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“A SUCCESSION PLANNING MODEL FOR ACADEMIC HEADS”

A DISSERTATION

Presented to

**The Faculty of College of Graduate Studies and Teacher Education Research
Philippine Normal University
Manila**

**In Partial Fulfillment
of the Requirements for the Degree
DOCTOR OF PHILOSOPHY
in
EDUCATIONAL MANAGEMENT**

GILBERT S. ARRIETA

January 2020

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ABSTRACT

Name : GILBERT S. ARRIETA
Title : A Succession Planning Model for Academic Heads
Key Concepts : Succession Planning
Leadership Training and Preparation
Spirituality and Culture
Degree : Doctor of Philosophy in Educational Management
Adviser : Caridad N. Barrameda, Ed.D.

The study identified the practices, issues and concerns, and key elements of a succession planning model for academic heads for the five private sectarian schools. It was conducted in school year 2018-2019, and participated by 58 religious administrators and lay academic heads and teachers from the five private sectarian schools which are located in NCR (2), Region III (2) and Region IV-A (1). These schools are managed by a religious congregation. Using the key features of participatory method, workshops, focus group discussion, and interviews were conducted for data gathering. The Key Judgment (KJ) technique was used during the workshops, and the questions asked were validated by six experts. Three test runs were conducted using the KJ technique in order to determine its appropriateness in the study. After every test run, experts were consulted for the improvement of the questions and the conduct of the workshops. The test-run participants who were not the actual participants recommended its usefulness for the study. During the focus group discussion and interviews, the participants were asked to give their comments and inputs on the initial data that were gathered.

The results showed that the practices in the selection and appointment of academic heads were administration's preference, and criteria for selection and appointment of academic heads.

From these practices, the issues and concerns that emerged were objectivity of decision, professional growth, spirituality and culture, and motivation. The elements of succession planning which are vision-mission, spirituality and culture, institutional policies, processes, and procedures, and professional growth were identified based on the practices, and issues and concerns. From these data, the succession planning model for academic heads was developed. The steps in the succession planning are understand the school organizational culture, build a shared vision, set and implement policies and leadership standards, provide personal and moral development programs, provide leadership development programs, and select and appoint academic heads. All policies and programs of the succession planning model must be anchored on the vision-mission of the schools. The faith and spiritual development programs (for private sectarian schools) or the personal and moral development programs (non-sectarian and public schools) are important in the preparation and appointment of future academic heads.

Based on these findings, it is recommended that the succession planning model for academic heads may be implemented by the private (sectarian and non-sectarian) and public schools particularly the five private sectarian schools in the preparation, selection, and appointment of future academic heads. The process observed in this study may be used by other religious congregations in developing succession planning for their schools. Future researches related to the implementation and evaluation of succession planning may be conducted. Likewise, future researches related to succession planning, leadership training and preparation, and spirituality and culture may be conducted in basic education, colleges, and universities including the implementation and evaluation of succession planning.

ACKNOWLEDGMENT

In the researcher's desire to complete the degree, he was assisted by many individuals whose inspiration, talents, wisdom, assistance, precious time, friendship, and love were shared. He would not have succeeded without them.

DR. CARIDAD N. BARRAMEDA, my thesis and dissertation adviser, whose guidance, patience, generosity, confidence, kindness, and support inspired the researcher to be more focused and determined in working harder and completing this study;

DR. INERO V. ANCHO, Program Coordinator of Educational Leadership and Management, whose trust, confidence, encouragement, support, and assistance inspired the researcher to pursue this study;

DR. ADONIS P. DAVID, DR. ZENAIDA Q. REYES, DR. NOEMI B. ZULIETA, and DR. CARMELA T. MANCAO, the members of the Oral Examination Committee, who gave insightful suggestions and comments for the enhancement of this work;

DR. DANILO K. VILLENA, former Dean of the College of Education and former Program Coordinator of Educational Management, whose encouragement, support, and kindness brought happiness and inspiration to complete this study;

DR. FELICIA I. YEBAN, former Vice-President for Finance and Administration and former Dean of the College of Graduate Studies and Education Research, whose guidance and support made the researcher more determined and inspired to pursue this study;

FR. ANTHONY PAUL E. BICOMONG, FR. JOSE LORBETH VIVO, FR. RENATO DE GUZMAN, FR. JOSE FAVIE FALDAS, and FR. JOSE DINDO VITUG, whose support and assistance enabled the researcher to conduct this study;

MR. MEL HABANA, a dear friend, whose support, generosity, and valuable assistance enabled the researcher to conduct and complete this study;

MR. LITO TENERIFE and MR. RAUL GONZAGA, my elders and colleagues, who continue to believe in the capability, competence, and commitment of the researcher;

WILMA GAMO, MALOU BRUTAS, HERNAN LOS BANOS, CORA YUMOL, LILIA MORTIZ, JEN DANCEL, BONG CALABIO, REY DOROJA, ALFIE ROGEL, DARWIN BUENSUCESO, DR. DONDON BUENSUCESO, ALFRED LOZANTA, ARIEL TOPACIO, ALDA SUMBINGCO, PAUL GUIMARY, CHARO MAE LAMPAD, ANDREA CALONGE, ARIES GARADO and DR. LOURNA TAGAY who supported and encouraged the researcher to finish this study;

KUYA MAR QUILALA and KUYA BEN PARAYNO (+) my “Senior” buddies, who constantly made the researcher laugh and be relaxed while working on this research;

AMEER CALDERON, my classmate and PNU buddy, whose faith, confidence and support to the researcher made him more determined in pursuing this research;

HELEN CARANDANG, OLIVE DELA CRUZ, CHRIS SURIGAO, ODETTE NOSCAL, CHARITY SANTILLAN, MARIANNE PINEDA, SISTER NORLINA DALUMPINES, and BRYAN GABATINO, my classmates who always believed, trusted, and supported the researcher in paving the way for them to continue in their graduate studies;

DUDAI, his beloved wife and BEA, his only child, whose sacrifices, encouragement, understanding, and prayers inspired the researcher in his graduate studies;

PARENG JOEL, his best friend for 25 years who unexpectedly joined our Creator last July 7, 2015, whose friendship, love, and protection inspired the researcher to pursue this degree after his graduation in the master’s level ;

ST. JOHN BOSCO, Father and Teacher of Youth, whose teachings inspired the researcher to commit in educating and evangelizing the young;

To OUR LADY OF GUADALUPE and most of all, to GOD whose unconditional love and mercy makes the researcher forever grateful to this blessing.

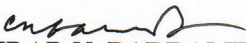
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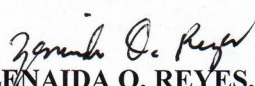
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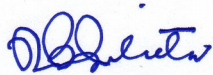
This dissertation titled "**A SUCCESSION PLANNING MODEL FOR ACADEMIC HEADS**" prepared and submitted by **GILBERT S. ARRIETA** in partial fulfillment of the requirements for the degree of **DOCTOR OF PHILOSOPHY IN EDUCATIONAL MANAGEMENT**, is hereby recommended for approval and acceptance.

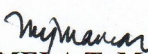

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Approved in partial fulfillment of the requirements for the degree **Doctor of Philosophy in Educational Management** by the Oral Examination Committee.


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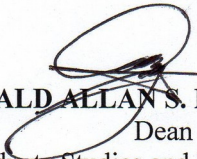

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RONALD ALLAN S. MABUNGA, Ph.D.
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To

GOD, My Creator and Strength,
for His never ending love

OUR LADY OF GUADALUPE, My Loving Mother
for Her constant protection and assistance

BEA and DUDAI
for your love, understanding, and support,

DADDY GHIL
for pushing me to earn this degree and
whose encouragement has been a constant reminder
of the importance of education,

+ **KUYA BEN**,
for believing in me and
whose memory has always been a source of joy and happiness

and

+ **PARENG JOEL**,
for always being there for me and
whose memory has always been a source of strength and inspiration

CHAPTER I

The Problem and Literature Review

Background of the Study

“There can be no success to the mission, if there are no successors to the mission.” This was shared by Clark (2015) when a Catholic administrator expressed his/her idea on the issue on developing creative and effective ways to identify, encourage and train talented Catholic educators for leadership positions during the annual Chief Administrators in Catholic Education Conference in 2014. This issue on leadership succession is prevalent in Catholic education and public schools in the United States. In the Philippines, this is one of the key issues which came out in the 2016 Catholic Educational Association of the Philippines (CEAP) National Convention.

Succession planning, as defined by Butler and Roche-Tarry (2002), is a continuous and dynamic process that assists a business or organization in aligning its goals and its human capital needs. It can prepare organizations for future critical vacancies of middle and senior management positions. Leadership change is one of the most important challenges that every organization must face and prepare. If the organization is truly committed to its vision-mission and continuous development, leadership sustainability can be ensured by having a good succession plan, which will identify and prepare its future leaders. To sustain leadership, Hoffman and Womack (2011) pointed out that companies with succession planning typically view it as a development process and not a replacement process. When key and critical

openings occur, these companies are prepared to fill the positions with skilled and experienced candidates from within because they have planned for such a transition by ensuring that the individuals selected have been exposed to proper training and career development opportunities. In the research by Collins (2001) about “Good to Great” companies, particularly on leaders who made an impact and brought about success in the company, he said that if you begin with “who,” rather than “what,” you can more easily adapt to a changing world.

Despite the call to create a good succession plan, there are companies or organizations that refuse or fail to make a succession plan. According to Schlechter (2015), studies have shown that ninety-percent percent (90%) of companies understand the importance of succession planning, yet, less than half have a formal succession plan. While the importance of succession planning is intuitive to most senior executives, he cited that some companies believe succession planning will just happen. They think a successor will come to the fore at the appropriate time, so they don’t believe a systematic approach is really necessary.

In education, it seems that succession planning is not one of the major agenda of education leaders, for they think of the present and not of the future. In the study conducted by the Australian Institute for Teacher and School Leadership (2015), it confirms that there are a small number of preparation strategies and development opportunities across Australia’s education systems and sectors that have been put in place to see that aspiring principals are well-prepared for the challenging and changing school leadership role. Similarly, in the Hanover Research (2014), it revealed that school administrators are facing a changing educational environment, where traditional policies are no longer able to prepare them

sufficiently. With shifting demographics and inadequate training programs, reactive hiring practices are leaving principals, superintendents and administrators ill-prepared for their roles. In another study, Lee (2015) found out that principals and schools experienced planned continuity and discontinuity, so with unplanned continuity and discontinuity. The most difficult challenges faced were by those in unplanned continuity and discontinuity. They experienced strong resistance, lack of knowledge and information, when they came to the school.

In the Philippines, the Department of Education (DepEd) has clearly set the guidelines on the allocation and reclassification of school head positions, as stated in DepEd Order No. 97 s. 2011. It states that the Secretary of Education shall create a promotions board, at the appropriate levels. It shall formulate and implement a system of promotion for schools division supervisors, schools district supervisors and school heads. The basis for promotion of school heads shall be on educational qualification, merit and performance and not on the number of teachers/learning facilitators and learners in the school. More specifically, the guidelines require all Principal I applicants to have passed the National Qualifying Examination for Principals (NQEP) and completed the Basic Training Course for School Heads as certified by the National Educators Academy of the Philippines (NEAP). To be reclassified, a candidate must obtain at least sixty (60) points. The criteria are education and training, experience, outstanding accomplishments, potential and psychosocial attributes, personality traits and performance rating,

The Catholic Educational Association of the Philippines came up with the Philippine Catholic Schools Standards (PCSS) for Basic Education (2016), which include leadership and

governance, as an important area for Catholic schools. Standard 5 in the PCSS states that “An excellent Catholic school is governed and administered by servant leaders, who are Christ’s witnesses, professionally qualified and recognized by competent Church authority.” Moreover, it also supports the importance of personal and professional qualifications. Standard 5.2 states that “School leaders possess the personal qualities and professional qualifications required by their positions.” Standard 6 in the PCSS states that “An excellent Catholic school is governed and administered, in accordance with relevant government policies within the framework of Gospel values and teachings of the Church.” Furthermore, it states that “The governing body and administrators, in ensuring compliance with government regulations are guided by fidelity to the Gospel values and Church teachings.” Hence, CEAP mandates all governing bodies of all Catholic schools to set policies, structures, and systems related to leadership.

In the study conducted by Brooks and Sutherland (2014) on educational leadership particularly on the principals’ perspectives on problems and possibilities for change, ten themes emerged namely curriculum, instruction, facilities, technology, politics, policy, finance, communication, religion and corruption. It also revealed that many teachers associate career advancement with connections making other qualified teachers powerless. Sadly, it concluded that politics rather than educational reason is the basis for many decisions in the Cagayan de Oro schools. Promotion to leadership positions is always viewed as political.

In the private sectarian schools in the Philippines, De Guzman et al. (2007) did a case study on the experiences of a principal from a religious congregation. It showed how the members of the religious congregation are appointed to school leadership positions. These

private sectarian schools which are managed by religious congregations appoint principals from their members. These principals who are members of the religious congregation are appointed for a three-year term in the schools run by the congregation. Most of these priests and religious sisters come from different academic backgrounds and without a solid background in school management.

This is also very evident in the private sectarian schools, where the researcher is presently connected. Despite the lack of training and preparation, including educational qualifications, faculty members have been appointed to key academic positions. Based on observations and initial information gathered, there are no formal training programs for future academic heads. There is a budget provision for faculty development, but the program is unclear. The school offers a scholarship program, but it is no longer as strong as before. Years ago, there were teachers who were sent for graduate studies through the scholarship program and some were able to earn the degrees and are currently academic heads. Today, very few have availed of the scholarship program and teachers who are currently taking graduate studies are shouldering personally the expenses for their professional growth. In terms of the academic qualifications of academic heads in the basic education department, particularly in the school where the researcher is currently employed, only 30% are master's degree holders based on the information provided by the Human Resource Office Head. Some of those in the key positions like assistant principals still need to earn their master's degree. As per data provided by the human resource compliance team of the religious congregation, the data are basically similar in the other four schools. Affecting also the leadership succession is the attrition rate which is relatively high in the last three years. It can be implied that there may be

few future leaders who can be identified and the commitment of the new teachers to the institution may be doubtful.

Another interesting point is mentoring which is important in preparing future academic leaders. In the study of Zepeda, Bengston and Parylo (2011), they found out that mentoring was an important practice throughout the succession process which includes reliance on collaborative partnerships with outside organizations. It was confirmed through the human resource compliance team of the religious congregation that there is no clear program for current leaders, in terms of mentoring potential leaders in their area or department. Similarly, the former principals who are still in school and can provide valuable insights and inspiration to future leaders remain untapped to mentor the current and future academic heads.

