How do these strategies and approaches compare with other industries both within and outside of education? Answers to these questions will help guide and direct Holy Cross leaders to establish a stronger culture of leadership development and more effective leadership succession planning.

Method

In an effort to seek meaning and gain a greater understanding of the complexity of leadership development in Holy Cross schools, the researcher chose to conduct qualitative research (Creswell, 2009). According to Creswell (2009), the social constructivist paradigm enables the researcher to look for a complexity of views by asking more open-ended questions to understand how cultural and historical norms have been formed.

The researcher chose to use case study methodology in an effort to more deeply explore the leadership culture at each of the selected schools. IRB approval for this methodology was granted on March 10, 2015 (see Appendix A). According to Creswell (2009), case study research enables a researcher to gain an in-depth understanding of a particular area of concern. By conducting qualitative research, the researcher was able to gather rich data and therefore gain valuable insights about the culture of leadership development and succession planning at the selected schools.

This case study was further informed by a thorough review of the literature on the topics of leadership succession in business, public, private, and Catholic education, independent schools, and the nonprofit sector. By conducting a thorough appraisal of these sites, the researcher was able to identify commonalities, best practices, attitudes, behaviors, policies, and programs and compare and contrast these findings with a cross-section of other sectors.

Description and Rationale of Participants

Three selectively sampled Catholic schools sponsored by the Congregation of Holy Cross were selected for this case study research—one in the mid-West and two on

the West Coast. The Executive Director of the Holy Cross Institute recommended these

schools as exemplars of leadership succession planning and for their reputation and

history of building leadership capacity. A cross-section of participants was selected by

the head of each school to participate in this research. A total of 24 interviews were

conducted which included the following: ten chief administrators, i.e., president,

principal, or Head of School; ten mid-level administrators, i.e., assistant principals,

directors, deans; seven classroom teachers; and one guidance counselor.

Personal Interview Discussion Points and Questions

After a thorough review of the literature, several themes emerged about leadership

development and succession planning that contributed to developing interview discussion

points and questions used for each of the interviews (see Appendix B). The development

of these questions was also informed through dialogue with other researchers, Catholic

school administrators, and Catholic school superintendents on the topic of leadership

succession in Catholic schools. These discussion points and questions were created with

the desire to establish the essence of what contributes to creating a culture of leadership

development and building a reservoir of future leaders for Catholic schools. The personal

interview questions were designed to explore the various perspectives and opinions

focusing on five primary areas of interest: the leadership culture of the school; the

perceived skills and attributes that an effective Catholic school leader should possess; the

identification of incentives and disincentives to pursuing administrative leadership; and

recommendations on ways to encourage more faculty and staff members to consider

leadership positions.

Data Collection Procedures

Data were collected through the following measures: a baseline survey, personal interviews, and site observations. The baseline data were collected to assess the current status of leadership tenure and projected transitions comparatively to the national data. Baseline data for this study were collected via a SurveyMonkey® survey sent to each head of school for the 19 Catholic schools sponsored by the Congregation of Holy Cross in the United States. Anonymity was preserved for each of the respondents in the survey design. An online survey invitation with an introductory letter explaining the purpose of the research was emailed on February 21, 2015, and closed on March 2, 2015 (see Appendix C). Eighteen of the 19 surveys were completed. The 19th respondent provided feedback via email, which was not included in the data collection. The survey data were helpful in understanding the current condition of leadership and succession planning within the community of Holy Cross-sponsored schools.

Semi-structured, personal interviews were conducted with the following subjects: (1) President/Head of School; (2) principal; (3) mid-level administrators, i.e., assistant principals, department chairs, program directors; and (4) classroom teachers representing a range of experience levels. This approach provided the researcher with valuable data to compare and contrast. Noonan (2013) indicated that the semi-structured interview approach is the most common form for conducting qualitative research. This approach uses a set of questions as a guide but allows the researcher to seek clarification (Noonan, 2013).

Prior to arriving on site, the researcher emailed an introductory letter and the research participant's bill of rights (see Appendices D and E). A hard copy of the letter

and participant's bill of rights were provided to each of the interview participants upon

the researcher's arrival. The researcher explained the research methodology and purpose

of the study to each interviewee prior to the interviews and answered any concerns or

questions about the methodology before beginning the interview.

The interviews, each 45-60 minutes in length, were recorded with the permission

of each participant. Of the 24 interviews that were conducted, 19 were face-to-face

interviews, three were focus groups, and one was a phone interview. All of the

interviews were transcribed using Rev.com® transcription software and analyzed and

coded by the researcher. To provide an additional level of validity, the transcripts and

coding process were reviewed for accuracy and interpretation by a second evaluator.

The three site visits took place in April, 2015. The researcher spent a full school

day on-site at each of the three schools and followed a schedule created by the school

administration. Between interviews the researcher, with permission, walked the school

grounds and visited classrooms, offices, dining facilities, and faculty workspaces to

engage in dialogue with the faculty, staff, students, and administration. This was an

enjoyable and enlightening experience that provided valuable insights into the unique

culture and workplace climate of each school.

Data Analysis Plan

Creswell (2013) endorsed a discourse analytic method of data analysis for

qualitative research referred to as *a priori* theoretical orientation. This is a logical

deductive approach to analyzing qualitative data. This approach encourages the grouping

of responses based on common themes (Creswell, 2013). After the transcripts were

returned from Rev.com®, the researcher reviewed and coded the transcripts seeking to

identify emergent themes. Creswell (2013) indicated that a strength of this approach is that it does not look upon the data as provided by an individual, but rather, strives to recognize common themes and cultural regularities which provides greater context. According to Creswell (2013) this approach concentrates on the analysis of knowledge formation which informs institutional practices on a larger scale.

Quality and Verification

Recorded interviews were transcribed via Rev.com® transcription software services after the field visits were concluded. Transcripts were sent to each interview participant for member- and fact-checking with each interview participant given the opportunity to withdraw from the research, edit his/her remarks, or approve unedited. Finally, transcripts and findings were reviewed by an objective second evaluator.

Ethical Considerations

Since this research involved minimal risk, "stress, discomfort, embarrassment, invasion of privacy, or potential threat to reputation" (Madsen, 1992, p. 80 as cited in Roberts, 2010), the researcher pursued and was granted an exempt review from the IRB Committee. As is true for all research, there were ethical concerns that this researcher had to be aware of while conducting this research. The most obvious was researcher bias. After working for 26 years in Catholic education, the researcher had strong opinions and beliefs that leadership succession plans are not among the norm in Catholic schools in the United States. To avoid this, the researcher was careful not to ask leading questions.

A second concern was that this proposed research was conducted at sites with which the researcher is familiar. Creswell (2013) cautioned that while this approach may be convenient and eliminates many obstacles to collecting data, the researcher must be mindful not to be viewed as an investigator who is probing for information or disclosing shortcomings or weaknesses. The researcher acknowledged this potential conflict prior to each interview and assured each interviewee that this research was not in any way an investigation. Likewise, interviewees were assured that individual interview data would not be shared with the administration, but rather, only aggregate data would be shared.

Additional ethical considerations were informed consent and confidentiality. Roberts (2010) stated that all prospective participants must be fully informed about the procedures and risks involved in the research project before agreeing to participate. Since a primary part of this research involved personal interviews, both subject and location anonymity were preserved. This included coding the data, assigning fictitious names, and aggregating the data so that inferences could not be made about the identity of the subjects and/or locations.

It was also important to disclose to research participants what the benefits were of participating in the study and that their participation was voluntary. After each interview was transcribed, each participant was provided the opportunity to review the transcript and notes from the interview in a process known as member checking. Each participant was then asked to authorize the transcript for accuracy, make any corrections, and review and approve the researcher's summary of the interview. Interviews were also recorded on a digital recorder with the participant's permission. The recording was destroyed after

the study was completed. Participants were also given the contact information for the

researcher's dissertation chair and committee should any questions or concerns arise.

The Researcher's Role

As a long-time Catholic educator, the researcher recognized that he brings certain

biases and preconceptions to this research. As an experienced Catholic educational

leader, the researcher has personally experienced and witnessed the leadership crisis

facing Catholic schools. With this in mind, the researcher's ability to bracket his own

experiences and conduct the interviews and research with an unbiased perspective was

critical. The risk, of course, was hearing what the researcher wanted to hear and filtering

out anything that did not support the bias. All ethical researchers know, however, that in

order to maintain their personal credibility and provide validity and reliability of the

study results, objectivity must be a priority.

To provide a greater level of objectivity and validity to the research, the

researcher bracketed his beliefs and opinions by fully disclosing to all interviewees that

this potential bias existed and if they felt led by the researcher in any way to bring this to

his attention. As well, after each interview was transcribed, analyzed, synthesized, and

coded, the researcher invited a second evaluator to review the transcripts and analysis for

accuracy of reporting. Additionally, each interview participant was provided the

opportunity to member- and fact-check by reviewing the transcript and subsequent

analysis. Interviewees were provided the opportunity to make any changes as they saw

fit. This member-checking and the authorization follow-up process helped to strengthen

the validity and reliability of the data.

Summary

Applying multi-site case study research provided valuable understanding and meaning to the complex issue of leadership development and succession planning in Catholic schools. Data for this research included: a baseline survey, personal interviews, and site observations. The baseline survey of Holy Cross-sponsored schools in the United States provided comparative data against national data from independent and public schools in the United States. Semi-structured personal interviews took place at each school with a cross-section to gain a variety of perspectives on this issue. These interviews were recorded and transcribed and protocols were used to preserve confidentiality and anonymity. The researcher was also provided the opportunity to observe and interact with various stakeholders at each school in an effort to gain insights into the behaviors, attitudes, and interactions that may contribute to strengthening leadership development and succession planning. By taking this holistic, case study approach, the researcher gained a greater depth of understanding about the culture of leadership development at these schools. The collected data were analyzed using an *a priori* approach (Creswell, 2009). Utilizing this deductive method, several dominant themes emerged which will be explored further in chapter four.

CHAPTER FOUR: FINDINGS AND THE EVIDENCE-BASED SOLUTION

Introduction

This research examined the culture, policies, and both the formal and informal practices of three Catholic schools sponsored by the Congregation of Holy Cross who were identified as exemplars in succession planning, leadership development, and formation of their faculty and staff. Utilizing Creswell's (2013) *a priori* analytic approach to analyzing qualitative data, each of the interview transcripts were disaggregated according to sub-population (chief administrators, mid-level administrators, faculty/staff) and reviewed. The purpose of this investigation was two-fold: (1) to identify if there are common policies and practices related to leadership development and succession planning; and (2) to compare and contrast these practices with those in business, nonprofit, public education, independent schools, and other Catholic schools. The aim of this Dissertation in Practice study was to create evidence-based strategies and recommendations to enhance leadership development and succession planning in Holy Cross-sponsored schools in the United States.

Chapter four presents the results obtained from the baseline survey, a description of the participants, analysis of the 24 interviews, and the researcher's observations during the site visits. The themes that emerged are presented along with examples of evidence for each theme.

This chapter is divided into five sub-headings:

- Baseline Assessment Information

- Description and Rationale of Participants

- Major Findings

- Emergent Themes

- Summary

Baseline Assessment Information

According to a 2009 study on leadership and governance conducted by the National Association of Independent Schools (NAIS), 68% of heads of U.S. independent schools plan to retire or change jobs by 2019. Kane and Barbaro (2015) reported that retirements are now accelerating as the increase of Baby Boomer school heads who delayed retirement in response to the financial crisis in 2008 are now choosing to retire.

Studies specific to Catholic schools reveal similar statistics (D'Arbon et al, 2001; Teixeira, 2012). The additional challenge for Catholic schools, however, is the decreasing number of religious who head the schools compared to lay people (Fitzgerald & Sabatino, 2014). As such, Catholic school leaders must transition from the apostolic appointment model used by religious orders and diocesan leaders to a model more aligned with practices in the business, education, and nonprofit sectors.

The baseline data gathered for this study on U.S. Catholic schools sponsored by the Congregation of Holy Cross revealed an even greater cause for concern. In an effort to provide baseline data for Holy Cross-sponsored schools, the researcher created a SurveyMonkey® survey which was emailed to the 19 heads of Holy Cross-sponsored schools in the United States (see Appendix C). Eighteen heads of school completed the survey. One submitted text data through an email response, which was not used for this study. This brief survey consisted of seven questions:

1. How long has the president/head of school been in his/her current position?

2. How long has the president been in his/her current position?

3. What is your president's/head of school's age?

4. What is your principal's age?

5. President/Head of School—How many years do you hope/anticipate staying in your current position?

6. President—How many years does your principal hope/anticipate staying in his/her current position?

7. Is succession planning included in your strategic plan?

The results of this data collection indicated a more imminent crisis confronting Holy Cross-sponsored schools in the United States. The most revealing data found that 90% of current presidents/heads of school in Holy Cross-sponsored schools in the United States will be retiring in the next ten years; half of those in the next year. Further, more than 60% of current presidents/heads of school are over the age of 60 (see Figures 1 and 2). This data, compared with Chubb's (2015) findings that two-thirds of U.S. independent school heads are planning to retire in the next decade, indicates that Holy Cross-sponsored schools are facing a more imminent and immediate crisis. This research also found that fewer than half of schools have included succession planning in their strategic planning (see Table 1). This data aligns closely with data collected nationally by Fitzgerald and Sabatino (2014).

Figure 1. Holy Cross Schools Survey Results

President/Head of School--How many years do you hope/anticipate staying in your current position?