With all these concerns on leadership succession, the researcher was able to find out based on initial inquiry the absence of succession planning in the private sectarian schools. Succession planning will address the leadership concerns and sustainability of an educational organization. In the case of the organizational set-up of the private sectarian schools, it shows that there are academic supervisory positions, which need to be filled up by faculty who are professionally and personally prepared for leadership roles. These supervisory positions are critical in terms of realizing the school's vision and the success of the mission. The academic organizational set up of these schools shows that the Rector is the school head and the principals (Grade School, Junior High School and Senior High School) are accountable to him. Directly assisting the principals in the performance of his/her duties are the assistant principals (academic, student and technical affairs). Each subject is headed by the subject area

head/coordinator, who directly reports to the assistant principals. All teachers report directly to the subject area heads/coordinators, in terms of the performance of their daily duties. With this structure, a succession planning must be in place to ensure a good transition from one academic head to another.

The processes and guidelines in the appointment of academic heads appear to be unclear. Candidates for academic supervisory positions are identified only, when a need to fill the vacancy arises. In selecting and appointing academic heads, “replacement plan” is observed which is finding the most qualified faculty member for a supervisory position. Usually, the primary bases are tenure and performance. Confirming this observation is the human resource compliance team of the religious congregation, who expressed the need of developing a succession plan most especially for schools. Based on their observation, evaluation and discussion, there is no clear written policy about leadership succession though there had been discussions about it. Hence, it is evidently a replacement process and not a development process, which is observed in appointing academic heads. This practice may not be helpful in the long run, most especially if they think of the mission of the schools and the congregation as a whole.

If the religious congregation wants its mission of “Educating by Evangelizing and Evangelizing by Educating” to continue and be relevant in these private sectarian schools, it is imperative that leadership be given more importance by coming up with a succession plan, that will strengthen the leadership sustainability of all schools. Considering the decrease in religious vocation, lay empowerment must be seriously considered and strengthened. This was emphasized by Hughes and Pickeral (2013) in discussing shared leadership. They said

that shared leadership is about having the same purpose or goal. This also means having an engaging school climate. Each faculty member, with its own different opinions, must understand that the reward at the end of every school year is strong student learning in a positive school climate.

With the absence of succession planning in these private sectarian schools including unclear policies and procedures in preparing, selecting and appointing academic heads, it is important to develop a succession planning model for these private sectarian schools for leadership sustainability and success of the mission. The aim of this study is to identify the practices, issues and concerns, so with perceptions on leadership succession planning. Through the findings, the rationale and key areas can be determined, in developing a succession planning model. Likewise, it will be able to identify more objectively future school leaders and provide more systematic bases for selection and appointment, which will lead to the realization of the school's vision and success in the mission of these schools.

Literature Review

Everything is in a state of change and it will not disappear or dissipate. Therefore, every human being and organization must deal and adapt with change, in order to grow and develop. Otherwise, one will be stuck forever in the situation and may never be relevant in the future. Hence, man has to accept, understand, and adjust to the dynamics brought about by change. Change, though difficult must be accepted positively for man can never remain the same. When taken with a more positive mindset, it will lead to betterment. This was pointed

out by Jellison (2006) that change implies progress, growth, success and also the possibility of uncertainty, failure and fear.

In organizations, change happens because it is necessary and the leader is expected to handle and deal with the challenges of change. According to McCalman et al. (2016), managers and the organizations they serve, be it private or public, service or production, continue to be evaluated on how it effectively and efficiently manage change. Sadly, for today's manager, the ability to handle challenging change situations will be judged by ever-decreasing time scales. Similarly, Kotter (2012) said that the rate of change will not slow down soon. Companies will continue to compete and it will speed up in the upcoming decades. Leaders must be ready for any change that will happen, for it can be very unpredictable.

Successful Organizations: Level 5 Leadership and the Right People in the Bus

If organizations want to be successful, particularly in realizing their vision-mission, it is important to find the right people who will be part of their journey towards greatness. In the book “Good to Great” which was based on the research conducted by Jim Collins and his team about United States companies based on the fifteen-year cumulative stock returns relative to the general stock market, they found out that Level 5 Leadership is the key factor in these “great” companies. Every good-to-great company had Level 5 leadership during the pivotal transition years. Level 5 leaders exemplify an ironical blend of personal humility and professional will, with an ambition, primarily about the company and not themselves. More importantly, they prepare successors for even greater success in the next generation. They are

ambitious, to be sure, but ambitious first and foremost for the company, not themselves. They are leaders who set up their successors for even greater success in the next generation, whereas egocentric Level 4 leaders often set up their successors for failure. Level 5 leaders display a compelling modesty, are self-effacing and understated. In contrast, two thirds of the comparison companies had leaders with gargantuan personal egos that contributed to the demise or continued mediocrity of the company.

Collins (2001) explained further that the term “Level 5” refers to the highest level in hierarchy of executive capabilities that was identified in our research. The figure below shows the “Level 5 Leadership Hierarchy.” While you don’t need to move in sequence from Level 1 to Level 5 - it might be possible to fill in some of the lower levels later – fully developed Level 5 leaders embody all five layers of the pyramid.



Figure 1. Level 5 Leadership Hierarchy

Moreover, in contrast to the very *I*-centric style of the comparison leaders, we were struck by how the good-to-great leaders didn't talk about themselves. During the interviews with the good-to-great leaders, they'd talk about the company and the contributions of other executives as long as we'd like but would deflect discussion about their own contributions. When pressed to talk about themselves, they'd say things like, "I hope I'm not sounding like a big shot." Or, "did I have a lot to do with it? Oh, that sounds so self-serving. I don't think I can take much credit. We were blessed with marvelous people." It wasn't just false modesty. Those who worked or wrote about the good-to-great leaders continually used words like quiet, humble, modest, reserved, shy, gracious, mild-mannered, self-effacing, understated, did not believe his own clippings; and so forth.

Collins (2001) added that an important outcome to this discipline is when you decide to sell off your problems, don't sell off your best people. If you create a place where the best people always have a seat on the bus, they're more likely to support changes. In the study, they also found out that there is no systematic pattern linking executive compensation to the shift from good to great. The purpose of the compensation is not to "motivate" the right behaviors from the wrong people, *but to get and keep the right people in the first place*. They added that the old adage "People are your most important asset." is wrong. People are not your most important asset. *The right people are*. Whether someone is the "right person" has more to do with character traits and innate capabilities than with specific knowledge, background or skills. Having good successors enable organizations to grow and develop continuously. This is supported by the study of Kowalewski et al. (2011), who found out that 84% of the "Best New York Companies" have or will have a succession plan in place in the

next three years. Therefore, succession planning is important for the success of an organization.

In the Philippines, succession planning and professionalizing management are the two most leading challenges that family businesses face. According to Cruz (2012), succession-related concerns are what Philippine family businesses are facing today. Some of these are the families of Henry Sy of Shoemart, John Gokongwei of JG Summit, Al Yuchengco of RCBC, Socorro Ramos of National Book Store and several others. While there have been successful examples like the Ayala-Zobel, Aboitiz and Del Rosario families, there are companies that do not effectively conduct succession planning, especially during the lifetime of the founder. Most of the time, the major concern is about deciding whether a family member will be the successor or someone who can run the business effectively. One interesting finding in family business literature is that there is no conclusive evidence that choosing a non-family member as successor is more appropriate or less appropriate in implementing succession. In other words, there is no consensus on whether a family member successor will be more appropriate or less appropriate.

Cruz (2012) added that several studies also suggest that the success of handing down family firms to other family members is more or less dependent in the type of industry the business is in. The highest rate of success would seem to be in fields such as construction, real estate or different kinds of crafts. The lowest rate of success would appear to be in knowledge-based industries, such as information technology or business services like accounting and advertising.

Hence, based on these studies, it is important to have the right people for the right position, when the vacancy occurs.

Succession Planning: Is it for Real?

It is inevitable for business and school organizations to have succession planning for the realization of its vision mission. Experts have come up with definitions of succession planning and the emphasis zeroes in on leadership sustainability. Haroski (2012), an American expert on human resource management said that succession planning is a systematic approach to ensuring leadership continuity within an organization by recruiting or encouraging individual employee growth and development. She pointed out that it is not simply about having people but having the right people at the place and at the right time. Moreover, she said that the benefits of creating a succession plan are providing a framework to align leadership with strategic needs of the organization and development for executive/management staff and on-going job analysis and opportunity for executive staff to adjust roles based on changing business conditions and strategic initiatives.

For Groves (2003), he explained that succession planning is a tool that manages knowledge and change, develops leadership capacity, builds smart teams and retains and deploys talent in a manner that helps an organization function to its full potential. In Catholic schools, Nuzzi (2015) defined succession planning as an organization-wide strategy to prepare future leaders, by reflective engagement of qualified personnel in on-going mission-critical activities, in order to maintain a culture of continuous improvement.

Based on these key points on succession planning, it can be drawn the advantages and benefits of having a succession plan. According to Hoffman and Womack (2011) , succession planning ensures that the company has the skills, talent and expertise to achieve its strategic objectives over time. It can provide a significant competitive advantage for a longer period of time. An organization must invest the needed time to carry out a well-spelled out succession planning. However, though many business executives believe on the importance of succession planning, only a few have created their own succession plans.

In the Philippines, Soriano (2017) pointed out that the transfer of unspoken knowledge implanted in the owner-leader's mind to the successor is one of the key issues in the succession process in business organizations. Usually, small firms are founder-centered and have low development of operative systems. Due to this, the organization is not capable of having a succession planning for it is highly dependent on the owner-leader of the company.

He added that under this situation, there is a struggle for survival and it loses momentum in terms of transition to the next phase of the cycle in the family business. Unescapably, the business submits to the internal dynamics and pressures of external environment when the owner dies or loses control because of health reasons. Therefore, it is a must that succession planning, when given importance in advance, can be considered both an achievement and legacy project for the founder or senior generation leader.

Similarly, succession planning must be done and implemented in schools as organization. Each school must have a succession plan for sustainability and continuity. According to Hall (2008), school systems cannot leave leadership development to chance.

There must be leadership development plans in schools with specific and interrelated components.

However, other various studies revealed that it is not given priority. In the Hanover Research (2014), it revealed traditional policies are not anymore helpful in preparing school administrators due to the changing educational environment that they face. An important method in investing in human capital is through the development of a succession plan which will build a list of qualified candidates for leadership positions as the district anticipates the need before it becomes urgent. It also found out that every district must be fully invested in developing and supporting school leaders in order to avoid discontinuity and disruption including burnout and frustration.

Surprisingly, business and school organizations do not seem to be bothered strongly of the need of having a succession plan despite the advantages and benefits that it can provide for leadership sustainability. From this point of view, it seems that succession planning is unreal or one of the management theories completely ignored that will continue to be studied but never put into action. However, there are organizations that invest on succession planning and it is important to learn how they develop and implement succession planning.

Leadership Pipeline: Filled or Empty?

Principalship is an educational position that can be considered attractive because of the prestige, authority and power that come with it. However, teachers are not strongly drawn and attracted to it. Concurring to this is the study of Russell and Sabina (2014) which found out that the expanded conception of principal's responsibilities including a policy

environment that increasingly holds school leaders accountable for increasing student achievement makes the position less appealing to teachers. Similarly, the findings of Brauckmann and Pashiardis (2012) showed that with the changes in society and increasing expectations of school leaders, there is a broad international agreement about the need for school leaders to have the capacity needed to improve teaching, learning and pupils' development and achievement. With this, there is already an increasing number of countries that are struggling to attract well-qualified applicants to take on leadership responsibilities. These situations and challenges prompt to create a leadership pipeline for schools leaders which must be included in the succession plan.

Succession planning is more than about searching and appointing a new leader. According to Harrell (2016), succession planning is not an overnight work. It takes years to find the right person and prepare him/her for leadership. Therefore, it is important for organizations to have succession planning. As revealed in different researches, a key component in succession planning is creating a leadership pipeline. In the study of Brown (2011), he pointed out that the old succession planning model of personally choosing the successors is an old-fashioned method and is not consistent with the merit standards and principles that guide human resource management. Based on best practices in succession planning, it suggested to develop a pool of qualified people from where future leaders can be selected. This is supported by Groves (2006) who strongly suggested that organizations must effectively build a leadership pipeline. This can be done by ensuring a flexible and continuous succession planning process by avoiding personal choices, constant updating lists of strong

potentials based on their performance and basing succession decisions on a varied pool of candidates.

As suggested by Fink (2011), instead of hiring and hoping, school authorities must adopt a “grow-your-own” philosophy. Growing your own leaders will secure a supply of prepared leaders even in crises. It will avoid and reduce the expense of recruiting widely including high costs of turnover and demotivation, when “outside leaders” are brought into established settings and reduces the amount of time for new leaders to adjust because they already understand the culture and structures of the organization. According to Larcker and Saslow (2014), they shared casting a wide net is important for organizations. Since an organization and its strategy are constantly evolving, the knowledge skills needed to lead it in the future may not be the same as being done in the present. Leadership talents and skills should be evaluated not only in terms of its ability to meet the present needs but the future as well. Meaning to say, the current leaders should look through a wider lens from the ranks of the organization in order to ensure they are nurturing a diverse set of talents and skills that will take the organization forward.

In creating a leadership pipeline for schools, educational leaders should establish the criteria and standards in the selection of future school leaders. According to Hills (2009), he stated that it is more advantageous “to build from within.” By promoting people who are already in the organization, it will provide more opportunities for people to grow, develop and move on. This will increase the likelihood of engaging talent and making people stay and explore the different opportunities to grow in the organization rather than finding them outside. Having a leadership pipeline that is filled with committed and qualified candidates

ensures leadership sustainability. If it is empty, organizations will only be relying on who are available to replace the resigning leaders.

Nuzzi (2015) discussed and pointed out the importance of a leadership pipeline in Catholic schools for no one stays in the same position in an organization during his lifetime. Thus, it is inevitable to fill every position in every school or even in the diocese in the future. Based on what we understand about the importance of school leadership, maintaining a school and consequences of frequent transitions, leadership succession planning appears to be a significant work of present leaders. Having a leadership succession plan will keep the whole organization on mission and do not just offer stability during crisis. By keeping in mind that leaders will eventually be replaced, it will anticipate any eventuality including designing job descriptions and responsibilities with change, growth and development as serious considerations.

Mentoring: Observed or Ignored?

It is not enough to identify future leaders and including them in the leadership pipeline. After identifying them, they have to be oriented and guided for any leadership assignment that will be given to them. Various researches on succession planning showed that mentoring is the most sought and suggested preparatory engagement. Hence, it strongly suggests that it should be in the succession planning. According to Liang and Augustine-Shaw (2016), mentoring and coaching are professional development practices involving one professional assisting another in a mutually enriching manner to foster learning and development based on an established relationship, premised on mutual trust, respect and

openness. Though many business and educational organizations believe that it should be incorporated in the succession plan, researches show that it is ignored and given less importance.

In the study of Oladipo et al. (2016), they concluded that mentorship should be a working relationship and not just an assessment exercise. Appointment of leaders should no longer be based on teaching experience alone, but also the ability to administer a school and training program for aspiring leaders should put more emphasis on the core leadership areas of staff and resources management, external relations, self-management and social management. Similarly, Robertson (2012) concluded that candidates for leadership positions will ask for mentoring including access to quality professional development that will prepare them more adequately in enhancing school and student performance.