Legend:
- This is my last year
- Five or fewer years
- Six to nine years
- Ten or more years

5.6%
27.8%
44.4%
22.2%
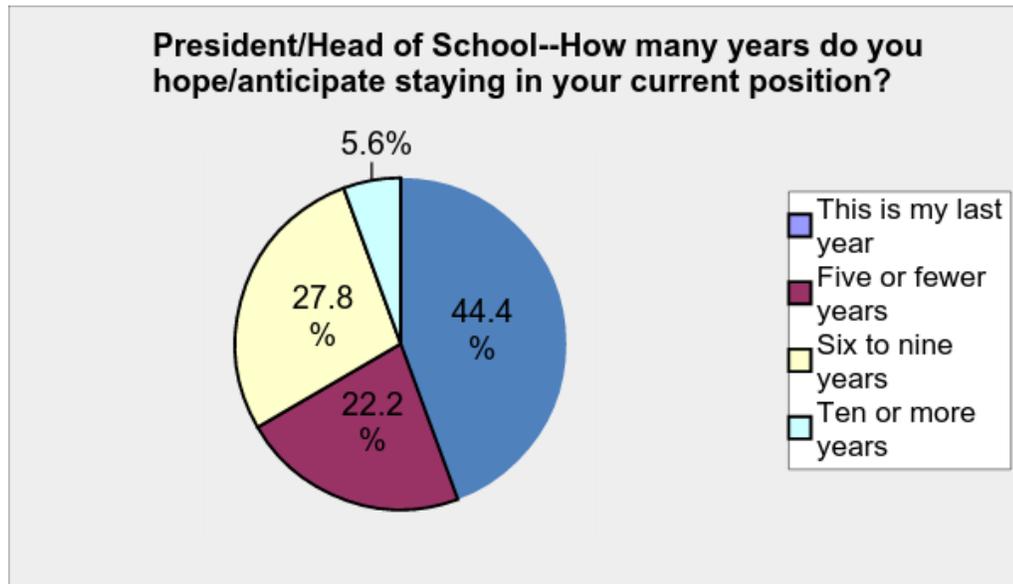
Figure 1. Self-reported survey results for the Presidents/Heads of School on the anticipated timeline for their retirement or departure.

Figure 2. Age of Presidents/Heads of School at Holy Cross Schools in the United States.

What is your president/head of school's age?

Legend:
- Under 40
- 40-49
- 50-59
- 60+

22.2%
16.7%
61.1%
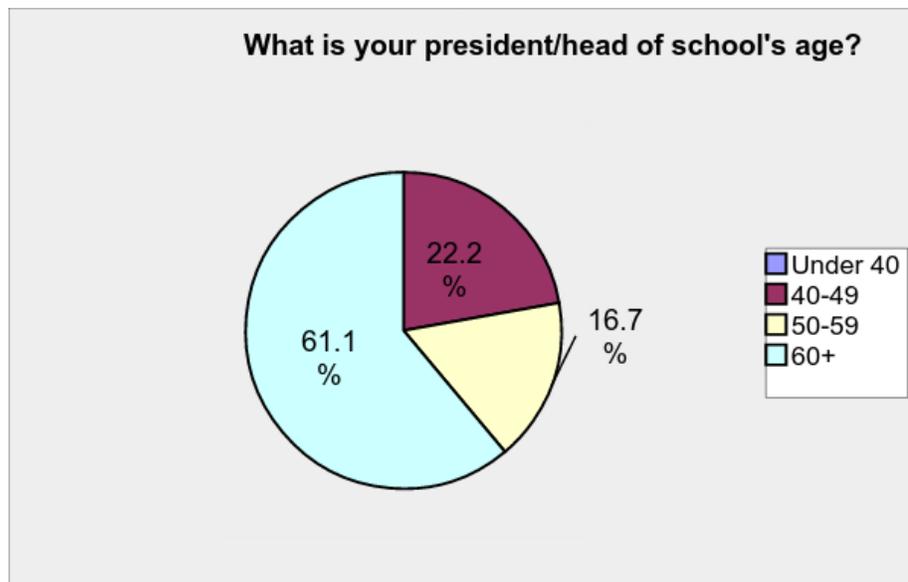
Figure 2. Self-reported ages of the current Presidents/Heads of School in Holy Cross schools in the United States.

While this crisis is already impacting Holy Cross-sponsored schools, there is also

hope revealed in the data as indicated by the ages and experience levels of the current

principals who could be mentored for future headships (see Figure 3). Collectively this

group represents a younger demographic with 28% of the principals under the age of 50

and 65% under 60. Further, approximately 41% of principals indicated that they planned

to remain in their current positions for at least five years and 41% more indicated they

planned to remain in their current position for the next six to nine years (see Figure 4).

These findings suggest that there is an opportunity to mentor the current body of

principals for future head of school opportunities.

Table 1.

Survey Results in Response to Question on Succession Planning at Holy Cross Schools

Is succession planning included in your school's strategic plan?		
Answer Options	**Response Percent**	**Response Count**
Yes	38.9%	7
No	44.4%	8
Other (please specify)	16.7%	3
answered question		**18**
skipped question		**0**

Figure 3. Age of Principals at Holy Cross schools in the United States.
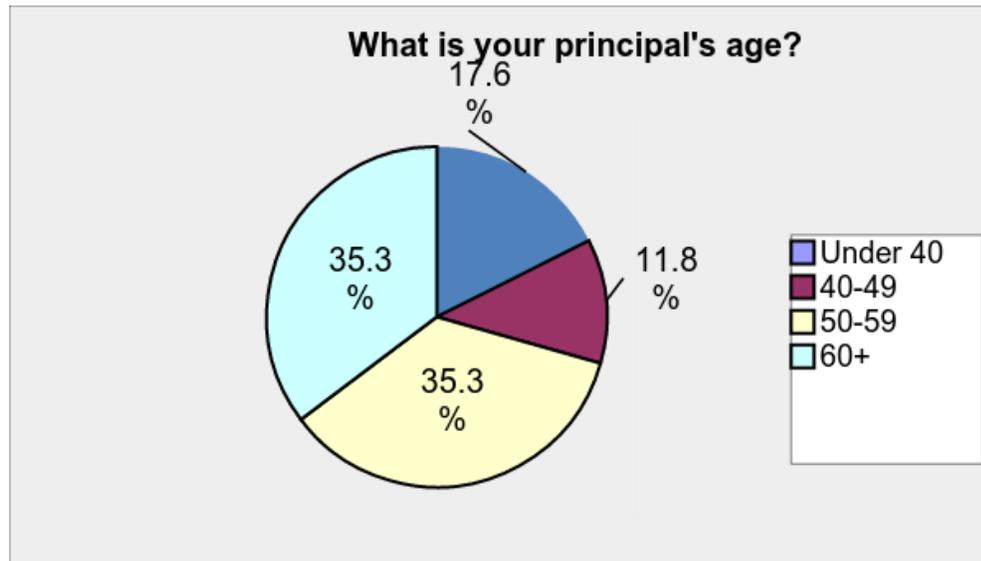
Figure 3. Self-reported ages of Principals at Holy Cross schools in the United States.

Figure 4. Survey Results for Anticipated Duration of Tenure for Current Principals from Holy Cross Schools in the United States.
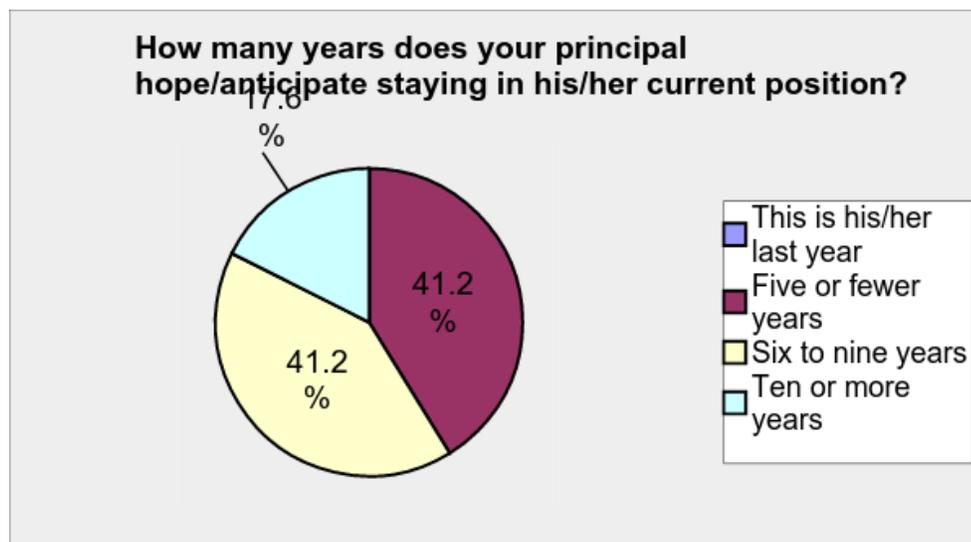
Figure 4. Self-reported survey results for the anticipated tenure for current Principals at Holy Cross schools in the United States.

Description and Rationale of Interview Participants

Three selectively sampled Catholic schools sponsored by the Congregation of Holy Cross were selected for this case study research—one in the mid-West and two on the West Coast. The Executive Director of the Holy Cross Institute recommended these schools as exemplars of leadership succession planning and for their capacity and history of leadership development. A total of 24 interviews were conducted which included ten chief administrators, i.e., president, principal, or head of school; ten mid-level administrators, i.e., assistant principals, directors, deans; seven classroom teachers; and one guidance counselor. This cross-section of participants were selected by the head of school from each study school to participate in this research. The participants covered a wide range of ages and experience levels (see Tables 2, 3, 4, and 5). The researcher compared and contrasted the responses across each sub-population in an effort to identify common themes and interrelationships.

Table 2

Study Participants (actual names have been replaced with fictitious names)

Chief Administrators	Mid-Level Admin/ Directors	Classroom Teachers
Karl	Cheryl	Collin
Ted	Paul	Morgan
Br. Richard	Heather	John
Laura	James	Marcus
Pam	Emily	Rex
Bob	Megan	Bobbi
	Peggy	Erin
	Reginald	Martin

Table 2 (continued)

Study Participants

	Yves	
	Taylor	

Table 3

Study Participants—Chief Administrators

Name	Gender	Position	Years in Current Position/Years At Current School	
Karl	M	President	18	29
Ted	M	President	6	18
Br. Richard	M	Head of School	35	39
Pam	F	Principal	18	33
Laura	F	Principal	2	2
Bob	M	Asst. Head of School	1	14

Table 4

Study Participants—Mid-Level Administrators/Program Directors

Name	Gender	Position	Years in Current Position/Years At Current School	
Cheryl	F	Dean of Students	1	13
Paul	M	Director of Mission	4	20
Heather	F	Exec. Director for Advancement	4	14
James	M	Director of the Upper School	1	8
Emily	F	Director of the Middle School	1	11

Table 4 (continued)

Study Participants—Mid-level Administrators/Program Directors

Megan	F	Director of Academics	15	32
Peggy	F	Asst. Director of Upper School	16	12
Reginald	M	Asst. Principal for Academics	10	1
Taylor	M	Director of Planning & Facilities	5	31
Yves	F	Director of the Lower School	1	15

Table 5

Study Participants—Teachers

Name	Gender	Position	Years At Current School/Years in Education	
Collin	M	Social Studies	34	34
Morgan	F	Foreign Language	1	13
John	M	Social Studies	5	10
Marcus	M	Social Studies/Dept. Chair	18	18
Rex	M	English/Dept. Chair	2	15
Bobbi	F	Religion/Campus Ministry	8	8
Erin	F	Foreign Language/Global Curriculum Director	4	8
Martin	M	Foreign Language/Counseling	8	10

Major Findings

The following research question guided this qualitative study: What practices,

policies, and strategies contribute to creating a culture of leadership development and

building a reservoir of future leaders? The following five interview questions were

developed in an effort to get to the essence of this central question:

- Description of the leadership culture of the school

- Attributes to be an effective leader in Catholic schools

- Incentives to consider administrative opportunities

- Disincentives or deterrents from considering administrative opportunities

- Recommendations on ways to encourage more to consider administration.

Table 6 is a summary of responses across sub-populations. Appendices F, G, and H

provide summaries of the interviews within each sub-population.

Table 6. Summary of Interview Responses

Question 1: Leadership Culture	Question 2: Attributes of Effective Catholic School Leaders	Question 3: Incentives to Being an Administrator	Question 4: Disincentives or Deterrents from Considering Administration	Question 5: Ways to Encourage More to Consider Administration
Strong emphasis on mission	Mission-driven	Increased compensation	Disconnect from student and classroom interactions	Build self-efficacy by providing small opportunities to lead
Mentorship	Visionary	Opportunity to make a difference at the school and on the world, lead change	Time demands	Make administrative jobs more manageable, i.e., shared leadership model

Table 6 (continued)

Summary of Interview Responses.

Modeling Leadership	Management skills/work principles		Conflict with parents and peers	Manage perceptions of the role/demystify the role by placing more attention on the positives and importance of the role
Cultivate Leadership/ Build Self-efficacy	Strong interpersonal skills, authentic, transparent		Ultimate accountability and responsibility	Provide more professional development opportunities to learn requisite skills
Collaborative	Possess a "Growth Mindset"			

Leadership Culture of the School

Regardless of the sub-population, there were several resonant themes when

describing the leadership culture of the study schools. When asked about the culture of

leadership development, teachers from all three schools pointed to the positive example

of their chief administrators. Crediting the chief administrators for "oozing of mission"

and establishing "the Moreau way" at the school, mission was perceived as a galvanizing

factor at each of the schools. In fact, a conversation about the culture of leadership could

not be discussed without talking about mission.

In addition to the strong sense of mission found in the leadership culture of each

school, teachers and mid-level administrators also viewed the modeling of the chief

administrator as a key contributor to building this culture. Chief administrators were

referred to as "inspirational," "personable," "authentic," "sincere," "humble," "joyful,"

and "transparent." They were given high praise by their faculty who described them as

"role models" of effective leadership. As one teacher stated, "He is a model of servant

leadership, leads by example, focuses on us personally, and has created a culture of

positivity and nurturing."

     Teachers and mid-level administrators also credited the chief administrators for

cultivating leader development through shared decision making, building confidence in

others, "tapping" people for leadership, encouraging risk taking, providing opportunities

to grow, and supporting new ideas. The mid-level administrators that were interviewed

emphasized how they had been "grown from within," that they were "invited" by the

chief administrator and empowered as a member of the team. A mid-level administrator

at one school commented that her president is "always looking ahead and aware and

attuned to the leadership needs of the school and the potential transitions." This same

administrator stated, "The president knows the faculty well…sees their talent and

encourages them." Citing this personalized approach, one mid-level administrator stated,

"He saw in me what I didn't see in myself."