Liang and Augustine-Shaw (2016) did a study on mentoring and induction of new assistant principals, who are expected to be the next principals. They found out that high-quality mentoring and induction for assistant principals is a key preparatory training. New assistant principals gain relevant insights into the everyday practices aligned with the expectations by learning from experienced school leaders who serve as their mentors. Moreover, they found important perspectives from the training participants on adapting a new set of responsibilities and finding ways to embrace, adapt and respond to the different challenges encountered in the assistant principals' role. Critical attributes in leadership skills and dispositions in the assistant principals' career path leading to bigger leadership responsibilities are formed and enhanced by experienced mentors, and bridging the gap between preparation and practice in the professional growth of assistant principals. The

Kansas Educational Leadership Institute (KELI) mentees have outlined value in receiving feedback from mentors on individual performance demonstrations, attendance in professional meetings and modeling of coaching behaviors by mentors. In the training, they acknowledged the consistent but flexible and clear communication of expectations that leads to a more personalized mentoring experienced customized to the particular responsibilities of every assistant principal.

Training and Development: Provided or Neglected?

Mentoring can be considered one of the engagements that can be done in molding future educational leaders in the pipeline. But, this is not sufficient to fully prepare them. It is also a must to include a well-designed training and development program, that is aligned and responsive to the needs of schools today. Leadership has evolved over the years, which is a big departure from the scientific and bureaucratic style. Transformative leadership, servant leadership, shared leadership, distributed leadership and collaborative leadership are some of the leadership terms and theories, which have emerged and will continue to be adapted and embraced by present and future leaders of organizations.

In the study of Hallinger (2011), he found out that leaders must adapt their styles to changing circumstances and highlights the need for leadership development that enhances flexibility in leadership styles and strategies. Hence, the leadership training of future leaders should be relevant and responsive to the signs of the times. Unfortunately, leaders have been assigned to a position that they have not been prepared for. When should professional development of school leaders begin? According to Brauckmann and Pashiardis (2012),

training and development should be provided to future leaders before their appointment. Many organizations seem to disregard this important aspect of leadership development, which makes future leaders unprepared for their responsibilities. Such adequate preparation before the appointment may prevent the school leaders from the shock of the responsibilities and facilitate their transition including adjusting to their new role in the school. Even after the appointment, professional development should also continue to support principals in meeting the different challenges that they encounter in their school.

In the study of Wang et al. (2015) on successful school leadership in Singapore, it was found out that principals trained potential teachers to be future school heads. In their leadership succession plans, there were conscious efforts by the principals in building the leadership capacity of their teachers. The principals provided various opportunities to middle managers particularly in taking more work responsibilities in order for them to have more exposure to lead. The absence of training and development program for future leaders will make them ill-prepared for the responsibilities.

This was also the suggestion of Mendels (2012) who said about the need to provide for high quality training to future principals. All pre-service principal training programs recruit people who show the potential to become effective principals and give them high-quality training that responds to district needs.

Zepeda, Bengston and Parylo (2011) found out in their study that training and development of future school leaders are important. Their findings pointed out that a critical component of succession management and planning is the development of aspiring leaders.

Hence, future leaders may not be able to do their tasks effectively if they will not be subjected to appropriate, reflective and meaningful training and development.

In the Philippines, as per Department of Education Order No. 97 s. 2011, applicants for the head teacher and principal positions are required to have attended trainings, before they can apply and be promoted. Under the “training criterion”, applicants are required to have attended 24 to 56 hours of relevant and related training which are initiated, sanctioned and recognized by DepEd and should not have been used in the last promotion. In the private schools, though not clearly specified in the Manual of Regulations for Private Schools, it emphasizes on managerial competence, which means that any teacher or academic head should have undergone training on leadership and management before he/she can be promoted to a higher academic position. The detailed requirements are to be set by every governing body of the school. Therefore, these imply the importance of training and development, before a teacher or an academic head be promoted to a higher position.

Succession Planning: A Part of the Institutional Structure, Systems and Governance or Not?

In the past, succession planning was not given much importance because leaders only looked for replacement based on who are available to fill up the vacant positions. However, based on the emerging discussions, researches and theories on leadership, organizational leaders have started talking about succession planning. Being taken seriously, it is already gaining ground and introduced as a significant plan that is essential in leadership sustainability including the realization of the vision of the organization. With the traditional

perception that leaders will stay in power until they retire starting to diminish rapidly, organizations have started to implement and observe the term of office for leadership positions. This is now becoming part of the institutional structure, systems and governance, considering that changes are expected and a new group of leaders will be appointed.

In the study of Groves (2006), he concluded that organization leaders must practice and execute the establishment of a supportive organizational culture through an active chief executive officer and senior management participation in the development of programs including performance appraisal and rewards system that will reinforce managerial engagement. Supporting this point are Taylor and McGraw (2004) who found out that it is evident that succession planning and management requires extensive ongoing organizational commitment across all levels. A key component for effectiveness was identified as having support for the process from the lowest to the the highest level and all the way down the line. In particular, the organizational management must be prepared to provide support and development opportunities for employees who are identified as high potential.

Likewise, Croteau and Wolk (2010) shared that in order for development leaders to think strategically about career pathing and succession planning, they should start by establishing the base for talents who are already in the organization. Developing a culture within a development division that nurtures the individual who contributes significantly as much as it values future managers is a critical step. If there is a culture of leadership development, employees may opt to give back to the organization and eventually commit themselves.

In the study of Khoreva (2015), she found out that there is a motivational effect in engaging employees in leadership development practices on their commitment in building relevant competencies and their affective commitment as well, but not on their commitment to accept increasing demands in performance. Furthermore, building on social exchange theory, she expected that affective commitment would serve as a mediator in the relationship between leadership development practices and employee attitudes. The results revealed that organizations may expect a persuaded commitment in accepting increased performance demands by means of affective commitment. Likewise, there may be induced commitment to building relevant competencies among employees who engage in leadership development practices. In turn, this may have a very good impact on the organizational competitiveness and performance in general.

Similarly, Peters (2011) found out that leaders' lack of sustainability was influenced by a lack of district support and mentoring. This lack of support and mentoring affected the effectiveness of the schools and districts in the transition of successor, planning for new leadership, and anticipating the supports needed for the school and its leaders. Proving the belief on succession planning of school leaders, Clark (2015) intimated that Holy Cross-sponsored schools in the United States are successful in succession planning because they have leaders who were focused on building leadership. Aside from recognizing the importance of developing leaders, they are proactive and strategic in their planning. These leaders are exemplary for they showed commitment and passion in the mission, provided mentoring to aspiring and emerging leaders, served as role models in the academic community, created a culture of collaboration, and gave opportunities for growth. Focusing on

leadership development and planning for the future, these educational leaders showed how vital their role is in securing a better and viable future for their school by ensuring leaders who are prepared and zealous in carrying out the mission of the institution. They are stewards of the mission that is not their own.

Nuzzi (2015) also acknowledged that succession planning is an important part of the institutional systems, structure and governance. He said that it is practical and important for organizations like schools and dioceses to have a plan for a regular and orderly succession of leaders to optimize progress and lessen backsliding. This kind of plan is more effective when owned and understood by all members in the organization and not just a function of the leaders or the human resource personnel. Major consequences may happen in different areas in the organization when replacing key personnel. Therefore, having a well-thought succession planning anticipates vacancies and keeps the whole organization focused and prepared for the next leadership transition.

As part of the institutional system, succession planning must be in the strategic plan of an organization. In the study of Whitmore (2006), she shared that succession planning must be across all levels in the organization. In most cases, succession planning is only applied to higher level management positions but it should be observed in all positions and at all levels that are critical to the mission of an organization. To have the same understanding about leadership transition, succession planning must be clearly communicated to all members of the organization in order to ensure support at all levels. Likewise, she pointed out that it must be part of strategic and human resource plans which should include a written purpose statement and measurable goals. A strategic plan presents the mission of the organization

which includes its focus and direction. The human resource plan is a component of the strategic plan, which provides detailed information on the organization's current and future employees. In planning for the company's future staff, it is necessary to have a strategic planning which will help in identifying positions to be included in the succession plan.

Related to institutional systems, structures and governance, Jayne (2018) said that organizations need to recruit, develop, engage and retain leaders. The demand for highly skilled employees is high as government and corporations compete for the limited talent pool. When a government leader retires and there is no succession plan in place, agencies will frequently hire senior contractors to fill the hole. It is a short-term solution for a longer-term need. Some organizations are actively working on succession plans that focus on recruiting new civil servants, developing existing personnel to take on a higher-level role, and retaining employees who are nearing retirement (so, there's time to share their knowledge and skills with their successor). Efforts encompass a mix of policy changes, programs and tactical efforts, including mentoring programs, grassroots marketing, cloud technology adoption, benefit plan changes and investment in modern human resource technology.

Binford (2018) added the need to capitalize on older workers which can be part of the organizational policy. Based on the Deloitte's Global Trends report, he highlighted the benefits that tenured workers can bring to their organization but considers the negative attitudes towards older members of the company present issues. It also points the need for the administration to give attention to older workers and making them productive. The aging population may bring a human resource dilemma for both economies and companies. By 2020, thirteen countries are expected to have much older populations where more than one in

five people is sixty-five (65) or older which is up from just three in 2014. Surprisingly, these older workers represent the untapped opportunity since just 18% of this year's respondents said age is seen as an advantage in their organization. However, leading organizations are starting to focus on considering this talent pool which is viewed as a competitive advantage for these older work pool represents a proven, committed and diverse set of workers. It also suggests that organizations can benefit from older workers who can serve as mentors, coaches or experts. Making these older workers as mentors will allow them to help in the turnover and transition to younger generations while making room for ambitious workers.

According to Day (2007), it is necessary to put in place in the organization a system or policy in preparing future leaders. Based on reports of having a formal or an informal plan in place, people said that the development of skills in preparation for the leadership work will be needed one year, two years or three years before. Eighty-four percent (84%) said it will be needed one year before, seventy-six percent (76%) said it will be needed two years before and 62 percent (62%) said that it will be needed three years before. However, this percentage goes down to under half for projecting four (47%) and five (44%) years before and goes down further to fourteen percent (14%) when the time frame is six years and beyond. Ironically, these reports may be interpreted in two ways namely that organizations may be taking a relatively shorter time in projecting their future employee skills needs and it is quite difficult to project future skills needs more than three years in advance. Because the workplace is changing rapidly and in unpredictable ways, the leadership competency framework endorsed by the organization will be affected and should include clearly the leadership attributes that will be used in the selection, and training and development.

Day (2007) also added that there are different factors that can disrupt the process of succession management. One of them is having disconnect with the other plans of the organization particularly with the strategic business requirements. Though having development plans may be good than having nothing, it may not be helpful for a long-term support. In relation to leadership competencies, the organization should have a competency model that is based on its strategic business plan. Having this model would require the organization to accurately predict the future. Therefore, organizations should have policies that are adaptable to any changes in leadership competencies.

In the Philippines, DepEd has a provision through DepEd Order No. 97 s. 2011 on the promotion and appointment of teachers to higher positions. Requirements and criteria are clearly set including the processes involved. Moreover, Sections 30 and 31 of Batas Pambansa 232, Section 108 of the Corporation Code and Article XIV, Section 4 (2) of the 1987 Constitution state that how a school is organized determines its efficient and effective operation and the achievement of its functions and aims. The framework for the internal organization of schools is provided in these guidelines. Policy formulation shall be vested upon organized body persons which may vary, depending on the school ownership, its juridical status, the classification of its education programs and other factors.

For private schools in the Philippines, the 2011 Revised Manual of Regulations for Private Schools in Basic Education states the rules and guidelines in the promotion or appointment of school heads. The Compendium of Education Legislation for Private Basic Education (2011) states under administration that “Every private school shall have a governing board which shall exercise general supervision, have exclusive control and

direction of all funds, prescribe policies, make rules and regulations and establish practices consistent with law for the governance and direction of the school.” With regard to the school head qualifications, Section 55 states the qualifications of a school head. He/She including his assistants, if any, shall possess such appropriate educational qualifications as may be prescribed by the Secretary and shall have adequate experience in school administration or management or its equivalent, at the time of his/her appointment. The school head must be a Filipino citizen, possess at least a master’s degree or a professional license requiring a bachelor’s degree, have adequate teaching experience, managerial competence and technical expertise in school management or have a background of demonstrated service and competence in his previous field of endeavor and be of good moral character.

Moreover, section 56 states the qualifications and functions of the principal in the elementary and secondary levels. He/She shall hold a master’s degree and should have at least five years of relevant teaching or of administrative experience. The principal shall assist the school head in the attainment of the objectives of elementary and secondary education, and his functions and responsibilities explicitly stated by the school. Section 59 states the qualifications of school supervisory official. He/She is a personnel of private schools assigned with supervisory instructional functions in the different levels of instruction shall have the following minimum qualifications, which shall be duly supported by valid credentials. The principal of kindergarten, elementary school has a master of arts in education or its equivalent, with three years of successful teaching experiences in the elementary grades or equivalent. Principal of secondary schools has a master of arts in education or its equivalent, with three years of successful teaching experience in the high school or its equivalent. School

personnel charged with supervisory academic functions in vocational/technical schools or courses shall possess appropriate educational qualifications as may be prescribed and at least one year of successful experience in the work regularly assigned to them. Regarding the term of office of supervisory officials, Section 60 states the conditions of employment of a school supervisory official. The terms of office, functions, responsibilities, compensations, benefits and other conditions of employment of school supervisory officials in each private school shall be defined in and secured by their appointments or contracts, which shall be the subject of agreement by and between the parties in consonance with law or the school rules and regulations.

Looking at these policies in the Philippine school systems, there is a clear structure and system in the promotion or appointment of school heads. In the public schools, the creation of promotions board, at appropriate levels is the responsibility of the Secretary of Education while in the private schools, the governing board has the authority to create policies and procedures in the promotion and appointment of school heads. The criteria for public school heads are very clear including the points, while in the private schools, the principals should possess a master's degree and the governing board decides on the other criteria. For private schools to have a good structure and system in the promotion and appointment of principals and school supervisory officials, it must clearly set the policies and other criteria aside from the minimum requirements stated in the Manual of Regulations for Private Schools. It will also make a succession plan clearer.

Succession Planning: An Organizational Culture or Not ?

Organizational culture should be considered in doing succession planning. Fancher (2007) found out in his study that organizational culture is an important context with which to study succession planning. Furthermore, cultural alignment, or the alignment of organizational values and beliefs which emanate from the founder with that of organizational processes such as succession planning is a contingency which influences antecedents and succession events. Additionally, the findings of this study suggest that organizational culture plays a role in how the succession event is evaluated. In this case, consistent with Friedman & Olk's (1995) work, the event is primarily evaluated by its legitimacy as seen primarily in the eyes of the organizational members and the process' ability to cause minimal disruption.