     When asked about the leadership culture they sought to create, the chief

administrators were modest about their own contribution to the culture, but rather,

emphasized the mission as their driving force. Each of the study chief administrators

spoke openly about hiring with "intentionality" and "hiring for leadership potential."

They felt that an important part of their job was to "discover gifts" and develop emergent

leaders. Each of the three schools also made a strong commitment to professional

development and providing people the tools to grown. As one chief administrator stated, "We need to invest in people."

Chief administrators also placed an emphasis on mentorship. One president talked about "inviting them to the balcony to see the bigger picture." This included inviting emergent leaders to be a part of problem-solving, encouraging them to share their ideas, seeking their advice, and intentionally exposing them to leadership by "expanding their worldview and introducing them to the various levels and complexities" of the school. One chief administrator emphasized that by "inviting them to lead they build their self-efficacy."

Finally, the chief administrators spoke to the importance of creating an environment of collaboration, teamwork, group decision-making, transparency, collegiality, trust, and mutual respect. One president emphasized that administrators should not be "possessive or threatened by aspirant leaders." Rather, they should build relationships, engage faculty more, and promote an atmosphere of, as one president stated, "…upward mobility and growth."

The leadership culture of the study schools may be best summed up by one mid-level administrator who stated, "Winning teams attract the best talent…good and strong leaders grow leaders." He continued, "Good leaders see potential and cultivate it."

Attributes to be an Effective Leader in Catholic Schools

When asked about the attributes to be an effective leader in Catholic schools, across each of the sub-populations a few common themes resonated. These themes are best divided up into three categories: mission/vision, personal attributes, and work ethic.

Similar to the first question in which respondents were asked to reflect on the leadership culture of their school, when asked about the attributes of an effective Catholic educator, a commitment to mission was again the top theme. One teacher described an effective leader in Catholic schools as a "visible faith witness." Another stated that they must "see the big picture," have a "sense of purpose," and see their work as "more than a job, but a ministry." Teachers highlighted the importance of the leader to be focused on the institution, not on themselves. They must be "able to see the big picture," or as one teacher stated, "they must be a visionary!" Mid-level administrators emphasized that leaders must understand and be inspired by the mission and have a vested interest in the school. One mid-level administrator stated that they should be "grounded in history, tradition, and mission." This point was also emphasized by a chief administrator who stated, "They must have a deep yearning to be a part of something bigger than themselves."

When describing the personal attributes necessary to be an effective Catholic school leader, teachers, mid-level administrators, and chief administrators all agreed that they must possess strong people skills. Words and phrases such as "good listener," "authentic," "joyful," "patient," "transparent," "trustworthy," "collegial," "team-builders," and "respected by peers" were used by several of the teacher respondents. Teachers also stated that they were looking for someone who is a motivator and strong communicator. Mid-level administrators described the need to be "flexible," "reflective," "empathetic," "dynamic," "thoughtful," "thick-skinned," "possessing a strong moral code," "nurturing," "approachable," and "positive." One chief administrator described the need for a high "emotional intelligence" and the importance of having "cache with

colleagues, parents, and students." Many pointed to the example of their current chief administrator as being that model for effective Catholic school leadership. One teacher even commented, "He cares personally about each one of us and always puts the school, students, and teachers first."

Finally, each constituency described the work ethic necessary to be an effective Catholic school leader. In the interviews with teachers this was described as taking on new initiatives, volunteering to serve, "not being afraid to roll up your sleeves," servant leadership, having a record of successful leadership, and possessing a "growth mindset." Possessing this growth mindset was also a common theme expressed by the mid-level administrators. One mid-level administrator expressed the need for Catholic school leaders to have "an adaptive mind." Another important attribute expressed by the mid-level administrators was that they should be goal-oriented, self-disciplined, able to recognize needs and take initiative, and "willing to go above and beyond." One chief administrator echoed these same sentiments referring to the need for "tenacity and grit" and having someone who "doesn't make excuses." One chief administrator expressed that what he looks for are "those who take initiative, want to do more, express new ideas and are willing to take chances, are already committing their time and energy to what they are doing, are curious and creative, assertive and purposeful." Another chief administrator described that the leader must always be seeking professional development to improve. He stated so aptly, "This is huge!"

Incentives to Consider Administrative Opportunities

When asked about the incentives to becoming an administrator, the researcher was often met with long pauses, silence, chuckles, and a general difficulty in expressing

the incentives. A few pointed to more money as an incentive, but most expressed

broader, more meaningful reasons for becoming an administrator. One teacher stated that

as an administrator she would "have a chance to make a difference for young people, the

Church, Holy Cross, and the world." Another talked about the ability to lead change and

that being an administrator would provide "a bigger platform to reach more people."

Mid-level administrators had much more difficulty articulating the incentives. Chief

administrators, however, pointed to the ability to "influence the direction of the school

and make meaningful change." One chief administrator stated the opportunity to

"improve the world by giving students the tools to go out and make a difference."

Disincentives or Deterrents from Considering Administrative Opportunities

Responses to this question brought about much more robust responses from each

of the subpopulation participants included in the study. The most common deterrent that

resonated across each of the sub-populations was the fear or disincentive of the time

commitment required to be an administrator. Teachers used phrases such as "work-life

imbalance" and "long hours" to express what most deterred them from considering

administration. One teacher went so far to express, "The increase in pay may not be

worth the extra work." Teachers also expressed fears, however, of getting away from the

classroom and losing touch with the students. This was a theme expressed by all of the

teachers interviewed. They also pointed to "parent interactions," "potential for conflict,"

and "politics" as deterrents. Finally, teachers feared that they may lose personal

relationships with their peers by going into an administrative position. One teacher even

referred to this as "the dark side."

Mid-level administrators echoed similar sentiments to those of the teachers, although for the mid-level administrator it is a lived experience whereas for the teachers it was only projected. One mid-level administrator commented, "Who wants the headache!" They too cited dealing with parents, conflict, tough decisions, getting out of the classroom, and changed relationships with students and faculty as being deterrents. One mid-level administrator talked about leadership positions "being lonely." Another stated that as a teacher she could be the "master of my classroom," whereas as an administrator "I deal with the burden of knowing that the buck stops here."

The chief administrators that were interviewed expressed concerns about the time commitment and dealing with conflicts with teachers and parents as the primary deterrents. Interestingly, however, four of the chief administrators interviewed felt that most members of the school community lack understanding of what the job and roles of the administrator are. As one stated, "I try to invite them to the balcony to see that it's not so bad." The researcher also noted that each of the three presidents that were interviewed expressed concerns that the role of the President/CEO did not have a "natural progression or hierarchy" stating that the position is "disconnected from the life of the school." This president viewed this as problematic in attracting candidates for this position.

Recommendations on Ways to Encourage More to Consider Administration

Responses to this question fell into four major categories: resources, opportunities, shared-leadership, and changing perceptions. Each of the sub-populations interviewed highlighted the need for more training, resources, and support for aspiring and current administrators. From tangible recommendations like providing professional

development for conflict resolution and conducting quality parent meetings to supporting emergent leaders with financial support to pursue their certification and/or higher degree, all agreed that there must be a better focus on leadership development in a "thoughtful and strategic way." Mid-level administrators expressed the need for mentors while teachers emphasized time and training. One chief administrator expressed that "Holy Cross schools need to work together to develop leadership and create a pool of leaders."

Each subpopulation also cited the importance of growing leadership by providing more opportunities to lead. Teachers commented on the importance of learning to lead by doing "hands-on learning." One teacher even stated that leadership positions should open up with greater "frequency to provide more opportunities to more people." Mid-level administrators emphasized that by providing small opportunities to lead it "builds confidence, gets people involved, gives exposure to different facets of school life, engages and gives people some influence, and provides them with soul feeding opportunities." They also emphasized that providing these opportunities "helps them to understand that it is manageable and not terribly scary." Chief administrators spoke about the value of these opportunities that help to build the confidence of emergent leaders.

The third resonant theme focused on developing ways to make the job more manageable. Teachers, mid-level administrators, and chief administrators all used the word "share" to describe the tasks, responsibilities, decision-making, and burdens. One mid-level administrator expressed the need for a "flattened hierarchy." Several teachers emphasized the need for "distributed leadership" to more people. One chief administrator summed it up best when he stated, "This is not a sustainable model. We

have to show everyone that you don't have to kill yourself, give up fun, or give up

family" to do this job. He continued, "We need to find those with passion, but lighten the

burden."

Finally, several of the participants emphasized the need to change the perception

of leadership roles. One teacher who is transitioning into an administrative role

expressed the need to "help the faculty and staff to see the positives of being an

administrator…to demystify the role…to see that you don't have to stop being a teacher

when you become an administrator." Mid-level administrators thought it would be

helpful to have one-on-one conversations with those demonstrating leadership abilities

and interests with the goal to "change misperceptions about the job…demystify

leadership…and address the fear of the unknown." One mid-level administrator

commented that the transparency and personal interest demonstrated to her by the

president "made me feel more comfortable and helped me to see that the job wasn't too

big." Chief administrators also emphasized the importance of their own modeling as a

way to encourage more to consider administration. One President stated the importance

of "sharing the joys of the job, never whining, and talking more about the value of

stewarding the mission."

Dominant Themes for a Proposed Solution

Five dominant themes emerged to describe the leadership culture of the schools:

mission, modeling, mentorship, cultivation, and collaboration. A word search of the

interviews also supported this analysis. The five most commonly used words or phrases

in the interviews were:

- Mission (also appeared as *Holy Cross*—210 times)

- Model/Modeling (also appeared as *example*—118 times)

- Mentor/Mentorship (61 times)

- Cultivate (also appeared as *create opportunities*—91 times)

- Collaborate (also appeared as *shared* or *distributed leadership*—79 times)

At a foundational level, a common characteristic of the chief administrators in the study was the emphasis they placed on leadership identification and development. Recall first that each of the study schools were selected not only because they were exemplars in leadership development, but because they also already included succession planning in their strategic plan. Clearly, the leadership at each of these schools prioritized succession planning and leadership development and worked purposely and proactively on creating this culture. Each one of the chief administrators in the study spoke about the importance of hiring intentionally for leadership and each were active in identifying emergent leaders and inviting them to experience and consider leadership opportunities. This common characteristic and the five major themes that emerged from this research suggest a culture or model that can be emulated by Catholic school administrators to enhance leadership development and succession planning.

Emphasis on Mission

Observations and interviews revealed that mission was a key leadership factor at all three schools. When asked the question how one would describe the leadership culture at the school, respondents from each of the sub-populations emphasized mission as a key contributor. A word search of each of the interviews found that *mission* was the most commonly used word throughout the interviews. As one chief administrator stated,

"Mission is in the walls here…I've never been in a school where mission drives everything like this school."

Each of the interviewees emphasized that the attention they give to this mission starts at the top. In their words, actions, and knowledge, the leadership of each of the schools was credited for placing the mission and charism of Holy Cross as central to all they do. Each of the chief administrators also identified their stewardship of the mission as the most important part of their job. A department chair from one of the schools commented about mission saying, "This is who we are. This is what we do. Everybody from the newest first year teacher all the way on up really buy into that [mission]. He [Brother Richard] has really set a very high standard. He really lives the mission and sets the tone. I think with leadership…it starts at the top." A teacher commented that Brother Richard "oozes of mission." A mid-level administrator pointed to "the Moreau way" to define the mission-driven approach which is at the core of all decisions, actions, and behaviors. Another teacher pointed to the example of the President stating, "He is everything that the mission is meant to be. He is ready to promote it and live it every single day whether in just a brief conversation, whether it's in front of the entire school, it doesn't matter."

Several of the study participants credited the work of the Holy Cross Institute for providing a framework of knowledge and support that has propelled efforts to be more mission-effective. The Holy Cross Institute was formed at St. Edward's University in Austin, Texas in 2005 with the goal to provide professional development and support to Holy Cross schools all over the world (Holy Cross Institute website, 2006). Each of the schools that were included in this study had a high concentration of Holy Cross Brothers

who founded and staffed the schools; however, as the Brothers have aged and vocations have diminished, the number of Brothers has reduced significantly. Today many of the schools no longer have any Brothers on the faculty or staff.

Interestingly, each of the current chief administrators included in this study worked alongside the Brothers for many years and learned from their example. As one chief administrator stated, "This was the example set by the Brothers." In spite of the diminishing number of Brothers on each campus (one of the schools studied has just one Brother on the faculty), the Holy Cross Institute is credited for helping to keep the mission relevant and alive. Several teachers and mid-level administrators pointed to "going to Austin" (St. Edward's University is in Austin, Texas and is the location of the annual HCI Convocation) as being influential in their own passion and understanding of the mission. A chief administrator stated, "We're big advocates of making sure that we always have new people going down to Austin that have never gone before so that they have an opportunity to witness that [mission]."

Mission was also mentioned as a top attribute to look for in prospective administrators. One school identified the "mission days" that occur three times each year as a key contributor to enhancing their knowledge, awareness, and passion for the mission. The chief administrators from this school see these days not only as an opportunity to teach and instill mission, but they also see them as an opportunity to identify those who buy into the mission the most and make it a lived, daily experience. Others spoke about how the leadership of the school includes mission in everything he writes and speaks about. One teacher identified mission as "the driving force" behind their success as a school and sees that mission as his inspiration to be a

future administrator. Another teacher referred to the mission as a "lived reality" and indicated that the mission is "foundational in how individuals are formed as leaders." All of the chief administrators interviewed rated the commitment to the mission as the most important characteristic they look for in potential administrators.

Mission was also seen as a primary incentive to becoming a Catholic school administrator. One chief administrator saw his role as "improving our world and our society by giving our students the tools to go out and make that change." Another chief administrator spoke about the joy of influencing the direction of the school. Another saw her administrative role as an opportunity to make "meaningful change." This wider perspective was shared by mid-level administrators and teachers as well who see administrative leadership as an opportunity "to make a difference for young people, the Church, Holy Cross, and the school."