In the past, succession planning was not given much attention for leaders just looked for replacement to vacant supervisory positions. With the emerging discussions, researches and theories on leadership, succession planning started to gain ground and taken seriously by organizational leaders. Seeing its value, it is introduced as a significant plan that will impact leadership sustainability and realization of the vision of the organization. With the traditional perception that leaders will stay in power until they retire beginning to diminish rapidly, the term of office for leadership positions is being observed. It is now becoming part of the organizational culture where change is expected and a new set of leaders will come.

In the study of Groves (2006), he concluded that one of the specific practices that organizations and management development professionals must execute to effectively build their leadership pipeline is to establish a supportive organizational culture through active CEO and senior management participation in development programs and performance appraisal

and reward systems that reinforce managerial engagement. Supporting this claim is the finding of Taylor and McGraw (2004). They found out that it is evident that succession management requires substantial ongoing organizational commitment across all levels of the business implementation. A key component for effectiveness was identified as having support for the process not only at the highest levels but also all the way down the line. In particular, senior management must be prepared to provide support and development opportunities for staff identified as high potential. Likewise, Croteau and Wolk (2010) pointed out that in order for advancement leaders to think strategically about career pathing and succession planning, they must start by building the base of internal talent. Developing a culture within an advancement division that nurtures the individual contributor as much as it values future managers is a critical step. If there is a culture of leadership development, employees may opt to commit and reciprocate the organization.

In the study of Khoreva (2015), she found out that engaging employees in leadership development practices had a motivational effect on both employee commitment to building relevant competencies and affective commitment, but not on employee commitment to acceptance of increasing performance demands. Furthermore, building on social exchange theory, I expected that affective commitment would serve as a mediator in the relationship between leadership development practices and employee attitudes. The results revealed that by means of affective commitment, organizations can expect an induced commitment to acceptance of increasing performance demands and induced commitment to building relevant competencies among employees who engage in leadership development practices. This in turn may have a positive impact on the overall organizational competitiveness and performance.

Succession planning has become an integral part in organizations in relation to leadership sustainability. According to Nuzzi (2015), leadership succession planning (LSP) aims to keep the entire organization on mission and not simply to offer stability in a time of crisis. By assuming that every position and leader will someday need to be replaced, LSP anticipates such eventualities and designs position descriptions and job responsibilities with change, growth and progress in mind. But the need to have a succession plan is not strongly heeded by many organizations including Catholic schools. He cited that no systematic study of Catholic school principal retention or diocesan superintendent turnover has been undertaken. However, the struggles of bishops, school boards and search committees to identify qualified applicants continue to be a pressing issue for those who find themselves in need of a new leader. Catholic education is not alone in this quest. Turnover and retention rates among teachers, principals and superintendents in public education are a much discussed and seriously studied phenomena

Hanover Research (2014) shared that school districts typically practice retroactive hiring methods, meaning that candidates for vacant positions are considered concurrently as the current administrator is leaving. This leads to expedited or abbreviated training and onboarding, oftentimes leaving new employees with little instruction or direction. This practice, referred to as “replacement planning,” is a primary cause of rapid turnover in the sector. Succession planning, on the other hand, emphasizes the fact that “schools and districts benefit from thoughtful and deliberate planning for leadership changes as a means of avoiding organizational instability.” Instability pushes new employees out, creating a harmful cycle

characterized by short tenures, which underlines the issues faced by many school districts today.

Similarly, Peters (2011) found out that leaders' lack of sustainability was influenced by a lack of district support and mentoring. This lack of support affected the school's and district's effectiveness in transitioning the successor, planning for new leadership, and anticipating the supports needed for the school and its leaders. Proving the belief of school leaders on succession planning, Clark (2015) shared that Holy Cross-sponsored schools in the US are successful because of having 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.

Similarly, Nuzzi (2015) also acknowledged that succession planning must be an organizational culture. He added that it makes sense for organizations such as schools and dioceses to plan for a regular and orderly succession of leaders as a way to maximize progress and minimize backsliding. Such a plan works best when it is owned and understood by everyone in the organization and is not seen or experienced as a human resource or executive

function only. Replacing key personnel can have major consequences in many areas of an organization's life. Thoughtful leadership succession planning anticipates such vacancies and takes advantage of the opportunity they provide to keep the entire organization focused and prepared for the next leadership transition.

Succession Planning: Making Future Leaders Stay or Leave?

Every teacher looks into his/her future in the school where he/she is currently teaching. If the school has succession planning, teachers who demonstrate strong leadership potentials may consider to stay and commit to the institution. Their desire to contribute through their creativity and leadership will increase because they see a good future in the organization. Succession planning, when communicated clearly to all teachers, will provide direction to the academic faculty in terms of their career advancement. This is what Przygocki (2004) pointed out particularly for Catholic schools. He said that there should be a career ladder for teachers in Catholic schools that will provide them with increasing responsibilities including the opportunity to exercise innovation and experimentation in their personal professional development. He added that it is very important for the Church and the other institutions to learn what will make teachers happy. And they have to act upon it.

In the study of Khoreva (2015), it showed that induced commitment to the increasing performance requirements and building relevant competencies from employees who are in leadership practices can be expected by means of affective commitment. Croteau and Wolk (2010) discussed the issue on career pathing in relation to succession planning. They said that the last several decades witnessed the downfall of loyalty among employees in the

organization and high turnover rates have beleaguered the educational institutions for years. Due to this, it is doubtful that career pathing will be at the center of advancement staff retention strategies. Human resource managers and top level management officers are aware of this issue and action are already being taken. The leadership roles in organizations are still filled by baby-boomers who will soon be retiring and the younger generations like the Genx'ers and millennials are looking for opportunities for professional growth. As these baby-boomer leaders in the organization are discussing who will be next in line after their retirement, they found out that they have not built the leadership pipeline of internal talent who will sustain the direction of the organization. Hence, there will be a massive vacuum in leadership in the coming decades if there will be no career pathing and succession planning.

Succession Planning in Asian Schools: Serious or Disregarded?

Succession planning is already in place in Singapore but developments are being taken along this line. According to Wang et al. (2015), the principals in the primary schools credit their successful leadership to the leadership preparation they received from their predecessors including the legacy. However, the situation in Turkey is quite different. In terms of school management, Balyer (2017) concluded that the selection, training and appointment process of school administrators have not yet settled in a scientific and standardized form in Turkish educational management system.

In Malaysia, Shaharuddin (2015) shared that the country's Vision 2020 is a manifestation of their desire to be better in teaching and learning. It revealed that access to quality education, human capital development and the educational competitiveness of

Malaysian schools are among its most important challenges. Thus, the Ministry of Education which plays a crucial role to play in the country's drive towards being a developed nation is guided by the National Philosophy of Education (NPE) and the Philosophy of Teacher Education (PTE) in preparing quality teachers. Through the different government and non-government agencies, it continues its endeavors in ensuring a continuous supply of quality teachers who will serve Malaysia's future schools. The implementation of pre-service teacher education (with quality assurance from ISO), Qualification Framework and Malaysian Teacher Standards and the active promotion of continuous professional development (CPD) for in-service teachers and leadership development to complement the pre-service and CPD programs are the three main strategies which have been identified to respond to this challenge. Moreover, the Ministry of Education has adequately addressed the Information and Communications Technology (ICT) integration in teaching and learning needs that will ensure that future teachers are equipped with the necessary skills for the 21st century. As required by the Malaysian Qualifications Framework (MQF), it aims to achieve specific learning outcomes, which are relevant to 21st century skills. This is in response to the needs of the next generation of teachers who are being equipped with the needed skills to adapt to the current and future developments in teaching and learning particularly in relation to technology. For example, these future teachers attend programs like The Smart Teacher Training Course, the 14-Week Professional Development Program and the One-year Specialist Training Certificate Course. Indeed, this is a manifestation of the country's commitment to prepare future school leaders.

In the Philippines, a study on educational leadership was conducted by Brooks and Sutherland (2014) where ten emergent themes came out namely curriculum, instruction, facilities, technology, politics, policy, finance, communication, religion and corruption during the interviews. When culture, politics and corruption come into play, these themes become problematic areas which prevent from the improvement of teaching and learning. There are less qualified teachers who see career advancement based on connections which make the more qualified teachers powerless. Though beautiful things were seen happening in the classrooms and schools in Cagayan de Oro, principals face discouraging political and social dynamics that prevent them including the teachers and students in realizing their full potential. The study also found out that there are positive change and great teaching are happening but they are not systematic because and inspite of the system. In short, many decisions are made for political rather than for educational reasons in the Cagayan de Oro schools

The study of Oracion (2015) manifested and supported this concern. She said that on teacher leadership in the Philippines, the practice is challenged by several factors namely personal circumstances, relational issues, lack of time, the challenging realities in schools, and the Department of Education (DepEd). Moreover, she pointed out that the Department of Education in general was perceived as a deterrent to teacher leadership due to policies that do not encourage teacher leadership and the inability to provide adequate resources to schools.

In conclusion, she said that professional development programs on teacher and leadership capacity building that will make teachers as leaders of leaders and learning are immediately needed. Looking at the very nature of teacher leadership, reflective practice must

be included and observed. Moreover, she said that the educational leadership programs must go beyond the usual preparations for formal leadership positions and preferably include educating formal school leaders and informal teacher-leaders together. The development of many leaders with a deep and strong leadership team within the school is important. It will ensure the sustainability of school improvement efforts in Philippine public schools where principals come and go, sometimes, very quickly.

Andres and Ilada-Andres (2008) stated how Filipinos value authority. To remain safely on the approved side, they will obey the orders of people on authority who are perceived to know more. Filipinos cling to the power of others which can be dependence on social position, tradition, family name or some socially-acknowledged authority in order to reassure his self-worth and correctness of his actions. This authoritarianism is considered more of a paternalistic one. He/She sees his/her father from people in authority and depends on them because he values power. Likewise, he/she tries to get favor from people in authority and when he gets into power, he becomes dominant. On the other hand, it is not typical for people to go against authority because it is perceived to be a wrongdoing. Since he/she values power and authority, he/she holds on to it when he/she is already in authority. Due to this, it is not easy for him/her to delegate work. He/She will do everything to get what he needs and expects the man on the top to attend to his/her needs personally. If he does not get the needed attention, he/she would consider that person as failing in his duty. He expects initiative to come from the top and those on top are supposed to plan everything out. Filipinos typically value authoritarianism where he places high value on persons in authority who is either called boss or expert.

One of the four domains found in the Philippine Catholic School Standards which was published in 2016 is governance and leadership as one of the four domains. Notably, one of the fifteen (15) standards states “An excellent school develops and empowers its personnel to become professional and morally upright in the pursuit of the vision, mission and goals of the school. In addition to its program for spiritual formation, character development, professional growth and community building, the school supports opportunities for the personnel to design programs for their personal growth. Formation programs for the personnel are therefore differentiated to address their individual needs and differences. These lead each personnel towards full maturity in all dimensions of human life.” It suggests and recognizes the importance and need to address leadership issues and concerns in Catholic schools today.

In developing a succession planning model, it must also address and prepare future school leaders for the challenges of today’s school leadership, including the competencies found in the Competency Framework for Southeast Asian School Heads developed by Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) in 2014. This framework has five domains namely managerial leadership, instructional leadership, strategic thinking and innovation, stakeholder engagement, and personal excellence. It was developed to ensure that it remains responsive to the challenges and changing contexts and needs of school heads including the communities they serve.

Succession Planning Models : Making Leadership and Organizations Better

Succession planning models represent an integral part of successful succession planning. Broadly defined, corporate succession planning is a process that allows firms to identify and develop internal candidates with a clear objective to fill senior-level positions as and when they become available.

Rothwell (2010) said that there is a growing awareness of succession planning. Decision makers have become aware of the need for succession planning as they scurry to find replacements, even in the midst of a global business slowdown, for a pending tidal wave of retirements in the wake of years of downsizing, rightsizing, and smart sizing. Therefore, it is important to have it. Succession planning and management (SP & M) need not be limited solely to management positions or management employees. Indeed, an effective succession planning and management effort should also address the need for critical backups and individual development in any job category—including key people in the professional, technical, sales, clerical, and production ranks. The need to extend the definition of SP&M beyond the management ranks is becoming more important as organizations take active steps to build high-performance and high-engagement work environments in which decision making is decentralized, leadership is diffused throughout an empowered workforce, proprietary technical knowledge accumulated from many years of experience in one corporate culture is key to doing business, and personal relationships critical to work are passed on from departing workers to their successors.

Rothwell (2010) comes up with a seven-pointed star model for systematic succession planning and management which is found below.

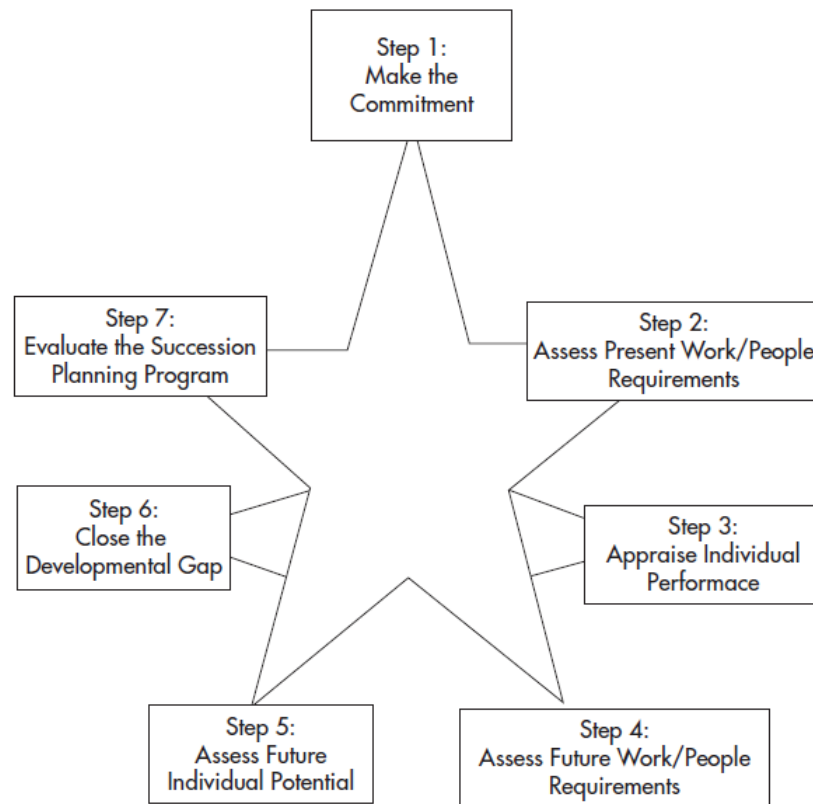


Figure 2. Seven-Pointed Star Model for Systematic Succession Planning and Management

The first step is to “Make the Commitment.” As a first step, the organization’s decision makers should commit to systematic SP&M and establish a program.