Modeling

As was mentioned previously, several of the veteran teachers and administrators identified the "example of the Brothers" as their model for leadership. A school counselor described "the philosophy of the leadership of the Brothers" as a "servant-leadership" model where the "president and principal, administrators, etc., pretty much lead by example." This example has translated well to the lay administrators as they now provide the example in place of the Brothers. A new chief administrator at one school spoke of the example of her president as a key influence in her own leadership. She also recognized the responsibility she has to model behaviors "for how I hope that they will manage their own teams."

From the researcher's on-campus experience at each of the three schools, it became clear that a high level of respect and admiration existed for each of the chief administrators. When describing the leadership culture of the school, interviewees repeatedly used words such as "authentic," "humble," "joyful," "transparent," "inspirational," "passionate," "personal," "positive," and "visionary" to describe the chief administrators. One teacher saw his president as the model of servant leadership. A focus group of teachers at another school referred to the leadership example of their president as "engaging" and appreciated his willingness and openness to including faculty and staff in decision-making. A mid-level administrator attributed the president at her school for modeling "the way we do things here," drawing particular attention to the culture of genuine gratitude and respect for teachers that he has established. One chief administrator pointed to the importance of creating an environment of trust, mutual respect, and collegiality. Another chief administrator spoke about creating a non-threatening environment where ideas can be openly shared. Interviews with the teachers and mid-level administrators at that same school supported how well this chief administrator models openness to people, ideas, and their personal ambitions.

This modeling behavior reflected positively and permeated throughout the school community. In all of their interactions, the chief administrators were responded to warmly and affectionately by their colleagues, teachers, students, and parents. The chief administrators possessed a genuine care for each individual and their positive energy was infectious and uplifting. As an experienced educator, this researcher recognized that this could not be rehearsed, but rather, was genuine and authentic and a part of the fabric of the school.

When asked the question about the characteristics prospective leaders should

possess, the most common responses included: authenticity, strong interpersonal skills,

compassion, patience, good listening, collaborative and collegial, visible faith witness,

empathetic, thoughtful, nurturing, positive, dynamic, transparent, strong moral code, and

possessing of a growth mindset (this last one was mentioned by every interviewee at one

of the schools). A chief administrator reported that a high "EQ was more important than

a high IQ." Another mentioned the importance of having built "cache," or strong rapport,

with colleagues, parents, and students. A mid-level administrator drew a comparison

with a current chief administrator indicating that he "motivates and inspires" others, is a

good delegator, and is respected by his peers. The example of the current leadership has,

as one mid-level administrator stated, "set the tone" for what it takes to be a successful

leader in Catholic schools.

Mentorship

A member of the campus ministry team and theology teacher at one of the schools

referred to her president as her "role model and mentor." Creating a culture of

apprenticeship or mentorship was a clear objective for each of the chief

administrators. Likewise, this culture is pervasive throughout the organization. One

teacher even commented on the responsibility he feels to mentor others to be a Holy

Cross teacher.

The chief administrators viewed mentorship as a process of identifying

prospective leaders and, as one chief administrator stated, "Inviting them to the balcony

to see the bigger picture." This personal and intentional invitation begins with

identifying prospective leaders as early as their first interview prior to being hired to

engage them in decision-making and expose them to the "multiple layers and complexities" of a school.

Interviews with the teachers and mid-level administrators revealed an appreciation for the personal care and attention that the chief administrators have demonstrated toward them. For many, they recognized that they had been "tapped" by the administrator and provided with opportunities to grow. These opportunities have helped the teachers and mid-level administrators to grow and gain confidence as they have been encouraged to take risks and have been supported when presenting new ideas. One mid-level administrator expressed that "I never felt alone" and always appreciated that [her president] was "always there for me."

Another mid-level administrator acknowledged that the chief administrator has created a culture of mentorship that has permeated throughout the organization. An English department chair stated, "He values and nurtures leadership… which influences all of us to do the same." Mid-level administrators from two different schools also found that the chief administrator is "always looking ahead" and is attuned to the "leadership needs of the school and potential transitions." Finally, a teacher indicated that by taking a personal approach with every faculty member, the chief administrator "is in a better position to nurture and cultivate future leaders."

Interestingly, providing more support and professional development was also a primary recommendation made to encourage more people to consider administration. Two of the three schools studied provide teachers and administrators with full tuition support for continued professional development, master's degree programs, and certification programs. One teacher, who will be leaving his school at the

end of the year, reported the need to provide more resources and time for professional development to develop the requisite skills for leadership. Several mid-level administrators also highlighted the need for greater support and training. One chief administrator emphasized the importance of "investing in people."

Cultivation—Building Self-Efficacy

Psychologist Albert Bandura (1977) defined self-efficacy as "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." In other words, building self-efficacy is equated to increasing an individual's confidence in his or her ability to succeed in a particular situation. Bandura described these beliefs as determinants of how people think, behave, and feel as part of his social learning theory (1977). This word and definition seem most fitting to describe the next theme.

Providing people with opportunities to grow was referenced as an important contributor to the effective leadership culture of each of the three schools. It was also referred to as a recommendation to encourage more people to consider administrative positions. One mid-level administrator said it best, "As the leadership roles get bigger and bigger, it feels more natural..." From the perspective of one chief administrator, by giving their teachers opportunities to lead, it gives them the opportunity to see if they "have the kind of skills, the kind of grit that it takes to be in those leadership positions and gradually move them…"

Interviews with chief administrators highlighted the importance of looking for potential future leaders in the hiring process. For chief administrators this meant "discovering gifts, making a strong commitment to professional development, and giving

people the tools to be successful." Across the board, once an administrator had identified

a prospective leader, or someone had self-identified, they were placed in positions to

lead, were engaged and empowered to problem-solve, and were provided the opportunity

to offer their ideas and insights. The chief administrators also sought to "widen their

worldview" by offering prospective leaders opportunities that expose them to the role and

tasks of leadership. They also spoke about finding intentional ways to help them to grow

in their leadership capacity.

Mid-level administrators support this approach and provided examples of how

they were engaged and "made a part of the vision." These mid-level administrators were

often tapped for various school initiatives, to lead clubs, programs or organizations, or to

problem-solve. For example, one mid-level administrator pointed to being "invited" by

her principal to revamp and oversee the summer school program. This mid-level

administrator also spoke about later being invited to leave her counseling position to head

up the branding committee. These experiences opened the door for this mid-level

administrator to move into her current position as the Executive Director of

Advancement.

Likewise, a current Director of Facilities recognized how he had been "tapped" by

the president to assume more leadership roles. Over his 31 years, he has been a "teacher,

coach, lunch prefect, bus driver, athletic director, all of those things" which he attributes

to exposing and preparing him for the comprehensive leadership role he holds today.

For one chief administrator, "that means creating positions…and finding someone

who wants to do it. If it means creating a mini-management position where they are in

charge of something that gives them the skills, our whole team has looked for those

opportunities just to give them a taste of it." This same president sees the movement

from teacher to manager as "not a natural movement." She continued, "I think giving

them an opportunity to try and find whether that's in their tool box is important early

on. Some of them step up, and some say, 'it's not for me.'"

Three of the mid-level administrators referenced the re-accreditation process as

their first exposure to leadership. One mid-level administrator stated, "That gave me an

opportunity to see how the school works…That really gave me a global perspective of the

school and then, it was a natural transition at that point, to move into being a

director." These opportunities also provided chief administrators a chance to observe the

leadership, organizational, management, and communication skills as well as the work-

ethic and, as one principal stated, the "grit that it takes to be in those leadership

positions." More than half of the mid-level administrators interviewed felt that it was

their exposure to smaller leadership tasks that gave them the confidence, belief and

interest to take on more leadership.

Another interesting and related note was that several of the mid-level

administrators indicated that they accepted the invitation from the administration because

it gave them the chance to earn more money. One mid-level administrator stated that he

was just "trying to make ends meet and provide for my family. In hindsight, all of that

contributed to getting me to where I am today." Another mid-level administrator

indicated that it "helped me out financially…but each new project also kept me interested

and kept me learning a different facet of school life. Each experience gave me exposure

to something different." This suggests the importance of financial incentives associated

with the higher levels of responsibility and associated demands.

The theme of providing more opportunities to lead was also a dominant response for suggesting ways to encourage more people to consider leadership and administration. Overwhelmingly, both the teacher and mid-level administrator respondents saw the importance of getting people involved, empowering and trusting them, finding opportunities that speak to their passions, and giving people influence as ways to engage more people and expose them to the possibility of leadership. One mid-level administrator stated, "As those leadership roles get bigger and bigger, it feels more natural for people."

This approach not only builds their confidence and self-efficacy as a leader, but it has also helped to address the misperceptions of the job. A campus minister who sits as a member of the leadership team for the school indicated that this involvement helped to "demystify" administration as he stated, "I thought I was going to the dark side." Another mid-level administrator stated, by taking on these leadership positions, it "helps them understand that this is manageable and not terribly scary." For many teachers it is the fear of the unknown, potential for conflict, ultimate accountability, time demands, and a disconnection from the students that are the primary disincentives to considering leadership. By providing opportunities to lead and "inviting them to the balcony," not only can prospective leaders learn more about the institution, be exposed to the bigger picture, and be inspired by the mission, but, it also helps to build their self-efficacy and demystify the role of administrative leadership. As one mid-level administrator stated, "This made me feel more comfortable" with leadership. Or as a teacher stated, "It helped me to realize that you don't stop being a teacher when you become an administrator."

Collaboration

The fifth theme that emerged from the data was the importance of a collaborative environment. The primary words used to identify the essence of collaboration included "team-building," "collegiality," "empowerment," "engagement," and "group decision-making." These words were spoken by teachers, mid-level administrators, and chief administrators to describe the leadership culture of the school, the attributes to be an effective leader in Catholic schools, and to encourage more people to consider administration. It became evident that a strength of each of these schools was that they were highly committed to collaboration as evidenced by the numerous leadership, strategic, and tactical committees that have been established. No longer, as one teacher stated, is the president or principal the "sage on the stage," but rather, the "guide on the side."

This research also revealed the presence of a variety of leadership committees at each of the schools. These committees, or teams, worked collaboratively to plan, strategize, initiate, and implement new ideas and programs. These teams had different names, i.e., operations team, leadership team, President's Council, and Principal's Council, and were composed of a variety of mid-level administrators and program directors. The primary purpose for each team was to bring a collection of employees who represent various facets of school life together to participate in decision-making, planning, and problem-solving. In some cases, these teams met daily to discuss tactical details of the school's operations. Other teams met weekly for strategic and planning purposes.

One president commented that including mid-level administrators on committees is "…a part of their own leadership cultivation, to be able to assume greater responsibility…" Working collaboratively and alongside the president and the principal also provided an opportunity for the chief administrators to teach and model the leadership culture. As one principal stated, "Modeling for how I hope they will manage their own teams." Or, as a head of school so aptly stated, "Invite them to the table" to learn more about the complexities and joys of leadership.

The concept of collaboration was also used interchangeably with the term "shared leadership" by several of the interviewees in response to the question on ways to encourage more people to consider administrative positions. Several of the teachers indicated that being a part of a team helps to reduce the anxiety created by the perceived time commitment as well as the "buck stops here" mentality. One chief administrator stated, "the current model of one or two people attending all of the events, making all of the decisions, and living an isolated and out-of-balance life is 'not a sustainable model.'" He continued by expressing the benefits of a shared leadership model in which chief administrators "don't have to kill yourself, give up fun, or give up family. I think the leaders of the school are always going to be working more hours than anyone else, but maybe they can cap it at sixty hours rather than eighty hours." He continued, "Find the people with the passion, but then lighten the burden a little bit. Let them focus on what they need to get done, rather than the other side of it."

Summary

The aim of this Dissertation in Practice study was to create evidence-based strategies and recommendations to enhance leadership development and succession

planning in Holy Cross-sponsored schools in the United States. Baseline data were

collected from 19 Holy Cross-sponsored schools in the United States which revealed a

greater leadership crisis than the data on U.S. independent schools.

In an effort to develop strategies to address this concern, the researcher visited

three selectively sampled Holy Cross-sponsored schools, each identified as exemplars for

their leadership development and succession planning. A total of 24 semi-structured

interviews took place with a cross-section of personnel. The researcher also spent time

observing the actions, interactions, attitudes, and behaviors of administrators, faculty,

staff, and students at each school. From this research, five common themes emerged

about the culture of leadership development:

1. A strong emphasis on mission

2. The importance of modeling by the chief administrators

3. A commitment to a mentorship culture

4. Meaningful leadership opportunities are provided throughout the organization

5. Shared leadership through collaborative decision-making.

The success of each of these schools revealed a common thread—leaders who were

focused on building leadership. These leaders not only recognized the importance of

developing leaders, but they were proactive in their outreach and strategic in their

planning. These leaders were committed and passionate about the mission, served as role

models in their community, personally mentored aspirant and emerging leaders, provided

opportunities for growth, and have established a culture of collaboration. With a focus on

leadership development and planning for the future, these leaders demonstrated how

important their role is to securing a strong and vibrant future for their school by having

leaders in place who possess the zeal and abilities to carry forth the mission of the school.

As one study chief administrator stated, this focus reinforced their role "as stewards" of a

mission that is not their own. With this foundation in mind, a three-fold solution is

introduced in chapter five to address the succession challenge in Holy Cross schools in

the United States.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

Introduction

While research has been conducted on succession planning in corporate America, public schools, and the nonprofit sector, a review of the literature revealed a lack of research on succession planning in Catholic schools (Canavan, 2001). This research explored what strategies and processes exist for leadership development and administrative succession planning at three Holy Cross-sponsored schools recognized as exemplars in leadership development and succession planning. A comprehensive literature review also identified best practices being employed in business, public school education, independent schools, and nonprofits. These approaches were compared and contrasted with those at the three study schools to present a series of recommendations for Holy Cross and Catholic schools throughout the United States.

Recognizing that a change in leadership is inevitable in all schools, whether planned or unplanned, continuous or disruptive, finding a suitable successor in a timely and effective way is critical to a school's success (Fink, 2010). The research indicated that leadership succession is one of the most important influences on sustainability, and yet, it is most often ignored (Fink, 2010). In spite of this, researchers Fitzgerald and Sabatino (2014) found that fewer than 50% of Catholic schools even include leadership succession planning as a part of their strategic plan. Catholic schools throughout the United States have primarily relied on a *hire and hope* approach and have viewed the process more as replacement planning than the more proactive option of succession management by focusing on leadership development.

Chapter five summarizes this study by restating the purpose, aim, and research questions, and highlights the qualitative research procedures implemented. This chapter concludes with recommendations for action and additional research.

Purpose of the Study

The purpose of this qualitative, multi-site case study was to examine the leadership development practices and administrative succession plans employed at three selectively sampled Holy Cross-sponsored Catholic secondary schools. These practices were compared and contrasted with those in business, the nonprofit sector, public education, independent schools, and other Catholic schools. The intent of the research was to use the findings to develop a set of recommendations and strategies to strengthen leadership development and succession planning in these Catholic schools. As Catholic schools prepare for the future, identifying, encouraging, and cultivating talented and passionate educators to pursue top administrative positions must be a priority.

Aim of the Study

The aim of this Dissertation in Practice study was to create evidence-based strategies and recommendations to enhance leadership development and succession planning in Holy Cross-sponsored schools in the United States. Ultimately, the goal was to help create generations of successors to the mission of Catholic education in the Holy Cross tradition.

Research Questions

The following central question guided this study: What practices, policies, and strategies contribute to creating a culture of leadership development and building a reservoir of future leaders? From this primary research question emerged five sub-

questions: What informal and formal steps can be taken by Catholic school leaders to encourage more faculty and staff to consider leadership positions in Catholic schools? What are teachers' perceptions and attitudes toward leadership positions? What skills, behaviors, and dispositions should leaders look for to identify future leaders? What succession planning strategies are being employed? How do these strategies and approaches compare with other industries both within and outside of education?

Summary of the Study

The research methodology engaged for this research was qualitative, case study research. Data were collected through the following measures: a baseline survey to assess the current status of leadership tenure and projected transitions comparatively to the national data, semi-structured personal interviews with a cross-section of school personnel from three selectively sampled schools, and site observations. By conducting a thorough appraisal of these sites, the researcher was able to identify similarities and resonant themes that have contributed to the schools' reputation for producing leaders within and throughout their organization. The data were also compared and contrasted with the literature on succession planning and leadership development in the corporate, nonprofit, independent school, and public school sectors.

From this data collection five major themes that contribute to creating a culture of leadership development emerged: (a) the overall focus on mission; (b) the importance of modeling by the current leader; (c) the significance of personalized mentorship by the chief administrators of the school; (d) the strengthening of self-efficacy for emergent leaders by providing them opportunities to lead and to grow; and (e) the benefits of creating a shared, collaborative leadership culture. A foundational principle that emerged

is the importance of the strategic and proactive approach to leadership development and

succession planning assumed by the current leadership. In other words, it became

apparent from this study that the current leadership has an enormous impact on creating a

culture of leadership development and succession planning.

<div align="center">**Conclusions and Recommendations**</div>

The characteristics, strategies, and the informal and formal practices of the school

leadership at three exemplary Holy Cross schools identified for this study provide

guidance for Holy Cross leaders on the important role that leaders have in forming future

leaders for Holy Cross education. To respond to the leadership crisis confronting Holy

Cross schools in the United States, the researcher recommends a three-fold approach that

will help strengthen and deepen the pool of Holy Cross leaders, and provides the

necessary tools to better manage the succession cycle.

First, school leaders must recognize the importance of their role in identifying,

cultivating, and forming future leaders. It is noteworthy that all of the chief

administrators in the study recognized the importance of succession planning and made it

a priority in their leadership approach. Not only did these leaders prioritize hiring for

leadership, but they also displayed a commitment to cultivating and mentoring leaders

with a sense of intentionality by providing faculty and staff members with opportunities

to lead and personally mentoring them. Political scientist and Harvard Public Policy

Professor Robert Putnam coined the phrase "concerted cultivation" to describe the

childrearing investments that parents make to foster their children's growth to further

their success in life (Putnam, 2014, p. 118). Similarly, these leaders invested in talent

and prioritized the cultivation of emergent leaders (see Figure 5). By taking this

approach, these leaders established deliberate pipelines and created a culture of, as one

chief administrator stated, "…coming through the ranks." The concept of concerted

cultivation supports Kramer's (2014) notion that leadership development is a critical role

chief administrators must perform in their role as stewards of the mission.

Second, the study results highlight the influence that the current leader has on

leadership capacity building. These school leaders have demonstrated a commitment to

leadership development which has resulted in the identification and formation of leaders

from within the organization. Charan et al. (2011) emphasized that leadership

development throughout the organization builds self-confidence, experience, and self-

efficacy for aspirant leaders. Charan et al. (2011) also found that by emphasizing

leadership development throughout the organization, the talent level is deepened, it

boosts morale for the faculty and staff, and it ultimately leads to higher performance.

The example that these leaders have set is worthy to be emulated and replicated.

With this in mind, member schools of the Holy Cross Institute would benefit from the

creation of a comprehensive program of leadership training and formation that

emphasizes the importance and value of cultivating future leaders. This program would

include: annual leadership retreats for current and emergent leaders; personal and

professional development through workshops, training, and mentorship; and rubrics for

performance evaluations and professional growth plans.

Holy Cross-sponsored schools would also benefit from a parallel program for

emergent leaders. This would not only strengthen the leadership abilities of the current

Figure 5. Concerted Cultivation of Emergent Leaders

Develop, form, and strengthen current leadership emphasizing the value of creating a culture of leadership development

Identify emergent leaders and invite them "to the balcony." Emphasize mission, model good leadership, personally mentor, build self-efficacy, invite them to collaborate
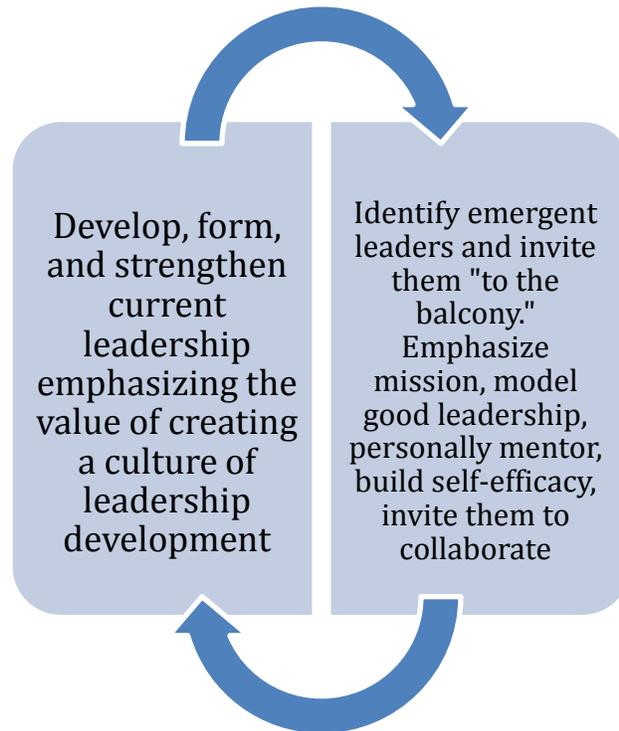
Figure 5. Study results indicate that when it comes to leadership development, leadership matters. Thus, the formation and development process for current leaders should include training on how to create and strengthen a culture of leadership development. In other words, leaders must learn and embrace the importance of intentionally concentrating on cultivating leadership.

leaders in Holy Cross-sponsored schools, but it would also help to develop a pool of candidates who are formed and trained to be effective leaders in Holy Cross-sponsored schools. This approach would respond to the challenge that one chief administrator so pointedly stated, "Holy Cross schools need to work together to develop leadership and create a pool of leaders."

Third, the Holy Cross Institute is encouraged to create a guidebook of succession best practices. It is notable that each of the study schools already had a succession plan

in place. A review of the literature revealed that 50% of Catholic schools in the United

States do not include succession planning in their strategic plan (Fitzgerald & Sabatino,

2014). The example set by each of the study schools demonstrated their commitment to

strategic thinking related to succession planning and placed them in the 50% of schools

who have already embraced the importance of strategically preparing for leadership

change. With this in mind, it is critical that schools develop written succession plans so

that they too can be better prepared for the inevitable transitions in leadership. Modeled

after Peterson's (2014) handbook prepared for the Jesuit Secondary Education

Association, this practical guide would include templates, communications plans,

interview questions, timelines, and a step-by-step approach to the hiring process through

the transition process and support for the new head of school (see Figure 6). This guide

would aid Boards and administrators to be better prepared for inevitable transitions,

particularly as Holy Cross schools in the United States are facing a 90% turnover of

heads of school in the next decade.

Invite them to Lead: An Apprenticeship Model

The findings of this study closely align with the research on succession planning

in the corporate, nonprofit, and public education sectors. According to Cashman (2010),

the corporate world has relied on a disciplined and measured process of goal-setting,

evaluation, leadership development, and support for leaders throughout the organization.

Much like an apprenticeship in a trade or medicine, this process is an on-going cycle in

which aspiring leaders are trained, mentored, and engage in reflective practice (Cashman,

2010). Cashman (2010) believed that true succession planning must be a combination of

top talent, strategy, vision, values, and culture. This approach empowers current leaders

to inspire the pursuit of leadership opportunities, cultivates those leaders, and prioritizes

hiring by looking for those possessing strong leadership attributes (Bierly & Shy, 2013).

Figure 6. Succession Planning: Thinking and Planning Strategically.

Hire and Hope
Unplanned
Disruptive

A Succession Planning Guide

50% of Catholic schools have not included succession planning in their strategic plan

Transition from an unplanned approach to replacement planning to a strategic succession management model

Figure 6. Research by Fitzgerald and Sabatino (2014) indicated that 50% of U.S. Catholic schools do not include succession planning in their strategic plans. Rather, most take a hire and hope approach to replacement planning (Fink, 2010). Adams (2010) found that by taking a focused and intentional approach to succession planning, non-profits are better prepared to address the succession challenge.

This approach suggests that a leader's commitment to leadership development is

the most effective way to assure successful leader succession (Bierly & Shy, 2013).

Charan et al. (2011) believed that leaders should strive to identify leadership candidates

early; invite them to collaborate in decision-making; provide them with growth

assignments and meaningful formative feedback; and coach and mentor them personally.

This provides emergent leaders with opportunities to see the bigger picture of the school

by exposing them to a wider and more diverse set of leadership opportunities and the complexities and opportunities of leadership. As one chief administrator of a study school stated, "Invite them to the balcony" (see Figure 7).

Figure 7. Invitation to Lead—An Apprenticeship Model for Emerging Catholic School Leaders.

Invitation

Invite them to "the table" to collaborate with other leaders where they can observe other administrators and learn the value of collaboration.

Invite them to take on new initiatives. Create opportunities for them to lead in smaller roles, committees, initiatives, etc. This builds self-efficacy.

Invite them "to the balcony." Personally mentor and support them. Provide professional development opportunities. Encourage reflective practice. Help them to see the big picture, the joys, and the importance of their work.

Figure 7. This apprenticeship model for Catholic educators emphasizes the strategic and proactive approach current leaders should take to identify prospective leaders and cultivate emergent leaders by exposing them to new experiences which builds their self-efficacy, provide opportunities for personal mentorship, and invite them to collaborate with other leaders.

The Complete Holy Cross Leader

Dr. Richard Jung, search consultant and longtime head of three different independent schools stated, "If we want to focus on leadership for the future, we must focus on our leaders of today…Great leaders produce great leaders" (personal communication, 2015). This research identified five key leadership characteristics that comprise what this researcher has termed, *The Complete Holy Cross Leader* (see Figure 7)*:* (a) has an intense focus on mission and a passion for making a difference at the school and in the community; (b) models humility, authenticity, transparency, and joy;

(c) makes a commitment to deep and personal mentorship, support, and encouragement; (d) builds the self-efficacy of faculty and staff by creating opportunities for them to lead; and, (e) has established a collaborative culture. This model not only cultivates leaders for the future, but it may also help to "demystify" the role of administration that prevents so many from considering this career path. *The Complete Holy Cross Leader* builds trust, builds relationships, and builds capacity. They expand the worldview of those who may be self-selected or identified for leadership, help to change the negative perceptions of leadership, and ultimately tap the soul of those who want to make a difference on a larger scale as a Catholic school administrator.

Jim Collins (2001) coined the phrase *Level-5 Leadership* to describe leaders who "build enduring greatness through a paradoxical blend of personal humility and professional will" (loc. 340). He continued, "Level-5 leaders channel their ego needs away from themselves and into the larger goal of building a great company…they are incredibly ambitious—but their ambition is first and foremost for the institution, not themselves" (Collins, 2001, loc. 354). His empirical research with for-profit companies sought to avoid the simplistic "credit the leader" or "blame the leader" thinking (Collins, 2001). Unfortunately, however, his research found that "leadership is the answer to everything" (Collins, 2001, loc. 354).