The second step is to “Assess Present Work and People Requirements” As a second step, decision makers should assess the present work requirements in key positions. Only in that way can individuals be prepared for advancement in a way that is solidly grounded on work requirements. In this step, decision makers should clarify where key leadership positions

exist in the organization and apply one or more approaches to determining work or competency requirements.

The third step is to “Appraise Individual Performance.” How well are individuals presently performing their jobs? The answer to this question is critical because most SP&M programs assume that individuals must be performing well in their present jobs in order to qualify for advancement. As part of this step, the organization should also begin establishing an inventory of talent so that it is clear what human assets are already available.

The fourth step is to “Assess Future Work and People Requirements. Decision makers should make an effort to assess future work requirements and competencies to align with the organization’s strategic direction. In that way, future leaders may be prepared to cope with changing requirements and organizational strategic objectives.

The fifth step is to “Assess Future Individual Potential.” The organization should establish an objective process, or a series of processes, to assess future individual potential. That future-oriented process should not be confused with past- or present-oriented employee performance appraisal.

The sixth step is to “Close the Developmental Gap.” The organization should establish a continuing program for leadership development to cultivate future leaders internally. Decision makers should also explore alternatives to traditional promotion-from-within methods of meeting succession needs.

The seventh step is to “Evaluate the Succession Planning Program.” To improve, the SP&M program must be subjected to continual evaluation to assess how well it is working. That is the seventh and final step of the model. The results of evaluation should, in turn, be

used to make continuous program improvements and to maintain a commitment to systematic SP&M.

In the Philippines, Puangco (2016) enumerated the best practices that can be done for conglomerates, large, medium, and small companies, non-profits, and government regular posts. One, is to engage all relevant stakeholders. It means they have to buy into the process and are regularly updated on the results of assessment and development opportunities. Have the CEO and Board own and commit to the process. Two, is to start with the identification and assessment of internal candidates for key and critical positions. These assume that the competencies for the key positions have been developed as primary criteria for selection. All candidates undergo assessment, preferably from a third party to ensure fairness. Three, regular reviews. An annual check ensures an updated succession map and considers the changing external environment factors thereby aligning of business strategy. Four, use the pipeline approach. A number of industries have developed and trained talents at all levels in so called “leadership academies” ensuring a continuous pipeline of successors. Fifth, assess candidates for competency, achievement and potential. They use a variety of means to assess candidates. Sixth, commit to development spending time and resources to ensure successors likely to succeed. Seven, follow the logical process of: identifying the mission critical positions, recognizing and developing the competencies of outstanding performers, committing to succession management strategies, developing and implementing the succession plans, and monitoring and evaluating results.

In schools, succession planning is important to fill the academic positions due to retirements, job re-assignments, promotions, job retention, and increase in leader positions.

School districts must create pools of candidates with high leadership potential to fill potential vacancies, including the development of those who already hold certification in educational leadership but not employed as school leaders. Wilson (2016), in her presentation in the National Association of Secondary Schools (NASSP) in the United States comes up with a model for succession planning – Define, Prepare, Select, Support. First, it must define the standards for school leaders. Second, it must prepare strategic partnerships with universities and training programs. Third, select and match the person to the position. Fourth, it should support future leaders through mentoring and coaching.

In the Hanover Research on Succession Planning (2014), it presents the Charlotte-Mecklenburg Schools (CMS) which implemented a succession management. It included talent identification, leadership development, performance management, recruitment, data management, and systems support.

Succession planning is one of the important leadership issues being discussed in the Philippine. Specifically, succession planning models that can be adopted in the Philippine setting is few or perhaps non-existent most especially for schools particularly in basic education. The succession planning model is hoped to address the needs of leadership succession in schools particularly in these private sectarian schools which will be a stronghold in school leadership sustainability. Creating a succession planning model will strengthen the school's viability as it brings life, dynamism and relevance to its mission. Based on the foregoing discussion, succession planning will lead to the success of the mission.

Conceptual Framework

“For in this cycle that we call life, we are the ones who are next in line.” These words from the song “Next In Line” remind everyone that the present young generation will be the next leaders of society and organizations. Putting it in the context of education, the young teachers are the future of school leadership and must be prepared for what lies ahead.

Harcharr and Campbell (2010) shared that successful organizations need a plan in place to ensure continued growth and success beyond the tenure of the present leaders. Concurring to this idea is Fullan (2002) who emphasized that the caveat that the pool of quality principals is impossible, without a pool of quality teachers “because teachers form the ranks of the quality principal pipeline.” Likewise, Myung et al. (2010) said that theoretically, each teacher has the same opportunity to pursue a school management position by earning an administrative credential. But this cannot be captured on standardized tests or resumes because school leaders are uniquely positioned to identify and foster the intangible leadership skills in teachers which are necessary to successfully lead a school, but that are particularly difficult to capture on standardized tests or resumes alone. From this point, organizations like schools can grow-their-own-leaders by creating a purposeful succession management processes. It will enable organizations to strategically select from the already existing talent pool within the organization and preparing those individuals through developmental assignment or experiences that will give them the skills and competencies they need to meet the future demands of their organization.

Both business organizations and schools are already taking serious steps that will ensure leadership sustainability by doing succession planning. Based on their experiences, key

areas have been identified in various researches on succession planning. Groves (2006) classified his research on six themes namely enhancing high potentials' visibility, developing pervasive mentoring relationships, assigning action-oriented developmental activities, leadership development through teaching and reinforcing an organizational culture of leadership development and identifying and codifying leadership talent. Similarly, in the study of Zepeda et al. (2011) on management practices and succession planning, four cases emerged namely development of leaders, sense of urgency, building collaborative relations with outside organizations and mentoring.

The findings of Robertson (2012) emphasize on effective management and teaching skills, an understanding of 21st century leadership, an understanding of business management, the ability to create an environment which mentors, supports and encourages collegial learning, the desire for leaders to continue with their personal learning journey and an awareness of strategies that may accelerate the leadership journeys to continue with their personal learning journey. The Hillsborough Leadership Pipeline model (2017) which is Leaders Engaged in Accelerating Performance or LEAP UP presented four key components namely defined leadership (redesign job responsibilities for principals, assistant principals and area directors to encompass new leadership standards), pre-service training (overhaul the recruitment, selection and training process to ensure the most effective leaders are included), selective hiring (recruit, hire and promote only the most effective and well-trained candidates) and on the job evaluation (evaluate principals regularly and provide professional development opportunities, including mentoring).

Catholic schools came up with standards on governance and leadership. In 2012, the Center for Catholic School Effectiveness, School of Education, Loyola University Chicago, made a landmark document which is the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools. It states that the success of this mission depends on the key components of effective governance, which provides direction or authority and leadership, which ensures effective operations. An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision. Two of the benchmarks clearly say that "The leader/leadership team meets national, state and/or (arch)diocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school" and "The leader/leadership team takes responsibility for the development and oversight of personnel, including recruitment, professional growth, faith formation, and formal assessment of faculty and staff in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies."

In the study of Canavan (2001) on Catholic school leadership, it found out that schools implementing a leadership succession planning process are likely to develop renewed, focused on mission, goals and priorities, a dynamic culture in which everyone is encouraged to keep growing, strategic continuity despite leadership changes, increased confidence in the school's ability to effect smooth leadership transitions, focus on development of leadership potential, rather than on executive replacement, continuing growth in leadership competencies among those responsible for implementing the succession plan, a disciplined approach to

leadership and management and creativity and flexibility that allow for rapid response to change.

Seeing the need of a succession plan, Nuzzi (2015) shared that Catholic schools in the archdiocese identified five pressing needs that served as the inspiration for the Leadership Succession Planning (LSP) it ultimately implemented. The five major needs were to enhance the long-term evangelization thrust of Catholic schools, to realize their operational goals, to ensure leadership continuity, to identify future leadership requirements and to develop a pool of potential leaders. In order to meet these needs in a comprehensive manner, a 12-phase LSP was implemented.

The steps of the plan included clarification of future strategic directions regarding mission, vision culture and changing priorities, delineation of criteria and competencies for upcoming open positions, identification of future leaders through assessment strategies and performance evaluations, hosting professional development opportunities aligned with personal and organizational needs, identification of current disincentives to the pursuit of leadership positions and establishment of new incentives, planned retention and development of high-potential personnel, encouragement of potential leaders to take personal responsibility for their own career trajectory and professional development, responding encouragingly to those who feel passed over for immediate advancement and recommending appropriate developmental strategies to inspire on-going motivation, inclusion of LSP as a significant job responsibility in the current position description of all leaders, acknowledgment of differing leadership needs within the organization and among different communities, creation of a high-

quality induction program for recently appointed leaders and open and transparent communication about all aspects of the LSP with stakeholders.

In the study of Clark (2015) on leadership succession in Catholic schools, five common themes emerged about the culture of leadership development namely strong emphasis on mission, the importance of modeling by the chief administrators, a commitment to a mentorship culture, meaningful leadership opportunities are provided throughout the organization, and shared leadership through collaborative decision-making. He also pointed out the study of Fitzgerald and Sabatino (2014) that only 50% of US Catholic schools have succession plans.

Different practices are observed by organizations in succession planning. There are institutions that practice good succession planning which results to leadership sustainability. A positive result on the implementation of a good succession plan was cited by Gonzalez (2017). She shared the Notre Dame case on succession planning, particularly on the university's success in recruiting good presidents and also for its development of high-level administrators. The candidates who were groomed for the presidency, but were not appointed to it, became very effective vice-presidents. It might not have happened if they had not been selected from the faculty for presidential grooming to begin with. The example of Notre Dame is supportive to the view of the importance of succession planning because it shows that when an institution of higher learning goes looking for talent in the raw, it finds it, which means that much talent is wasted because it is never sought out. Another good result in succession planning was shared by Ng (2012). In Singapore, she shared that the Ministry of Education (MOE) in Singapore has used mentoring for many years as a key means of

developing pre-service, beginning and experienced teachers professionally. In her study, she found out that the important issue is not about having mentoring/coaching platforms, but about the nature of mentoring/coaching itself. Teachers should be encouraged to include critical reflections in a mentoring/coaching relationship, to challenge assumptions, create knowledge and deal with larger issues in ambiguous environments. Teachers need to move beyond technical concerns, so that they may critically reflect on broad issues in teaching and learning. Therefore, mentoring is a key component in succession planning and must never be ignored.

Ironically, organizations that do not observe good succession planning are confronted by issues and concerns on leadership continuity and stability. Larcker and Saslow (2014) said that majority of the corporate leaders do not think that their organizations are doing enough to prepare for eventual changes in leadership of the Chief Executive Officer (CEO) level nor are they confident that they have the right practices in place to be sure of identifying the best leaders for tomorrow. Research shows that companies with sound succession plans tend to do better. The key findings of the study include companies do not know who is next in line to fill senior executive positions, companies do not have an actionable process in place to select senior executives, companies plan for succession to “reduce” risk, rather than to “find the best successors, roles are not defined and often they are not followed and succession plans are not connected with coaching and internal talent development programs. It seems that a similar situation is happening in educational organizations.

Likewise, Peters (2011) shared that leader succession is often the result of a broken system resulting in the loss of leadership gains from the exiting leader and leaving the

incoming leader without proper support for success. She also found out that these leaders' lack of sustainability was influenced by a lack of district support and mentoring. These supports (or their lack thereof) affected the school's and district's effectiveness in transitioning the successor, planning for new leadership and anticipating the supports needed for the school and its leaders. The conditions that contribute to the challenges in school leadership like the retirement of the baby boom cohort and diminishing interest in administrative careers due to the expanded responsibilities of school principals were underscored by Russell and Sabina (2014). With these conditions, they found out that many school districts struggle to recruit sufficient high-quality principals for their schools.

In the Hanover Research (2014), it found out that school districts typically practiced retroactive hiring methods, meaning that candidates for vacant positions are considered concurrently as the current administrator is leaving. This leads to expedited or abbreviated training and on-boarding, oftentimes, leaving new employees with little instruction or direction. This practice, referred to as "replacement planning," is a primary cause of rapid turnover in the sector. Succession planning, on the other hand, emphasizes the fact that "schools and districts benefit from thoughtful and deliberate planning for leadership changes as a means of avoiding organizational instability." Instability pushes new employees out, creating a harmful cycle characterized by short tenures, which underlines the issues faced by many school districts today.

In terms of training and development as part of succession planning, the Australian Institute for Teacher and School Leadership (2015) reported that leadership development programs tend to focus on developing technical management skills. This approach assumes

that a career as a teacher has already positioned the aspiring principal to be an instructional leader, but thirty percent (30%) of Australian principals report not having received any instructional leadership training (OECD, TALIS, 2014). Current approaches to preparation also risk ignoring higher-order leadership skills, with forty-five (45%) percent of principals in Australia reporting having had average or weak leadership training.

Succession planning has become an integral part in organizations in relation to leadership sustainability. According to Nuzzi (2015), leadership succession planning (LSP) aims to keep the entire organization on mission and not simply to offer stability in a time of crisis. By assuming that every position and leader will someday need to be replaced, LSP anticipates such eventualities and designs position descriptions and job responsibilities with change, growth and progress in mind. But, the need to have a succession plan is not strongly heeded by many organizations, including Catholic schools. He cited that no systematic study of Catholic school principal retention or diocesan superintendent turnover has been undertaken. However, the struggles of bishops, school boards and search committees to identify qualified applicants continue to be a pressing issue for those who find themselves in need of a new leader. Catholic education is not alone in this quest. Turnover and retention rates among teachers, principals and superintendents in public education are a much discussed and seriously studied phenomena.

De Guzman et al. (2007) did a case study on the experiences of a principal from a religious congregation which cited how the members of the religious congregation are appointed to school leadership positions. It discussed that private schools are governed by corporation laws and have their own Board of Trustees. They are either sectarian or non-

sectarian institutions owned by individuals, corporations or foundations. Sectarian schools or those run by religious congregations recruit principals from the pool of their members. These religious principals are appointed for a period of three years in a school run by the congregation, depending on the needs of the community. Many, if not all of these religious sisters/priests come from different academic backgrounds (for example, Accounting, Pharmacy, Business Administration and Chemistry prior to their entry as nuns/priests) are given the appointment to run congregational schools, without a solid background in school management. In some cases, these religious principals run the school, while they are enrolled in some graduate programs related to educational administration, management and leadership.

Based on the foregoing discussion and literature review, the practices, including the issues and concerns in the selection and appointment of academic heads for the private sectarian schools will be identified. The results of the study would be the basis of succession planning model for the five private sectarian schools. This is shown in Figure 1 found on page 55.