Leadership author Alexandre Havard (2007) in his book *Virtuous Leadership* developed a leadership model that is rooted in the science of virtue and is influenced by the classical Greek philosopher Aristotle and Christian philosophers St. Thomas Aquinas, St. Thomas More, and St. Augustine of Canterbury. Havard (2007) believed that leaders

Figure 8. The Complete Holy Cross Leader
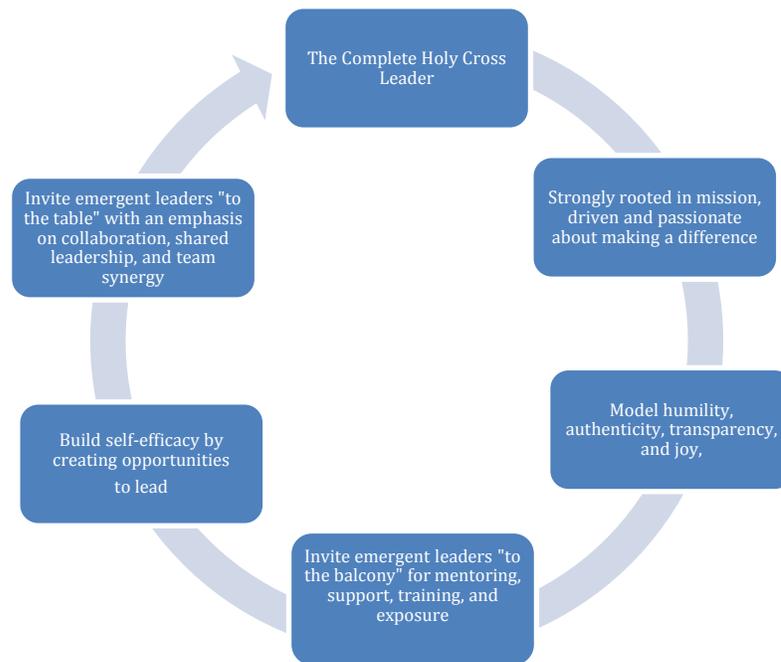
Figure 8. A *Complete Holy Cross Leader* is grounded in and passionate about mission; models humility, transparency, authenticity, and joy; places an emphasis on personal mentorship; builds self-efficacy by creating opportunities to lead; invites prospective leaders to collaborate with top leadership.

are not born, but trained, and he emphasized that the development of character and virtue acquired through practice, experience, and mentorship are key contributors to building leaders. The essence of leadership, according to Havard (2007), are the virtues of magnanimity and humility. Magnanimity is the habit of striving towards great aspirations (Havard, 2007), or what the Jesuits refer to as *magis.* He believed that true leaders are magnanimous in their dreams, visions, and sense of mission and in their capacity to challenge themselves and those around them (Havard, 2007). Humility is the habit of service (Havard, 2007). For Havard (2007) leadership was less about displays of power and more about the empowerment of others.

The leaders of each of the study schools bear a striking resemblance to the leaders described by Collins (2001) and Havard (2007). Each of them had strong and lofty ambitions for their school, worked relentlessly toward those ambitions, and were driven to succeed. They were also deeply committed to the cause or mission of their school. Or as one president stated, "…something much bigger than myself." Similar to the findings by Havard (2007) and Collins (2001), these leaders were described as humble, authentic, transparent, joy-filled, and focused on others. They also aligned with Fink's (2010) premise of successful mentor administrators in that they accentuated the positive rewards of administration, displayed great passion, and manifested a sense of accomplishment. Fink (2010) emphasized that these characteristics make leadership positions more attractive and inspire others to consider pursuing leadership positions.

Additionally, these leaders each had a strong track record of identifying talent and growing and cultivating that talent from within. Research by Fink (2010) supports a "grow your own approach" and submits that current leaders have a moral responsibility to promote learning and growth and to develop the next generation of leaders (loc. 3509). Kramer (2015) also believed that leaders who make the hiring, identification, and cultivation process of future leaders a priority are reinforcing their role as stewards of the mission.

In the case of the three study schools, each head of school had a successful track record of cultivating and forming mid-level administrators who emerged to become heads of school in other Catholic or Holy Cross schools. One head of school stated that they "always try to look inside first." A teacher from that same school even commented that he knew that the president had a great reputation for producing leaders, which is one

reason he was attracted to work there. It is, as Hart (1993), Fink, (2010), Cashman

(2010), Charan et al. (2011), and Mason (2015) promoted, moving from a replacement

planning approach to a more systematic approach that emphasizes an on-going process of

leadership development to create a deeper reservoir of potential leaders.

What this research demonstrates and supports is the power and influence of great

leadership. Whether they are considered *Level-5 Leaders* as defined by Collins (2001),

Virtuous Leaders as defined by Havard (2007), or *Complete Holy Cross Leaders* as

defined in this study, these types of leaders offer an example of how to solve the

succession challenge in Catholic education.

A Succession Planning Guide

To assist with the succession planning process, the Holy Cross Institute, and

therefore all Holy Cross schools, could benefit from the creation of a succession planning

guide. At present, fewer than half of the Holy Cross schools in the United States have a

succession plan that is a part of their strategic plan. A succession planning guide would

bring clarity, reduce anxiety, and add security during an otherwise uncertain and insecure

time. This guide would use the findings of this study as well as best practices from the

literature to make recommendations for the entire succession cycle—from identifying and

interviewing prospective candidates; the role of the Board, consultants, province, and

school community in that process; and the transition to and support for a new leader. The

guide should also contain an emergency back-up plan in the event of the sudden

departure of a head of school; an assessment tool that would help schools to measure

their strengths and weakness, needs and goals; a transition plan and timeline; and a

leadership development plan (Adams, 2010). Further, it should resemble the work by

Peterson (2014) who developed a guidebook for the Jesuit Secondary Education Association (JSEA) that includes research findings on succession strategies; recommends best practices for stakeholder engagement; provides templates for conducting interviews, doing background checks, and communicating with the multiple constituencies; offers recommendations on the use of search consultants; and, provides guidance on the transition of the former head of school and orientation process for the new head of school.

There are other benefits as well to establishing a culture that is proactive about succession planning. Mason (2015) argued that fostering a culture that embraces succession planning offers numerous benefits ranging from a deeper reservoir of potential leaders, increased motivation for employees and prospective leaders, professional and personal development throughout the organization as training opportunities are provided for staff, and clear pathways for advancement opportunities. Research by Charan et al. (2011) also found that morale increases and performance improves for all faculty and staff members when there is a clear and intentional approach to succession planning.

Existing Support Structure, Resources, and Policies

Influencing this Proposed Solution

In preparation for the successors to the Brothers, Priests, and Sisters who founded and operated Holy Cross schools all over the world for more than 150 years, the Holy Cross Institute at St. Edward's University was formed in 2005 to foster "zeal for mission among Holy Cross educators nationwide" (Holy Cross Institute website, 2006). The Holy Cross Institute is "charged with creating a national network among secondary schools, colleges and universities founded and sponsored by the Congregation of Holy

Cross in the United States for the purpose of providing resources, programs and events

that educate administrators, faculty, board members and students on the unique

educational legacy of the Congregation" (Holy Cross Institute website, 2006). As such,

the Institute provides an ideal platform to provide the training, development, and

formation of Holy Cross leaders.

A comprehensive approach to leadership development and formation could

consist of a combination of retreats, emergent leader workshops, new presidents and

principals training, ongoing formation and training for veteran administrators, and the

development of evaluation rubrics and performance assessments that emphasize the

essence of Holy Cross leadership. Texts such as those referenced earlier by Collins

(2001) and Havard (2007), as well as the foundational writings from Blessed Father Basil

Anthony Moreau, C.S.C., serve as helpful primary sources to develop a comprehensive

approach to the ongoing leadership development and formation of Holy Cross leaders.

As well, the National Catholic Educational Association and the U.S. Conference of

Catholic Bishops have developed several resources on Catholic school leadership

training. There is also a wealth of leadership development degree and certificate

programs and experts on Catholic school leadership at numerous Catholic colleges and

universities throughout the United States including Creighton University, the University

of Notre Dame, and Boston College.

Prioritizing leadership development in Holy Cross schools will help build a

reservoir of prospective leaders who have been formed specifically as Holy Cross

leaders. By doing so, this will not only benefit the schools where these emerging leaders

currently work; it will also deepen the pool for other Holy Cross schools. Just as two of

the newly appointed heads of school in Holy Cross-sponsored schools were trained and formed while holding mid-level leadership positions in other Holy Cross schools, so too could this pool increase and thereby *deepen the bench* of prospective leaders for Holy Cross schools. The research by Collins (2001) and Fink (2010) found that internal candidates for leadership positions have a better success rate than those who are hired from the outside. These leaders' familiarity with the mission of Holy Cross and exposure to successful models of leadership may also decrease the learning curve that occurs with transition by creating more leadership *insiders* to Holy Cross education.

Potential Barriers and Obstacles to Proposed Solution

From this researcher's perspective and based on his extensive experience with Holy Cross schools, the proposed three-fold solution would be a welcome addition to the current work of the Holy Cross Institute. The natural barriers that exist are the same restrictions that hinder many organizations—money and time.

The Institute is currently staffed by an Executive Director and an Administrative Assistant and operates on a limited budget. In order to provide enhanced services to the schools there is the need for increased staffing and resources. The only sources of funding for such initiatives and expansion of the Institute are through increased membership assessments for each school (which are often also operating on very tight budgets) and through the support of grants, foundations, and benefactors.

The other factor is that of time. Participating in retreats, attending workshops, and participating in other forms of training requires time away from one's school and family. As well, the best people to lead this training are also working in Holy Cross schools which would mean time away from their respective institutions. Since the

schools of the Moreau Province for the Congregation of Holy Cross are located all over

the country, additional time and resources must be devoted to travel and

accommodations. Likewise, some of the training could be conducted on a regional level

to reduce the time and expense of travel. Additionally, some training and support could

be accomplished by conducting webinars, developing a databank of shared resources, or

through online chats and blogs. The formation of Holy Cross leaders, however, is deep

and personal and is best achieved through active engagement.

Internal/External Issues Related to Proposed Solution

This researcher has argued that Holy Cross schools must prioritize leadership

development and formation as a strategic initiative in order to build a deeper reservoir of

Holy Cross leaders for the future. The researcher also acknowledges, however, that this

is not the only priority and is not the only challenge. Often there is a struggle with the

urgent versus the important as some schools struggle with enrollment and finances and

are even on the brink of closing. There are also complexities to the hierarchy and

relationships within the Congregation of Holy Cross, and challenges across provincial

boundaries. There is also the reality of differing approaches and leadership styles of the

local Bishops and how they may impact a school. Finally, there is simply the day-to-day

operational oversight of the schools that demands so much time and attention. These are

all urgent matters and cannot be overlooked. As is evidenced by this research and by the

literature review, however, leadership matters. If Holy Cross schools are to be sustained

and thrive into the future, placing emphasis on the importance of developing tomorrow's

leaders must remain a top priority.

Roles and Responsibilities of Key Players in Implementation

Now in its tenth year, the Holy Cross Institute has gained momentum and has laid a strong foundation of support for Holy Cross schools. At the writing of this Dissertation in Practice, the Holy Cross Institute is conducting a search for a new Executive Director. The fortuitous timing of this transition provides an opportunity to hire a leader who is committed to the formation process of Holy Cross leaders.

A framework must be created outlining the goals and objectives and curricula for professional development, training, support, and mentorship of current and emergent leaders. This framework should consist of a series of leadership retreats, professional development workshops, executive coaching, and the establishment of mentor-mentee relationships. With a strong pool of current leaders in Holy Cross schools, the Executive Director is encouraged to tap into these individuals as resources, mentors, and trainers. The Executive Director is also encouraged to work with a consultant to assist in the development of the guidebook for succession planning.

This researcher is committed to assisting with the development of the leadership framework for forming Holy Cross leaders. Key principles from Collins' (2001) and Havard's (2007) research on *Level-5 Leadership* and *Virtuous Leadership* will be woven into the framework to help create and define what it means to be a *Complete Holy Cross Leader*. The framework and curriculum would include the foundational teachings of Blessed Father Basil Moreau, C.S.C., as well as the lessons learned from the example of the three school leaders included in this study. Professional development on strategic planning, change theory, organizational development, executive management, shared-leadership principles, and transformational leadership should also be integrated. This

researcher can assist by providing the body of research from the literature review to help

current and emergent leaders to understand the need and importance of leadership

formation as a primary and important role for school leaders. Finally, this researcher is

willing to work with a hired consultant to share the results of this study to assist in the

development of a guidebook for succession planning in Holy Cross schools.

Implementation, Evaluation, and Assessment Timeline (see Figure 9)

The process for implementation should begin with the hiring of a new Executive

Director. A new Executive Director should be in place by the fall of 2016. In year one a

leadership curriculum for current and emerging leaders would be developed, key leaders

identified to serve as trainers and mentors, and a cycle of retreats and professional

development established.

This new leadership framework would launch in year two. Current and emergent

leaders would be invited to attend the various professional development opportunities

being offered. A well-developed framework will yield positive experiences for the

attendees and would likely gain momentum over the years to include more attendees.

Evidence of the success of this initiative will be measured by the participation level by

member schools. Follow-up research is recommended to include an evaluation of the

success of heads of school and presidents and their impact on the culture of leadership

development at their respective schools. Likewise, as vacancies occur at the head of

school or president's level, measuring the readiness of emergent leaders trained as

Complete Holy Cross Leaders should yield a larger applicant pool of prepared and

capable candidates to lead the schools. Benchmark data should be gathered two, five,

and ten years after implementation.

Adams (2010) advocated that every nonprofit organization have a written

leadership succession policy. This policy should include an emergency back-up plan for

the sudden departure of a head of school, a report that highlights strengths, goals, and

values of the institution, a transition plan and timeline, and a leader development plan

(Adams, 2010). Much of this can be adapted from a guidebook developed by the Holy

Cross Institute. Development of the guidebook is a two-year process. Year one would

consist of identifying a consultant to lead the initiative. The consultant would likely

engage the support of a steering committee, the Holy Cross Institute Board of Trustees,

and travel to the member schools to identify what key components should be included in

Figure 9. Implementation Timeline

A Framework for the *Complete Holy Cross Leader*

- Year 1--Develop curriculum
- Year 2--Implement framework by inviting current and emergent leaders to participate in professional development opportunities
- Collect data every two and five years to assess success

A Succession Planning Guide

- Year 1--Hire a consultant to lead the initiative to compile this guide based on study results, best practices in the literature, and successful templates from HC schools
- Year 2--Write and distribute guide to HC schools

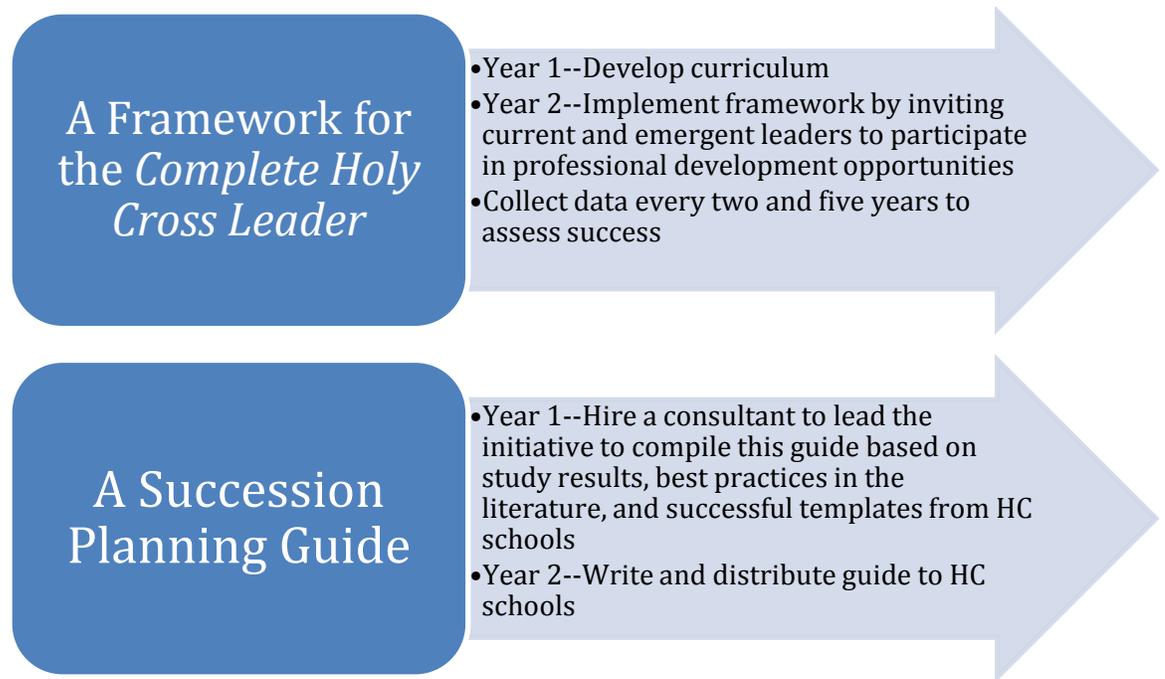*Figure 9*. Implementing each of these tools will be a two year process of research and development followed by implementation. Evaluation and assessment should occur two years after implementation and every five years thereafter.

the guidebook. The second year will be spent writing and developing the guidebook,

gathering sample artifacts and other documents from member schools, and editing for

final approval. Completion of the final document will be evidence of this initiative's

success.

Convincing Others to Support the Proposed Solution

This research will be shared with the leadership and Board of the Holy Cross

Institute. As well, the research will be presented at the spring 2016 HCI Convocation

which will stimulate dialogue among the member schools and provide a compelling

argument for why this initiative is important. The aforementioned obstacles of time and

money are a concern for the leadership of the Holy Cross Institute as well as the member

schools. Assisting member schools to budget for this initiative, seek outside grants and

funding, develop an endowment for leadership development, and utilize state and federal

funds for this initiative will help to overcome this obstacle.

Rogers (2003) found that an important factor regarding the adoption rate of any

innovation is its compatibility with the values, beliefs, and past experiences of individuals

in the sub-system. At the 2015 Holy Cross Institute Convocation Dr. Richard Jung

shared the baseline data gathered for this research on the impending turnover of Holy

Cross heads of school. This data was compared to the research on nonprofits and in

independent schools which reveal a 65% turnover rate in that same period of time

(Chubb, 2015). The urgency for such an initiative is imminent. With a projected 90%

rate of retirement in the next decade for Holy Cross Schools in the United States, the

timing of this initiative is critical. Support from champions for this initiative should be

relatively easy to obtain since the three schools studied all have experienced such

tremendous success for many years. Their example is one to be emulated as they have

modeled what it means to be a *Complete Holy Cross Leader*.

Critical Pieces Needed for Implementation and Assessment

In order for this initiative to be effective, developing and defining what it means to be a *Complete Holy Cross Leader* is vital. Once this is defined, a curriculum can be shaped for current and emergent leaders in a framework that includes retreats, professional development, executive coaching, and establishing mentor-mentee relationships. This also implies the importance of identifying current leaders and leaders from the Congregation of Holy Cross who can teach, lead, and serve as mentors. Finally, it will be necessary to identify, select, and provide funding for a consultant who will research and develop the planning guide for leadership succession.

Internal and External Implications

The most obvious implication of this initiative is that by strengthening and deepening the leadership talent pool for Holy Cross schools and developing a planning guide for succession planning, there should be an abundance of leaders to select from in the future and the learning curve that is often associated with transitions in leadership will be shortened. As well, with better and more effectively trained leaders heading Holy Cross schools, as research by Marzano and Waters (2009) and Bell, Thacker, and Schargel (2011) found, school and student performance improve. In an era of diminishing enrollments, limited budgets, decreasing numbers of Catholics, rising tuition rates, and increased competition coming from charter and magnet schools, developing effective, *Complete Holy Cross Leaders* will have a positive impact on the future sustainability of Holy Cross schools.

Recommendations for Further Research

While the goal of this research was to gain clarity on the leadership succession crisis in Holy Cross schools and identify informal and formal strategies and approaches that will help these schools address the succession challenge, the insights gained on the benefits of creating a culture that promotes leadership development can also benefit Catholic schools as a whole. A key component of the model of the *Complete Holy Cross Leader* places an emphasis on mission as a galvanizing effect. The charisms of religiously sponsored schools provide the schools with a common identity and approach. Future research on developing ways to integrate Catholic identity as the galvanizing mission for schools in responding to the succession challenge would be beneficial.

Additional research might also compare the leadership succession strategies of independent Catholic schools, religious-sponsored schools, and (arch)diocesan schools. The model developed in this research helped to develop a pool of candidates who would be prepared to lead Holy Cross schools. Is this an advantage that religious-sponsored schools have over independent schools? How can arch(diocesan) schools adapt this research for implementation as a system of schools?

Research should also be conducted to better understand why more teachers do not consider administrative positions. This research revealed some dominant negative perceptions of leadership that serve as obstacles for why more teachers do not consider leadership positions. The teachers in this study indicated that they were concerned about the demands on their time and the imbalance of work and life that comes with more responsibility. Others commented on concerns about the level of accountability and

responsibility that lies with administrative positions. Finally, many of the teachers

indicated that they did not want to lose the daily and regular interaction with the students.

Each of the schools in this study has been successful at creating a culture that has been

effective at managing and addressing some of these perceptions. It would be helpful in

future research to better understand these disincentives and to develop more ways to

address these in order to make administrative positions more inviting.

Related research should also be conducted on the reasons for gender disparity

since the majority of chief administrative positions in Holy Cross schools are held by

men. Oplatka (2007) pointed out that most teachers in Western societies are women, and

yet, chief administrators are predominantly men. She contended that the general

conception of chief school administrators corroborates masculine conceptions of

leadership (Oplatka, 2007). Oplatka (2007) theorized that everything ranging from the

interview process to conceptions of the responsibilities associated with school leadership,

career stages, timing, and work motives reflect masculine views and principles.

Anecdotally, during the course of this research several of the women interviewed

indicated greater difficulty conceptualizing work expectations with home-life balance as

a school administrator. This highlights the need to explore and engage feminine views

and concepts of succession policies and practices so as to be more inclusive to the

majority of the human resources in schools, women (Oplatka, 2007).

Additional research should also be conducted on the specific pipeline to the

presidency or head of school. Several of the study participants did not view a natural

progression to the presidency, indicating that it required a different skill set which

requires skills in finance and fundraising. What is the most likely progression to become

a head of school? Is it through the academic ranks and the principalship? Advancement?

Finance? These questions are worthy of additional exploration especially considering the

contemporary challenges often related to finance and resources.

Finally, Fink (2010) argued that school leaders must also consider the 21st century

needs and challenges of time and place, supply and demand, shifts in governance, shared

leadership, and generational succession. As millennials replace baby-boomers, what

shifts in leadership are necessary to adapt to this new generation of leaders? There are

changes taking place in the Church as many parts of the country are seeing declining

numbers of Catholic enrollment, schools in the cities are being closed, and the population

being served is increasingly middle- and upper-class. Perhaps the greatest shift is a

demographic one. The students that Catholic schools serve are becoming increasingly

diverse. Adequately serving these students well will also require the leadership to

become more diverse. How do these shifts affect leadership succession and leadership

development?

Summary

The purpose of this qualitative, multi-site case study was to examine the

leadership development practices and administrative succession plans employed at three

selectively sampled Holy Cross-sponsored Catholic schools. With the aim to create

evidence-based strategies and recommendations to enhance leadership development and

succession planning in Holy Cross schools, this study also compared and contrasted the

findings with the literature on succession planning in the corporate, non-profit, and public

and independent education sectors. After gathering baseline data, conducting twenty-four

interviews with a range of school personnel, and making site observations at the three

study schools, what this research revealed most importantly is that quality leadership is a

key factor to creating successors. In other words, the best leaders understand the

importance of leadership development.

This research offers three primary recommendations. First, Catholic school

leaders in Holy Cross-sponsored schools must make a concerted effort to hire, identify,

and cultivate leadership for the future. Both the study results and the review of the

literature emphasized that when the leadership concertedly cultivates leaders within their

organization, leadership capacity grows, the school benefits by having multiple talented

leaders, a reservoir of leaders is developed who are ready to assume new leadership

positions, overall morale and performance improves, and transitions become less

disruptive.

Second, Holy Cross-sponsored schools must commit themselves to developing a

framework for the leadership formation of current and emergent leaders to move towards

becoming *Complete Holy Cross Leaders.* Like the chief administrators in the study,

Complete Holy Cross Leaders understand that one of their primary obligations is to form

and develop leaders for the future. *Complete Holy Cross Leaders* are grounded in

mission, understand the importance of modeling effective leadership behaviors, are

committed to personally mentoring aspirant and emerging leaders, create opportunities

for leaders to grow and be cultivated, and create a collaborative culture of shared

leadership and decision-making. Being a *Complete Holy Cross Leader* means developing

the skills and understandings necessary to adapt to a changing world while remaining true

to the mission of Holy Cross and Catholic education. If what Dr. Jung (2015) stated is

correct—"Great leaders produce great leaders"— then this researcher believes that the

answer to the question of leadership succession in Catholic education and Holy Cross

schools is to build and develop the kind of leaders described by Collins (2001) and

Havard (2007) in the leadership literature, Cashman (2010) and Charan et al., (2011) in

the corporate sector, and Hart (1993), Bierly and Shy (2013), and Fink (2010) in

education, and as discovered in this research.

Third, since most schools do not include succession planning in their strategic

plan, Holy Cross-sponsored schools would benefit from the development of a guidebook

for succession planning. This guidebook would include best practices in the search

process through on-boarding and supporting a new head of school. The research

indicates that institutional leaders who make succession planning a part of their

vocabulary and engage the entire community of stakeholders in planning and assessing

future needs will be better prepared for both unplanned and planned changes, will

minimize the disruption that often comes with change, and will lay the groundwork for a

more successful transition and tenure for new administrators (Adams, 2010).

Only time will tell what new challenges lie ahead to meet the needs of Catholic

school students in the future. Blessed Father Basil Anthony Moreau, C.S.C. (1856),

taught that "education of the mind will change with the times; but the formation of the

heart is and will remain timeless" (p. 21). This truth challenges Holy Cross and Catholic

schools to continue to search for, cultivate, and form leaders such as those included in

this study. Considering the "greatness of the mission" (Moreau, 1856, p. 21) that Holy

Cross and Catholic schools exist to serve, this approach suggests that by inviting more

faculty and staff to be a part of the vision and to consider leadership positions,

committing to their personal and professional formation, and taking a planned, strategic

approach to succession planning, Holy Cross and Catholic schools will continue to thrive for generations to come.

In closing, it is this researcher's hope that this study will challenge Holy Cross and Catholic educational leaders to replace an approach that searches for leaders to a more proactive approach that builds leaders. This is not only critical for Catholic schools, but to the Church and all of society. By implementing each of these strategies, Catholic schools will move away from a *hire and hope* approach to leadership succession and will be transformed by a more strategic process of leadership formation for succession (see Figure 10).

Figure 10. Leadership Formation for Succession.
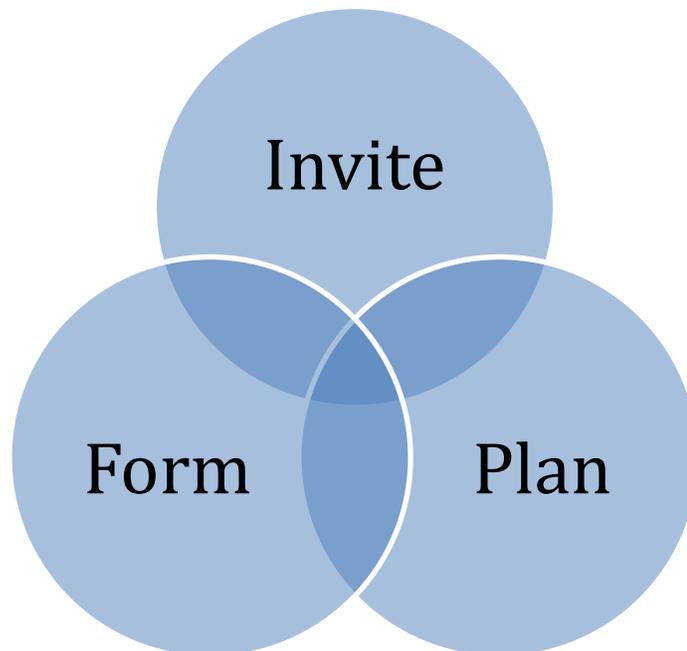

Figure 10. The *Leadership Formation for Succession Framework* includes an invitation to lead, intentionality toward leadership development and formation, and a commitment to strategically preparing for succession. These three--inviting, forming, and planning— interact with one another, enabling leadership to grow while planning for the inevitability of transition.