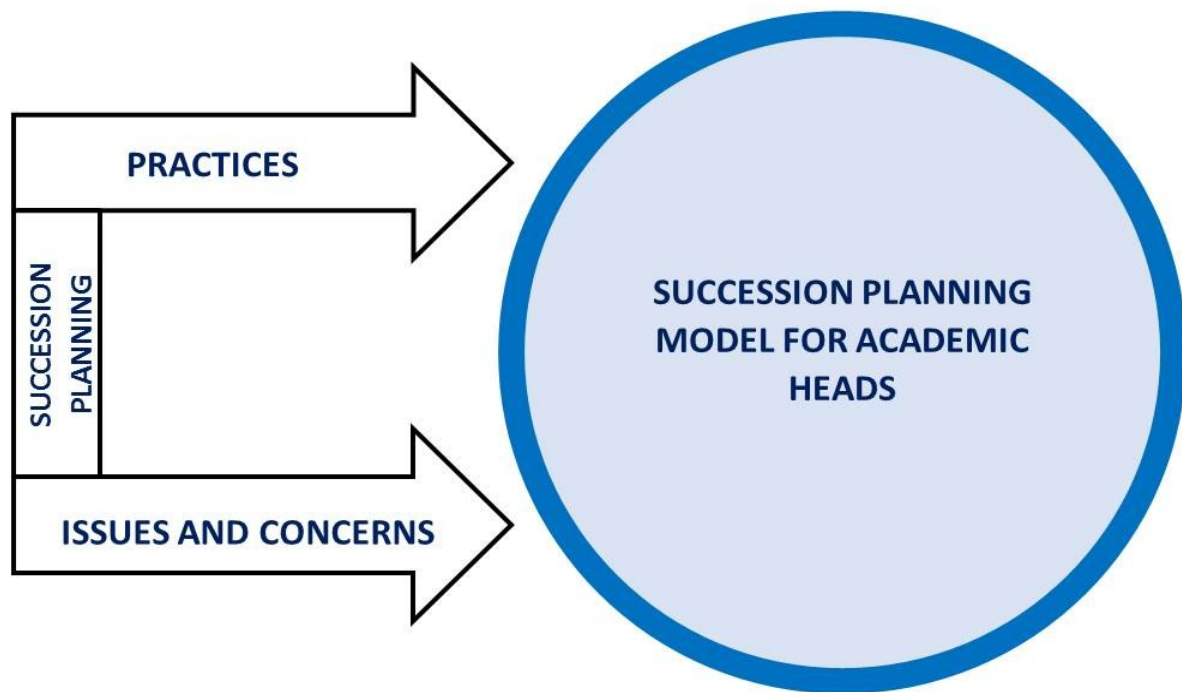


Figure 3. Conceptual Framework of the Study

Research Problems

This study sought to develop a succession planning model for academic heads of private sectarian schools. Specifically, the study answered the following questions:

1. What are the practices in selected private sectarian schools in the selection and appointment of academic heads ?
2. What are the issues and concerns in the selection and appointment process of faculty members to academic head positions ?
3. Based on the findings, what succession planning model can be developed for the private sectarian schools?

Definition of Terms

For a better understanding of the terms that were used in the study, the following are their operational definitions:

Academic Heads. It refers to all religious and lay educators who lead and supervise teachers and students in school.

Institutional Policies, Processes, and Procedures. It refers to the policies, procedures and organizational set-up which govern the decisions, behaviors, involvement and participation in fulfilling the school's vision-mission.

Mission. It refers to the school's purpose and commitment, particularly on what it does and the reason for doing it. (The Glossary of Education Reform, 2015)

Religious. It refers to the professed and ordained members of the religious congregation.

Spirituality. It refers to the formation programs on spirituality and teachings of the school's founder in educating and evangelizing the young, through the preventive system of education – reason, religion, loving kindness.

Succession Planning Model. It refers to the systematic approach to ensuring leadership sustainability within a school setting, by identifying, encouraging and preparing potential academic leaders for leadership roles.

Training and Development. It refers to the leadership preparation and formation for future school leaders that develop their knowledge, skills and competencies, including their personal traits through graduate studies, shadowing, coaching, job assignments, assessment, feedbacking and on-the-job training.

Vision-Mission. It refers to the school's higher goals or aspirations for the future, which can be achieved through the purpose, commitment and values, specifically what it hopes to achieve through its mission. (The Glossary of Education Reform, 2015)

CHAPTER II

PROCEDURES

Research Design

The researcher used participatory research method in this study. According to Howard et al. (2013), participatory research comprises a range of methodological approaches and techniques with the objective of handing power from the researcher to research participants, who are often community members or community-based organizations. In participatory research, participants have control over the research agenda, including the process and actions. Most importantly, people themselves are the ones who analyze and reflect on the information generated in order to obtain the findings and conclusions of the research process. Participatory research involves both inquiry and action. People not only discuss their problems, but they also think about possible solutions for them and actions which need to be taken. It uses a range of techniques, which include focus group discussion and multi-stakeholder meetings, participatory inquiry, action research, oral testimonies and story collection as a foundation for collective analysis, photo- digital stories, photovoice, drawing and essay writing competitions, participatory video and immersions.

Bergold and Thomas (2012) explained that participatory research methods are geared towards planning and conducting the research process with those people whose everyday lives and meaningful actions are under study. Consequently, this means that the aim of the inquiry and the research questions develop out of the convergence of two perspectives, which are

science and practice. Both sides benefit from the research process. Everyday practices, which have long since established themselves as a subject of inquiry, introduce their own perspective, namely, the way people deal with the existential challenges of everyday life. The participatory research process enables co-researchers to step back cognitively from familiar routines, forms of interaction and power relationships, in order to fundamentally question and rethink established interpretations of situations and strategies. However, the meeting of the perspectives of science and practice does not come about simply by deciding to conduct participatory research. Rather, it is a very demanding process that evolves when two spheres of action – science and practice – meet, interact and develop an understanding for each other.

Participatory research integrates scientific investigation with education and political action. Researchers work with community members to understand and resolve community issues, to empower community members and to make research available to everyone. The methods of participatory research include group discussions of personal experiences, interviews, surveys and analysis of public documents. Topics that have been investigated with this approach include community issues, such as polluted water supplies and the school curriculum, employment issues, such as working conditions and unionization and theoretical issues about consent and resistance to domination. For social scientists who question the traditions of being detached and value-free and who seek an approach that is less hierarchical and that serves the interests of those with little power, participatory research is a valuable alternative (Encyclopedia of Sociology, 2001).

In the context of this study, participatory research was used to draw out from the participants of the study the practices, issues and concerns in the selection and appointment of academic heads, including the key areas of a succession planning model. The researcher conducted workshops using the Key Judgment (KJ) technique developed by Jiro Kawakita, a Japanese anthropologist. According to Spool (2004), the KJ method also called affinity diagram allows groups to quickly reach a consensus on priorities of subjective, qualitative data. He added that one of the most amazing things about the KJ Method is how well it objectively gets groups to the top priorities. The KJ Method or affinity diagram organizes ideas, problems and solutions into related groups after a brainstorm. It helps categorize and organize a large number of fragmented uncertain information into logical cohesive groups. The goal is to create a limited number of groups. This results in better idea selection or a problem that is better understood. Different groups can analyze the same data and will often come to the same results. The KJ method specifically observes the following process : 1) determine a focus question 2) organize the group 3) put opinions (or data) onto sticky notes 4) put sticky notes on the wall 5) group similar items 6) naming each group 7) voting for the most important groups 8) ranking the most important groups. After the workshops, the researcher conducted focus group discussions and interviews (oral testimonies and story collection) in order to gather in-depth data about succession planning including criteria, policies and procedures based on the knowledge, ideas and experiences of the participants.

Research Site

The study was conducted in five private sectarian schools managed by a religious congregation in Luzon which are located in NCR (2), Region III (2) and Region IV-A (1). The mission of the religious congregation in the Philippines took a more definite shape with the designation of a religious as the first provincial superior in 1951. He paved the way for the permanent establishment of the religious congregation's presence in the Philippines. Today, there are twenty-five (25) canonically erected communities composed of schools, formation houses, youth centers and churches.

Research Process

The researcher observed the following processes in conducting this study :

Phase I Pre-Data Gathering, Selection Criteria, and Participants

The researcher sought the permission to conduct the study from the provincial superior and provincial administrator of the religious congregation and the director for basic education of the five private sectarian schools. He agreed to adhere to the extent and limitations of the permit that was granted to the researcher by the provincial superior and director for basic education. After getting the permission, he requested the director of basic education to allow him to discuss the study to the principals of basic education of the six private sectarian schools during their monthly principal's forum. In the meeting, he presented the study and how the six schools will benefit from this research. He asked for their ideas, comments, and

suggestions about the study. He assured them that confidentiality will be upheld strongly and the participation in the study will be voluntary.

Before the data gathering, the director for basic education advised the researcher to conduct the study in five schools because School 6 was established only two years ago. Most of the teachers and lay academic heads are new, though some of them came from the nearby school managed also by the religious congregation. The director felt that the researcher may not be able to obtain the needed data for the study. Adhering to the permission granted, the researcher conducted the workshops only in five schools.

The purposive sampling was used to identify the participants of the study, since it involved the directors, administrators, academic heads, human resource heads and teachers. The principals, human resource heads and selected assistant principals, subject area heads and teachers from the basic education department of the five private sectarian schools participated in the study, particularly in the workshops. On the criteria for the selected assistant principals, and subject area heads, they must have been with the school for at least ten (10) years and in a supervisory role for at least three (3) years. For the selected teachers, they must have been with the school for at least ten (10) years. Having been with the school for ten years indicates that they have considerable knowledge and experience of the school system and processes, so with leadership. Based on these criteria, he asked the assistance of the principals to identify the participants from their respective schools who can share and contribute seriously in the study. Schools 1, 2, 3 and 5 were able to meet the criteria for the participants. The principal of School 4 asked that the years of service be adjusted to five and the supervisory experience to at least one because most of their academic heads and teachers have been with the school for

only five or seven years. Table 1 found below shows the number of participants in the workshops.

Table 1

Participants of the Study

School	Number of Participants
School 1	8
School 2	10
School 3	8
School 4	8
School 5	8
Total Number of Participants	42

In the focus group discussions, the participants of the first focus group discussion (FGD 1) were the chancellor and directors governing the educational centers and selected principals of the educational centers, while the participants of the second focus group discussion (FGD 2) were members of human resource compliance team of the religious congregation. There were seven (7) participants in first focus group discussion and four (4) participants in the second focus group discussion.

In the interviews, the participants were the provincial administrator, School 2 administrator, educational center director for pastoral affairs and two former school principals (School 2 and School 3) who are still employed in their respective schools and holding supervisory positions as human resource officer and institutional affairs officer, respectively. Five school administrators and former principals were interviewed.

Phase II Methods of Validation

The interview schedule or workshop questions were validated by experts on educational leadership and management. The researcher asked four educational leadership and management professors from the Philippine Normal University-Manila, the former dean of the Development Academy of the Philippines and the Dean of the College of Arts and Sciences of St. Paul University-Manila to validate the workshop questions. To become familiar with the KJ Method, he consulted a researcher who used it in drawing out data from the participants. According to Yeban (2015), to gain comfortable level of confidence in using the KJ method, it is necessary to conduct test runs. Therefore, the researcher conducted three test-runs of the method before embarking on the actual data gathering. The test-run participants who were not the participants in the actual study suggested to include the sharing of insights, ideas, and reflection in order to provide the actual participants an opportunity to discuss or explain their answers. This served as their oral testimonies about their answers and the topic. Since the results of the test-runs yielded the usefulness of the method for the workshops, they recommended that the KJ method will be useful in drawing out the data needed in the study. The test-runs were held from March 13 to 18, 2019.

The following questions were asked during the workshops:

1. Based on your knowledge and experience, how does the administration select and appoint academic heads? (practices)
2. What should be the criteria in the selection and appointment of academic heads?
(follow-up question)

3. How does the administration prepare potential academic heads for leadership roles?
(practices)
4. Were there issues and concerns encountered in the selection and appointment of academic heads? If yes, what were the issues? (issues and concerns)
5. If you would create a succession plan (for principals and assistant principals) for the religious congregational schools, what should it have (components, elements, areas)?
6. From the data generated based on the questions, what insights, ideas or realizations do you want to share?

For the results of the focus group discussions and interviews, data were to be organized and to be presented for comments and suggestions of the participants. From there, it determined if the results of the workshops, group discussions and interviews are similar, interrelated or have different or unique responses.

Phase III Data Gathering

Having granted permission to conduct the study, the researcher contacted the principals of the five schools to discuss the criteria of the participants and the schedule of the workshops. A letter was sent to the principals indicating the details of data gathering. After the schedule has been finalized, the researcher prepared and went to the five schools.

At the start of every workshop, the researcher introduced himself and explained the purpose of the study. He sought their consent by discussing the contents of the “Informed Consent Form.” He emphasized that their participation is voluntary and all information and data that will be gathered in this study will be treated with utmost confidentiality. After

agreeing to participate in the study, the participants signed the “Informed Consent Form” at the end of the workshop. The researcher was allowed to take photos and record the discussion using an audio-recording equipment.

Having sought their consent to participate, the researcher conducted the workshop using the KJ Method in every school. The participants answered the six questions. Each workshop was held for at least two hours with two schools for almost three hours. No data from the other schools were presented in the workshops.

Since the data gathered from the workshops had reached saturation level, the researcher organized the data and prepared them for presentation in the two focus group discussions. For the first focus group discussion, he invited personally the chancellor of the five schools. He sought the advice of the chancellor on his proposed participants for the first group discussion who are directors and members of the educational centers governing body. Believing in the importance of the study, the chancellor agreed and the researcher invited personally the directors and selected principals. They agreed to the proposed schedule and the focus group discussion was conducted. There were seven (7) participants where four (4) are religious directors and three (3) are lay principals. The second focus group discussion was composed of four members (lay) of the human resource compliance team of the provincial office. The provincial administrator granted permission to hold the focus group discussion and the schedule was set. The researcher knows all the participants because he was able to work with them in the different academic and religious congregational activities of the five schools.

Before holding the focus group discussions, the researcher briefly introduced himself and explained the purpose of the study. He sought their consent by discussing the contents of

the “Informed Consent Form.” He emphasized that their participation is voluntary and all information and data that will be gathered in this study will be treated with utmost confidentiality. After agreeing to participate in the study, the participants signed the “Informed Consent Form” at the end of the focus group discussion. The researcher was allowed to take photos and record the discussion using an audio-recording equipment.

After agreeing to participate in the study, the first focus group discussion (FGD 1) was conducted to the directors and selected principals of the educational centers of the religious congregation. It was supposed to be presented to all principals during their monthly meeting, but the chancellor of the educational centers upon learning about the study agreed to have the data presented to the selected directors and principals. The chancellor said that the study is timely and will be helpful to the congregation because they are in the initial discussion of coming up with a succession plan. Moreover, he pointed out that presenting and discussing it to the directors will strengthen the possibility of making the research a congregational policy for all schools. The researcher presented the data gathered in the workshops for comments and suggestions. The said data were coded by the workshop participants and the researcher came up initially with four themes for the succession plan model. The FGD 1 participants shared their insights and experiences in relation to the gathered data. On matters that are human resource-related, they said that the second focus group discussion (FGD 2) participants are more knowledgeable and qualified to make recommendations. The focus group discussion lasted for two and a half hours.

The second focus group discussion (FGD 2) was conducted to the human resource compliance team of the provincial office which oversees the human resource policies of the

schools. The researcher presented the data gathered in the workshops for comments and suggestions. The said data were coded by the workshop participants and the researcher came up initially with four themes for the succession planning model. The human resource matters identified by the FGD 1 were also presented. The FGD 2 participants shared their own ideas and experiences in relation to the gathered data. The focus group discussion lasted for two hours.

To close the data gathering session, the researcher invited personally for an interview the provincial administrator (religious), the deputy director for pastoral affairs of the five schools (religious), a school administrator (religious) and two former principals (who are still employed as heads of non-teaching offices). After agreeing to be interviewed about the research topic, he scheduled the interview in their most convenient time. The researcher knows the participants for he is currently or previously worked with them in various activities of the congregation.

Before every interview, he sought their consent by discussing the contents of the “Informed Consent Form.” After agreeing to participate in the study, he asked them to sign the “Informed Consent Form” at the end of the interview. He emphasized that their participation is voluntary and all information and data that will be gathered in this study will be treated with utmost confidentiality. He presented the data gathered in the workshops for comments and suggestions. The said data were coded by the workshop participants and the researcher came up initially with four themes for the succession planning model. Every interview was held between thirty (30) minutes to one hour, which can be considered a sincere sharing of knowledge and experiences.

The researcher assured the provincial superior, provincial administrator, chancellor and directors of educational centers, rectors and principals that they will be informed about the results of the study. He added that copies of this study will be provided.

The data gathering was held from March 19, 2019 to June 1, 2019.

Role of the Researcher

The researcher may take various roles depending on the kind of research. For participatory research, McGuire (1987) said it requires that both the researcher and researched be open to personal transformation and conscientization. Participatory research assumes that both groups come to the research process with knowledge and experience to contribute. Participatory research assumes that all people, provided with tools and opportunities, are capable of critical reflection and analysis. Given this premise, establishing mutual, empathic adult relationships between the researcher and the researched no longer endangers knowledge creation. Instead, it improves the possibility of jointly creating a more critical understanding of a given reality. Participatory research proposes returning to regular people the power to participate in knowledge creation, the power that results from such participation and the power to utilize knowledge. Hence, the researcher was a facilitator and observer in the workshops, focus group discussions and interviews.

Data Analysis

In the workshops, the data were organized, categorized and labeled by the participants as indicated in using the KJ method. The data from the focus group discussions and

interviews were coded and organized based on the themes that emerged from the workshops. Additional themes that came out from the focus group discussion and interviews were added. According to Creswell (2014), coding is the process of organizing the data by bracketing chunks (or text or image) and writing a word representing a category in the margins. It involves taking text data or pictures gathered during the data collection, segmenting sentences (or paragraphs) or images into categories and labeling those categories with a term, often a term based in the actual language of the participants. The use of the coding process generates a description of the setting or people, as well as categories or themes for analysis.

The first set of data were collected using the KJ method in the workshops. According to Hessing (2018), the KJ Method or affinity diagram reduces larger processes to a few key steps. Invented by Jiro Kawakita, the KJ method is a good technique for identifying and displaying potential root causes for unfamiliar problems. Very similar to a cause-and-effect diagram in that brainstormed ideas are segregated into categories and used to organize facts and data on an unfamiliar subject. Affinity diagrams help you organize ideas into meaningful categories by recognizing common groupings. This method helps you reduce large amounts of data into a smaller set. The data that were collected from the workshops (principals, assistant principals, subject area heads, and selected teachers), focus group discussions (overall school directors and human resource compliance team) and interviews (provincial administrator, deputy director, former principals, selected officers of the human resource compliance team) including the personnel policy handbook of schools and manual of human resource policies and procedures for schools and training centers were triangulated. According to Creswell (2013), triangulating different data sources is examining evidence from the sources and using

it to build a coherent justification for themes. If themes are established based on converging several sources of data or perspectives from participants, then, this process can be claimed as adding to the validity of the study.

Ethical Considerations

The following potential ethical issues of the study have been identified and addressed by implementing the following measures:

1. In consideration that the research study may show the weaknesses of the congregation or the five private sectarian schools particularly in leadership succession, the researcher discussed the study to the provincial superior and the provincial administrator of the religious congregation and the director for basic education. He assured them that confidentiality will be upheld in the conduct of the study and results of the study will be presented to them. In order not to disrupt the operations of the school during the conduct of the study, he adhered to the extent of the permit granted by the director for basic education.
2. The researcher requested the director for basic education to present and discuss the study in the monthly principals' forum of the six private sectarian schools to discuss the study. He assured the principals and all participants that everything will be held with utmost confidentiality and their participation will be voluntary. Their consent was sought in the workshops, focus group discussions and interviews. Permission was also sought from the provincial administrator to allow the human resource heads. The

researcher was invited and presented his study in the human resource heads' meeting held on February 12, 2019.

3. All names and locations of the five private sectarian schools, including the religious congregation that manages them were not mentioned in the study. To maintain anonymity of the five participating schools, each was assigned with a pseudonym namely School 1, School 2, School 3, School 4 and School 5.
4. Only selected academic heads and teachers from the five private sectarian schools participated in the study. No students/children/minors participated in the study. Likewise, no vulnerable population was involved in the study.
5. Participation in the study was voluntary. No personal information was asked. Likewise, no names were mentioned in this manuscript. The researcher explained the significance and objectives of the study to all participants before conducting any workshop, focus group discussions and interviews. The contents of the "Informed Consent Form" were discussed and the participants agreed to participate in the study. Consent was sought from the participants in the use of camera and audio equipment in recording the activity. No incentives or compensation were given to the participants in the study.
6. The study is for the development of a succession planning model. It did not highlight the issues and weaknesses of the schools, particularly those that are not related to succession planning. No private or personal questions were asked. Furthermore, no questions were asked which are not related to succession planning.

7. The participants were assured that their responses will not in any way affect their performance and employment in the school, as approved by the school authorities.
8. There was no conflict of interest in the pursuit of this study because it aims to enhance leadership sustainability through succession planning and not to satisfy any bias. Moreover, the researcher financed personally this study and not under scholarship in any institutions, particularly where the study was conducted.
9. After this study has been conducted and finalized, the results will be discussed and shared to the provincial superior, provincial administrator, chancellor, director for basic education, all principals and human resource compliance team. Copies of this research study will be provided to all concerned.

CHAPTER III

FINDINGS AND DISCUSSION

This chapter presents the findings, analysis and interpretation of the data collected on succession planning model for the five private sectarian schools. The discussions that follow are presented based on the research problems.

1. What are the practices in the selected private sectarian schools in the selection and appointment of academic heads ?

Based on their knowledge and experiences, the participants identified the practices in the selection and appointment of academic heads during the workshops. The participants also coded and labeled the data. The coded and labeled data were scored and ranked by the participants according to their knowledge and perceptions. The researcher organized and analyzed the data where administration's preference and criteria in the selection and appointment of academic heads emerged as themes. Table 2 found on page 76 shows the main practices which are the administration's preference and criteria in the selection and appointment of academic heads, and the specific practices related to the main practices.

Table 2*Practices in the Selection and Appointment of Academic Heads*

Main Practices	Specific Practices
Administration's Preference	Preferred Choices Choice of priests Submission of list of candidates Process Decision of House Council (religious) Recommendation from the present heads Survey
Criteria for Selection and Appointment	Spirituality Charism Culture Character Personality Academic Qualifications Educational Qualifications Performance Performance Evaluation Leadership Skills Experience Academic Experience Tenure Loyalty

The following discusses further the foregoing issues and concerns in the selection and appointment of academic heads based on the workshops, focus group discussions and interviews.

1.1. Administration's Preference

The participants shared that the House Council composed of the members of the religious congregation assigned in the school in consultation with the department heads decide on the appointment of academic heads. The House Council is the animating and governing body of every school that is led by the rector. The rector, who is the school head gives the final approval of the appointment.

In terms of the policies and procedures that are observed, the workshop participants have no idea on the process being followed. Usually, the list of candidates is submitted to the administration for decision and the names of appointed heads are given to the department head or human resource office. According to a participant from School 3, he/she shared that :

“Actually, the House Council select based on qualifications. Experience nya. Sinunod ko lang naman yung sa dating HR. Pag ito ang principal, nandun yung criteria, qualifications, in the last three years. Ganun lang sya kasimple. Nandun yung possibleng papalit. Kung ayaw nila sa nakalista dun, hahanap sila ng iba. From the highest to the least qualified.”

(“Actually, the House Council select based on qualifications and experience. I just followed what the former HR did. If this is the principal, the criteria and qualifications are there in the last three years. That’s how simple it is. It is already there who can be the next principal. If they do not like those who are in the list, they will find another. It can be from the highest to the least qualified.”)

The administration’s preference is evidently observed, but the policies and procedures are not clear. As experienced, different policies are observed whenever a new set of religious administrators come. Citing the administration’s preference as the practice, a participant in School 2 lamented :

“Parang constitution ng bansa. Kahit gaano kaganda kung ang

nag-iimplement di ipapatupad, wala pa ring kuwenta. Minsan, yung preference ni religious administrator nakaka-distort. Dun ko sya nakikita na kahit na may in place na plan kaso napakalakas ng influence deciding power ni religious administrator na-distort yung objectivity nung plan. Kung aware lang ang EPC (Educative Pastoral Community) na may succession plan, makaka-create sya ng more harmonious leadership.”

(“It is like the constitution of a country. It can be well-written but is useless if not implemented. Sometimes, the preference of the administration (religious) distorts the process. Because of the strong influence and deciding power of the members of the administration, it distorts the objectivity of the plan. If the teachers and staff (EPC) are aware of the existence of a succession plan, it will create a more harmonious leadership.”)

In the focus group discussions, the directors of the educational centers and members of the human resource compliance team confirmed the observed practice in schools. In terms of the rector and the House Council as the appointing officials, the participants (in the interview) concurred because this policy is reflected in the manual of human resource policies and procedures for schools and training centers.

Such authority to make decisions on the selection and appointment of academic heads is supported by the 2011 Revised Manual of Regulations for Private Schools in Basic Education. In the Compendium of Education Legislation for Private Basic Education (2011), it states under administration that every private school shall have a governing board which shall exercise general supervision, have exclusive control and direction of all funds, prescribe policies, make rules and regulations and establish practices consistent with law for the governance and direction of the school. As a school, it exercises its authority and prerogative to appoint a lay person as academic head guided by the policies of the school.

This practice is related to the process observed that every organization be it business corporations or schools in the selection and appointment of future leaders. The decision-makers are guided by the policies in observing the process.

1.2. Criteria for Selection and Appointment of Academic Heads

During the workshops, the participants in all schools said that they are aware of the criteria in the selection and appointment of academic heads. Based on their knowledge and experience, the criteria are academic qualifications, character or spirituality, performance and experience.

On academic qualifications, all participants (workshops, focus group discussion and interview) agreed that it is already a policy that a principal must have a master's degree. For the other positions, they know that the administration also looks into the educational attainment of the candidate. A participant from School 4 pointed out :

“It is already a common notion even outside the school that educational attainment is a big factor for promotion.”

A participant in the FGD 1 added that all schools have adhered to this criterion. Specifically, he mentioned that :

“Technically and objectively speaking, all our principals today have MA.”

This criterion is found in the 2011 Revised Manual of Regulations for Private Schools in Basic Education. Academic qualification for private school principals is clearly stipulated in Section 56 which states that “He/She shall hold a master's degree and should have at least five years of relevant teaching or of administrative

experience.” The importance of complying with the requirements in terms of qualifications is supported by Catholic schools. This is reflected in the Philippine Catholic Schools Standards (2016) particularly in the area of leadership and governance that school leaders possess the personal qualities and professional qualifications required by their positions. In addition to meeting the minimum professional qualifications required by the relevant regulatory body, they undertake advanced studies and regularly update themselves on the developments and latest trends in their field to enhance the conduct in their work.

In terms of experience as a criterion, they said that tenure is being considered in the appointment of academic heads. They also called it seniority or loyalty to the institution. A participant from School 1 confirmed that tenure is a basis in the selection and appointment of academic heads. He/She said that :

“Based sa aking experience, pag na-appoint sa position dahil nga matanda ka at yung bata na magagaling hindi pa regular parang wala kang choice kundi tanggapin. Wala naman kasing ibang hahawak ng position. Parang hindi ako. Siguro pasok ako sa years of experience.”

(“Based on my experience, you are appointed to the position because of your tenure in the school and you have no choice to accept because the younger and well-performing teachers can’t be appointed due to their probationary status. I may feel insufficient in doing the responsibilities but it is my years of experience that was considered for the appointment.”)

The importance of experience as a criterion is supported by Wang et al. (2015) based on their study of successful school leadership in Singapore. They found that these successful principals had a wide horizon of educational experiences prior to

their appointment. The experiences gave them insight and knowledge into different working environments that helped them in carrying out their job as school leaders. The principals had all worked their way up the leadership ladder starting their career as a classroom teacher. Two of them had master's degrees. The principals believed that the wide variety of educational experiences had contributed to form and mold their way of leading schools, which is something that was also found in New Zealand where principals' described life experiences prior to principalship that seemed to help them to be successful school leaders.

Another criterion that the workshop participants identified is character. To them, it is strongly related to trust, values, attitude, personality, integrity, wisdom, credibility, commitment and spirituality. In the context of the five schools and religious congregation, this is called the "charism and spirituality of the founder." A participant from School 1 interestingly described character in relation to leadership. He/She briefly stated that :

"Napakalaking bagay ng character. Di nagiging successful ang leader pag kulang sa character."

("Character is very important. A leader becomes unsuccessful, if he has a problem with his character.")

On the meaning of character in relation to spirituality, a participant from School 5 explained that :

"On my part based on my observation and experience, saludo naman ako sa grupong ito at sa mga teachers na nagtagal kahit inspite the fact sa mga maraming opportunities na meron sa labas, they remained not only as loyal at umiiral yung strong commitment nila sa school."

Kung may reluctancy, sa pakiramdam ko naman ay na-imbibe ng karamihan sa amin ang obedience. We still accept the post kasi umiiral yung commitment at pagmamahal sa eskwelahan and one thing is the value of the family and not the compensation. Iniisip ko na lang yung reward not here on earth.”

(“Based on my observation and experience, I salute the participants present in this workshop and to all teachers who stayed here despite having many opportunities outside. They have remained loyal and showed their strong commitment in the mission of the school. They may have been reluctant in accepting the position but I felt that they were able to imbibe the value of obedience. We may have doubts and fears but we still accepted the post because of our commitment and love for the school. More importantly, it is the value of the family and not the compensation. I just think that our reward may not be here on earth.”)