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Appendix A

IRBNet Board Action

Tue 3/10/2015 10:28 AM

To: Clark, Marco J.; Brock, Barbara L.;

Please note that Creighton University IRB-02 Social Behavioral has taken the following

action on IRBNet:

Project Title: [721243-1] LEADERSHIP FORMATION FOR SUCCESSION: AN

EXAMINATION OF LEADERSHIP DEVELOPMENT AT THREE UNITED STATES

CATHOLIC SCHOOLS SPONSORED BY THE CONGREGATION OF HOLY CROSS

Principal Investigator: Marco Clark

Submission Type: New Project

Date Submitted: March 1, 2015

Action: EXEMPT

Effective Date: March 10, 2015

Review Type: Exempt Review

Should you have any questions you may contact Brooke Fitzpatrick at

bfitzpatrick@creighton.edu.

Thank you,

The IRBNet Support Team

Appendix B

Interview Questions

The following questions framed each of the semi-structured interviews:

1. Describe the culture of leadership development at this school.

2. (For chief administrators only) Describe how you came to be an administrator. Were you interested in leadership or were you encouraged by someone else to consider a leadership position?

3. What incentives and disincentives do you perceive for administrative leadership?

4. In your opinion, what skill sets and attributes are necessary to be an effective leader in a Catholic school?

    a. (For teachers and mid-level administrators) Do you believe you possess those skills and attributes? If not, what areas are in need of improvement and how can the school help?

5. (For teachers and mid-level administrators) Do you or have you ever had an interest in an upper-level leadership position in Catholic schools?

    a. If so, are you pursuing this interest?

    b. If not, why?

6. In your opinion, what would encourage more people to pursue leadership positions?

Appendix C

Introductory Letter for Baseline Data Survey

Dear Friends,

For the past three years I have been working toward a doctoral degree in Leadership from Creighton University. As I have now reached the dissertation phase, I proposed a topic that I hope will benefit Catholic and Holy Cross schools.

Sooner or later, every Catholic school faces a change of leadership. Researchers point to leadership succession as one of the most overwhelmingly important influences on the sustainability of schools. Unfortunately, however, very few Catholic schools include leadership succession planning as a part of their strategic plan. One option is to do what schools have done for years, wait until a vacancy occurs and then put in place a selection process to seek out the best available person. A more proactive option is to have in place a succession management plan designed to ensure that when a vacancy occurs the school has available people who are adequately prepared enabling decision-makers the ability to confidently select among several qualified candidates.

The aim of this Dissertation in Practice is to develop a set of recommendations to promote a stronger culture of leadership development in Catholic schools with specific strategies and processes to identify, cultivate, and develop leaders for the future.

To establish a baseline of the current status of leadership in our Holy Cross schools I have prepared this very brief survey. It will take less than a few minutes to complete. In order to make this data meaningful I need 100% of our Holy Cross sponsored schools in the United States to participate. Thank you in advance.

If you have any questions please don't hesitate to contact me directly:
████████████████████████████████ I will aggregate your responses and share this data at the 2015 Holy Cross Institute Convocation.

Thank you and many blessings to you and your school community!

In Holy Cross,

Marco

Appendix D

Study Participant Invitation

DATE:
Dear Participant,

You are being asked to take part in a research study on the issues and challenges of leadership succession and leadership development in Catholic schools. Your school has been recognized as an exemplar in this area among Holy Cross schools. Your name was given to me by your president or principal for potential participation in this important study. I am completing my Doctoral of Education at Creighton University. This research is partial fulfillment for completion of the program.

The aim of this Dissertation in Practice is to develop a set of recommendations to promote a stronger culture of leadership development in Catholic schools with specific strategies and processes to identify, cultivate, and develop leaders for the future. This multi-site case study research will be informed by the literature on succession planning across a variety of professional practice settings and in the context of leadership theory and organizational development.

If you agree to be in this study, I will conduct an interview with you. The interview questions are centered on the culture of leadership development at your school. The interview will take 45-60 minutes to complete. With your permission, I would also like to tape-record the interview. Your answers will be confidential and I will not include any information that will make it possible to identify you or your school. The records of this study will be kept private and the recording will be destroyed after it has been transcribed, which I anticipate will be within a few months of its recording. Taking part in this study is completely voluntary. You may skip any questions that you do not want to answer. If you decide to take part, you are free to withdraw at any time.

I do not foresee any risks to you participating in this study other than those encountered in day-to-day life. There are also no benefits or compensation directly to you for participating in this study. This study has great potential, however, to positively impact the culture and climate of leadership development in Catholic schools. Ultimately, the goal is to help create generations of successors to the mission of Catholic education.

If you have any questions please feel free to contact my dissertation committee chair, ▮▮▮▮▮▮ ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ If you have any questions or concerns regarding your rights as a subject in this study, you may contact the IRB Compliance Office at Creighton University, 402-280-2680. Should you choose to contact the compliance office, your complaint or concern will be kept confidential.

Thank you for your willingness to participate in this study and I look forward to seeing you soon.

Sincerely,

Marco J. Clark

Appendix E

Bill of Rights for Research Participants

As a participant in a research study, you have the right:

1. To have enough time to decide whether or not to be in the research study, and to make that decision without any pressure from the people who are conducting the research.

2. To refuse to be in the study at all, or to stop participating at any time after you begin the study.

3. To be told what the study is trying to find out, what will happen to you, and what you will be asked to do if you are in the study.

4. To be told about the reasonably foreseeable risks of being in the study.

5. To be told about the possible benefits of being in the study.

6. To be told whether there are any costs associated with being in the study and whether you will be compensated for participating in the study.

7. To be told who will have access to information collected about you and how your confidentiality will be protected.

8. To be told whom to contact with questions about the research, about research-related injury, and about your rights as a research subject.

9. If the study involves treatment or therapy:

    a. To be told about the other non-research treatment choices you have.

    b. To be told where treatment is available should you have a research-related injury, and who will pay for research-related treatment.

Appendix F

Summary Table of Interviews with Teachers

Question 1: Leadership Culture	Question 2: Attributes to be an Effective Leader in Catholic Schools	Question 3: Leadership Incentives	Question 4: Leadership Disincentives	Question 5: Ways to Encourage More to Consider Administration
Establish strong sense of mission and Holy Cross identity	Take on leadership roles/tasks, i.e., volunteer to serve on committees, lead re-accreditation, take on new initiatives	Have a chance to make a difference for young people, the Church, Holy Cross, the school	Getting away from the classroom, lose touch with the students	Provide more resources and support for administrators
Personable, authentic, sincere, humble, transparent	Leads by example, visible faith witness, unafraid to roll up sleeves, motivates others; strong work ethic	Lead change	Time commitment, long hours, work-life imbalance	Provide more opportunities, higher turnover of positions—"frequency"
Current administrators model servant leadership, lead by example, engage faculty/staff in decision-making and goal-setting	Sense of purpose/mission; more than a job but a ministry; passionate; focused on the institution not self; servant leadership	Bigger platform to reach more people	Parent interactions, potential for conflict, politics	Provide more opportunities to play a leadership role, encourage hands-on learning
Focus on personal and professional development, leadership development	Able to see the "big picture," visionary		Management of faculty/staff, losing personal relationship with peers	Provide more time/resources for professional development, collaboration

Appendix F, continued

Summary Table of Interviews with Teachers

"Tap" people for leadership, encourage, administration sees in you what you don't see in yourself	Flexible, adaptable, continuous learning, creativity, "growth mindset"		Increase in pay may not be worth the extra work	Distribute leadership to more people
Mentorship/ Apprenticeship approach--build confidence in others, encourage risk-taking, supportive of ideas, provide opportunities to grow, builds confidence	Collaborative spirit, good people skills, good listener, authentic, personal care for others, good communicator, patient, transparent		"The buck stops here," "last line of defense," accountability, ultimate responsibility	Help faculty/staff to see the positives of being an administrator, demystify the role, invite to see what it is like, "you don't stop being a teacher when you become an administrator"
Personal care for the individual, support for the faculty/staff, open door/open mind/open to ideas, recognize others, culture of positivity and nurturing	Record of successful performance, takes initiative, strong work ethic		Need for additional education, certification (lack of time and money to do so)	

Appendix G

Summary Table of Interviews with Mid-Level Administrators

Question 1: Leadership Culture	Question 2: Attributes to be an Effective Leader in Catholic Schools	Question 3: Leadership Incentives	Question 4: Leadership Disincentives	Question 5: Ways to Encourage More to Consider Administration
Leadership recognizes those who volunteer; who are involved and engaged; possess certain gifts; have strengths and help them grow; engage and make a part of the vision; invitation to lead	Authenticity; trust; transparency; best interest of the students and school first; thick-skinned; enjoy what they do; flexible; reflective; empathetic; role models; cares about kids; dynamic; thoughtful; strong moral code; nurturing; positive	Increased compensation	Dealing with parents; conflict; tough decisions; "who wants the headache"	One-on-one conversations with those demonstrating certain skills, attributes, desires; make people feel more vested and valued
Grow talent from within; identify talent in and out of school to "build reservoir"; acknowledge those who are already leading; empower others; create a team atmosphere	Collaborative, collegial, team-builders, team-oriented; can motivate/inspire others; good delegators; respected by peers		Getting out of the classroom; changed relationships with students and faculty; can be lonely; "master of my classroom"	Shared leadership to relieve time burden

Appendix G, continued

Summary Table of Interviews with Mid-Level Administrators

Model desired behaviors; lead by example; passionate, joyful, visionaries; demonstrate "the way we do things;" help others to identify solutions and utilize collective wisdom; provide mentorship; authentic and personalized; active and lived culture of transparency; growth mindset; genuine feeling of admiration and respect for teachers	Strong work ethic, takes initiative; self-disciplined; goal-oriented; have good common sense; recognize needs and take initiative; can make and see changes; willing to go above and beyond the contract; ambitious; creative; tenacious; more than just a job; "buys in to the mission;" asks questions, comes to meetings, interested;		Burden of expectation; "buck stops here;"	Provide small opportunities to lead to build confidence; get people involved; trust, empower; each opportunity gives exposure to different facet of school life; find opportunities that speak to their passions; engage and give people some influence; provide "soul feeding" opportunities
Always looking ahead, are aware and attuned to leadership needs and potential transitions; know the faculty well;	Understands and is inspired by the values, mission, goals; have a vested interest in the school; ability to see the big picture/common good; grounded in history, tradition, mission; aspirational; passionate; "natural teacher;" visionary		Time commitment	Mentor and support them; let them know they are not alone; keep in the classroom; "Help them understand that this is manageable and not terribly scary."

Appendix G, continued

Summary Table of Responses with Mid-Level Administrators

Develop and strengthen the school so that those on the outside want to be there, "winning teams attract the best talent"	Strong interpersonal skills; approachable; good listener; help people; strong communicator; good representative of the school		President's role is too much of a "CEO type."	Provide professional development, i.e., conflict resolution, conducting quality parent meetings, leadership tools
Grounded in mission!!	Always seeking to improve; growth-mindset; adaptive mind			Change misperceptions of the job; demystify leadership; hierarchy and progression to leadership is not natural; address the fear of the unknown; "transparency made me feel more comfortable"; flat hierarchy is appealing
Good/strong leaders grow leaders! "good leaders see potential"				Learn from the business world

English Dept—"One of those departments that values and nurtures leadership."

Appendix H

Summary Table of Interviews with Chief Administrators

Question 1: Leadership Culture	Question 2: Attributes to be an Effective Leader in Catholic Schools	Question 3: Leadership Incentives	Question 4: Leadership Disincentives	Question 5: Ways to Encourage More to Consider Administration
Intentionality in hiring for leadership, deliberate, pipelines and culture of "coming through the ranks,"	Growth mindset, committed to improving and seeking professional development (huge!)	Influence the direction of the school, make meaningful change	Lack of understanding about admin jobs	Share the joys of the job, manage perceptions of the job, never whine about the job, talk more about the value of stewarding the mission
Discover gifts and develop, strong commitment to professional development, give people the tools, What would you like to do? Where can you add value? Invest in people (all pay for professional development)	Takes initiative, wants to do more; new ideas; willing to take chances; already committing time and energy to what they are doing; curious and creative; assertive and purposeful for the students and school	Improve the world, give the students the tools to go out and make a difference/bring change	Time commitment	Invite them to lead, offer opportunities that expose them to leadership and help to build confidence, empower and engage

Appendix H, continued

Summary Table of Responses for Chief Administrators

Emphasis on mentorship, "Invite them to the balcony," invite them to problem-solve, offer ideas, ask their advice, intentionally expose them and expand world-view, introduce them to the various levels of complexity, invite them to lead, always looking for new opportunities to provide leadership, develop self-efficacy	Strong interpersonal skills; developed cache with colleagues, parents, students; compassionate; understanding; patient; good listener		Dealing with conflicts vs. teaching	Develop ways to make the job more manageable, i.e., shared leadership, expand administration. "This is not a sustainable model." "You don't have to kill yourself, give up fun, give up family." "Find the passion but lighten the burden."
Strong emphasis on mission— "Mission is in the walls here."	Ambitious, goal-oriented, aspirational, passion for Catholic education, "grit," don't make excuses, strong work-ethic		Specific mention about the role of President—not a natural progression or hierarchy, disconnected from the life of the school	Focus on leadership-development in a thoughtful and strategic way, provide mentorship
Create atmosphere of collaboration; leadership teams; thought-partners; build relationships; group decision-making; engage faculty more; tactical, planning, and strategic meetings; learn other parts of the "business" of the school	Ability to see the big picture, gets mission, understands complexities, layers, and connections, understands and embraces all aspects of the school and commitment to mission, wants to help raise the bar			Holy Cross schools need to work more together to develop leadership and create a pool of leaders

Appendix H, continued

Summary Table of Responses for Chief Administrators

Create environment of trust and mutual respect, authenticity, follow-through, collegiality, don't be possessive of people or threatened by aspirant leaders	Deep yearning to be a part of something bigger than themselves			
Role-models-- behaviors, attitudes, management, decision-making, mission, joy	Intellectual quotient and emotional intelligence, "generalists" who are adaptable and understand a lot of aspects of a school, people, etc.			