Emphasizing the importance of character in leadership, Maxwell (2007) said that character is about trust and respect. He explained that character makes trust and leadership possible. Whenever you lead people, it is as if they agree to take the journey with you. The way that trip is going to turn out is predicted by your character. With good character, the longer the trip is, the better it seems. But, if your character is flawed, the longer the trip is, the worse it gets because no one enjoys spending time with someone he does not trust. Likewise, character is about respect. When you don't have character within, you can't earn respect without. Respect is absolutely essential for a lasting leadership. By making sound decisions, by admitting their mistakes, and by putting what's best for their followers and the organization ahead of their personal agenda.

When the data gathered on criteria for selection and appointment of academic heads as practiced in schools were presented separately in the two focus group

discussions and interviews, the participants validated that these are observed by the rector and House Council of every school, though not found in the personnel policy handbook. This observation was also validated by the administrators during the interview. Regarding the inclusion of criteria for appointment in the personnel policy handbook, the administrator of School 2 suggested that it should be communicated to the academic community.

Ironically, the provincial administrator said that there are criteria for department heads which are found in the manual of human resource policies and procedures for schools and training centers, but are not being followed by every school. He/She disappointingly pointed out that:

“On qualifications, meron na pero kailangan i-enrich ang ibang policies. People can update the manual. The manual is dated 2007. Yung comments nila laging may hugot. It means na may pinagbabasehan. Tanggap ba nila yon o hindi, that’s another question.”

(“There are already policies on qualifications of department heads which have been formulated in 2007 but need updating. The policies need to be enriched. The comments in the workshops and focus group discussions have some undertone. It means that they have a basis. If they accept these policies or not, that’s another question.”)

Being part of the guidelines in the selection and appointment of academic heads, the criteria are important in the decision-making because these are the primary bases for discussion of the House Council members. In Hong Kong, the Education Bureau has clearly established the guidelines and procedures in the selection and appointment of a school principal which will guide the School Management Committees, Incorporated Management Committees and Selection Boards (2011). In

following standards and procedures, it states that selecting a principal is one of the most important responsibilities of the School Management Committee. The selection of the right principal will enhance the education of the students more than any other single act of the School Management Committee. It states that the opportunity to appoint a principal does not come very often. When it comes, the members take every care to make the best possible choice. A wrong choice cannot be reversed without great embarrassment to everyone involved. Without exceptions, these requirements are designed to ensure that the best possible choice is made in a manner, appropriate to the commitment of public funds. Therefore, selection processes need to be open, fair and transparent. It added that good procedures can always be explained in a straightforward manner and even defended, if that becomes necessary.

This rationale in having clear policies and procedures is supported by the Victoria State Government Australia Principal Selection Guide (2018). It states that the department has the responsibility to protect and provide for the welfare and safety of students and staff and to maintain the security of resources and assets by requiring and maintaining high standards of professional behavior and conduct from teachers. In order to meet its responsibilities, the department must be satisfied that only those who meet the highest standards of integrity and suitability are employed. In addition, the secretary must be satisfied that the prospective teacher is suitable for child-connected work.

It added that rigorous, transparent and well-defined selection processes are crucial for building and sustaining successful schools. Selecting the right candidates to

leadership positions has a significant impact on effective school performance. Selection to the principal position is determined solely on the basis of merit assessed based on the selection criteria for the position. These guidelines bring together the key aspects of recruitment and other human resources policies and relevant legislation to assist school councils and principal selection panels in the selection of a principal of a Victorian government school.

These practices were confirmed by all participants in the interview. A participant from School 3 said :

“Clear ang process nung may committee. Ngayon nabago at manggagaling sa department heads ang recommendation. Of course, with the final approval of the Rector. Sooner, pag natapos ang aming organizational chart, babalik kami sa committee.”

(The process was clear when there was a committee. Today, this was changed and the recommendation will come from the department heads. Of course, with the final approval of the Rector. Sooner, when our organizational chart is finalized, we will go back to having a selection committee.”)

Aside from these practices, the participants of the workshops revealed the absence of succession planning which can be used as a basis in the selection and appointment of academic heads. The participants of the focus group discussions and interviews confirmed this. According to them, the changing policies and procedures means that there is no succession planning. The religious educational directors and administrators who participated in the focus group discussions and interviews added that the creation and development of succession planning is already one of their priorities. The administrator of School 2 shared that :

“In particular, nagstart yan four (4) years ago, nag-demand na magkaroon na ng succession plan. Nagseseryoso na tayo sa succession planning. It is being followed up by the board of trustees.”

(“As far as I know, a succession plan was demanded by the board of trustees four years ago. It is only this time that we are taking this seriously.”)

In lieu of the absence of succession planning, the participants acknowledged that each school observes different policies and procedures in the selection and appointment of academic heads. Likewise, they said that the policies are not evident in the personnel policy handbook of every school and the manual of human resource policies and procedures for schools and training centers.

Specifically, this practice is related to the leadership standards which is the basis in the selection and appointment of academic heads. The decision-makers are guided by these criteria or standards.

2. What are the issues and concerns in the selection and appointment process of faculty members to academic head positions ?

As the participants were identifying and discussing the practices in the selection and appointment of academic heads, they shared that these are also the issues and concerns. They also identified more clearly the other issues and concerns. During the workshops, four themes on issues and concerns emerged which are in Table 3 found on page 91.

Two interrelated issues surfaced namely unclear policies and procedures and administration's preference. A participant in School 2 said that :

“Parang constitution ng bansa, kahit gaano kaganda kung ang nag-iimplement di ipapatupad wala pa ring kuwenta. Minsan yung preference ni religious administrator nakakadistort. Dun ko sya nakikita na kahit na may in place na plan kaso napakalakas ng influence deciding power ni religious administrator na-didistort yung objectivity nung plan.”

(“It is like the constitution of a country. It can be well-written but is useless if not implemented. Sometimes, the preference of the administration (religious) distorts the process. Because of the strong influence and deciding power of the members of the administration, it distorts the objectivity of the plan.”)

Related to the issue on unclear policies and procedures, the participants said that the administration follows certain criteria in the selection and appointment of academic heads. However, they said that the criteria are unclear because they are not found in any document in the schools particularly in the personnel policy handbook. The researcher checked the personnel policy handbook of the congregation and found out that the criteria are not there. Later, this was validated by the human resource heads. In the discussion, this appears to be an issue because there is no clear basis in the selection and appointment of academic heads. Related to this issue is the administration's preference. A participant in School 4 shared the following :

“Kung meron, existing po sya, it is the right of everybody to know kung ano ang mga qualifications. Ano ba ang hinahanap kasi possible din na there are some who are aiming for that position and qualified naman. Kasi para ma-encourage ang lahat ng empleyado di ba kasi may chance pala ako, may possibility na mataas man ang rank ko if I attain these qualifications kasi parang ang nangyayari kung sino na lang then we will just respect kung sino ang na-appoint. Lahat ba talaga tinitingnan? Binabalance ba talaga ng mga namimili kung sino ba talaga? So kasi di nga namin alam kung meron ngang plan. Even though kami nasa position na ngayon, o eto na ang position mo.”

(“If there are or they are existing (criteria), it is the right of everybody to know the qualifications and what they are looking for in an academic

head. There are some who are qualified and aiming for the position. It will encourage all employees because they will know that they have a chance. There is a possibility to rise in their rank if they meet the qualifications. What happens is whoever is appointed, we will just respect the decision. Do they look at everything? Does the administration really balance in selecting and appointing academic heads? We really don't know if there is a plan. Even those in the position today, we are just told about our position.”)

In discussing the practices in the selection and appointment of academic heads, the participants were able to identify the issue on training and preparation. They said that there is lack of training and preparation for the next set of academic heads. A participant from School 1 pointed out. He/She said that :

“Parang isa ito sa mga reasons na matagal na nating ginagawa ito. Ay kasi bago yung leader. Ay nasa transition. Yung mistakes before nauulit. Pag may succession plan, naiiwasan. We'll have progress. Instead of having continuity, nawawala. Pag in place ang training, maiiwasang maulit.”

(“It seems that it is one of the reasons which we have been doing for a long time. Since the leader is new and we are in the transition stage. The past mistakes are committed again. If there is a succession plan, mistakes can be prevented. Instead of having continuity, there is discontinuity. If training is in place, mistakes will be avoided.”)

Another participant from School 4 shared the same idea based on his/her observation and experience. He/She said that :

“Actually, kawawa din ang tao na nabibigyan ng position nabigla kasi hindi sya na-prepare. Pangalawa walang transition. From the scratch nagumpisa ka pero di ko alam kung saan ako maguumpisa kasi I have nothing kasi back to zero ka. Tapos kung di ka na-prepare dun magugulat ka. Then marami silang hihingin na requirements sa yo. Na sandali parang di naman ako na-prepare for that.”

(Actually, it is sad that those who were appointed unexpectedly were not prepared for the position. Secondly, there is not transition. You don't know

where to start because you didn't have anything to start with. You will be surprised because you were not prepared and the superiors will be asking for many requirements. You comment about not being prepared for it.”)

A participant from School 2 simply said that :

“Ang missing link dun ay prinepare ba sila. Yun ang nawawala.”

(“The missing link is if they were prepared for it. That is what is missing.”)

Another issue and concern that emerged is lack of academic qualifications. Though being addressed already, all workshop participants agreed that the lack of academic qualifications is an issue for only few faculty members have earned their master's degree which is a basic qualification most especially for the principalship. The chancellor of the five schools commented that :

“We are pushing the teachers to qualify. I am happy that this issue came out in the workshops.”

The provincial administrator acknowledged this issue by saying that :

“In other schools, these are the qualifications, you qualify yourselves. Dahil alam na nila yon, ginagawa nila. Kaya lang ang nangyari sa sa situation natin, o eto na ang mga position, wala pa tayong ready. Pag-aralin na lang natin.”

(“In other schools, these are the qualifications and you qualify yourselves. Since they know it, they do something about it. However, what happens in our schools particularly in our situation is no one is qualified when the positions were offered. We might as well send them for studies.”)

The issue and concern on reluctance to accept also came out in the discussion of the practices. A participant from School 1 said that :

“Actually sa HR office naman, talagang nag-iinvite kami and we really encourage faculty members lalo na yung mga tenured to go further studies. May apprehension sila kasi nga inisip nila gagawin akong ganito. Kaya ayaw nilang mag-aral.”

(Actually, the human resource office invites faculty members most especially the tenured ones to take graduate studies. But they were apprehensive because of the possible leadership assignment. For this reason, they don't like to study.”)

This issue also came out in relation to career development. A participant from School 3 said that :

“My idea is to get what that person likes for his/her career. Kasi may lumabas na tumatanggi kahit maganda performance. Na-achieve yung peak of performance. Probably the position would not elevate, kung saan siya ilalagay, yung career nya. What could be our scheme or our action so that we could know this. It's all about the perspective of the person. We have dialogue, talks, but that is not enough because that person still leaves, that person still refuses some of the tasks yun siguro ang kulang in terms of the planning, the involvement of the person whom we are assigning in that plan.”

(My idea is to get what that person likes for his/her career. There were those who refused despite their good performance. They reached the peak of their performance. It may not be the position that will elevate him/her but more on his/her career. We should have a scheme for this. There were dialogues and talks but these are not enough. The person refuses to take the leadership tasks or leaves the institution. This should be considered in the planning particularly in involving them in the creation of plans.”)

The issues and concerns identified by the participants in the selection and appointment of faculty members to academic head were also coded and labeled by them. The themes were also organized and analyzed by the researcher based on his observation and knowledge about the issues and concerns in the selection and appointment of academic heads.

Table 3*Issues and Concerns in the Selection and Appointment of Academic Heads*

Themes	Issues and Concerns	Practices
Objectivity of Decision	Administration's preference Unclear policies and procedures	Administration's preference
Professional Growth	Lack of educational qualifications Lack of training and preparation	Criteria of selection and appointment
Spirituality and Culture	Lack of training and preparation Reluctance to accept	Criteria of selection and appointment
Motivation	Reluctance to accept	

The following discusses further the foregoing issues and concerns in the selection and appointment of academic heads based on the workshops, focus group discussions and interviews which were analyzed and thematized.

2.1. Objectivity of Decision

The participants shared that the decision of the administration should be objective in terms of selecting and appointing the academic heads. However, two issues related to this emerged which are unclear policies and procedures and administration preference. These issues make the selection and appointment of academic heads more subjective than objective.

2.1.1. Administration's Preference

Despite having a set of criteria and policies as practiced in every school, the preference and decision of the administrators is both an issue and a concern in the selection and appointment of academic heads. Based on their knowledge and experience, the workshop participants shared that the decision is more subjective than objective. They just have to accept the decision of the superiors for they are the ones in authority. They also lamented that the process is not observed and their choice (survey) is not given consideration. A participant from School 2 expressed that :

“Minsan yung preference ni superior nakaka-distort. Dun ko siya nakikita na kahit na may in place na plan kaso napakalakas ng influence deciding power ni superior, nadidistort yung objectivity nung plan.”

(“Sometimes, the preference of the superiors creates distortion. I realized that despite having a plan in place, the power of influence of the superior in the decision which distorts the objectivity of the plan.”)

Adding to this comment in terms of accepting the decision, a participant from School 4 stated that :

“Respeto na lang sa desisyon nila. Go lang!”

(“We just have to respect their decision. That's it.”)

Without a document on succession planning, it may be expected that whenever there is change in leadership (religious) in schools, new policies will be formulated and

implemented. The superiors' decision becomes very subjective. This is supported by the experience of a participant from School 2 when he/she said that :

“Maganda ang plano. They can modify. Sample is survey. Respeto sa program. May qualified na maging principal, tapos. Sana, irespeto ang program. Binago yung process. Maganda ang succession plan, lalo na sa implementation. I-appoint ang mas qualified.”

(“The plan is good. But they modify it. A good example is the survey. We have to respect the program. There is someone more qualified to become the principal but was not selected. I hoped that they will respect our program. But they changed the process. A succession plan is good if it will be implemented because the one who will be appointed is the most qualified.”)

This issue was confirmed in the focus group discussion and interview. They have observed that policies change, whenever a new leader comes in. Moreover, policies are not objectively implemented, whenever a new set of administrators come which makes the implementation of policies and procedures more subjective and less objective. They suggested to create policies and procedures to be observed by all schools, so that related issues will be avoided. The administrator of School 2 shared that the congregation is moving to this direction particularly in becoming more professional. He/She claimed that :

“Aminado kami na this is the moment na dapat maging professional kami on these things because of the shifting of minds of the religious members of the congregation. It is not any more the clerical in the ministry, open na kami sa possibilities. Kaya lumabas na yung professionalism na institutional kailangan may plano. Before responsibilidad lang ng provincial to dream about the institution. Back then, everyone was just waiting. Kaya ngayon pa lang tayo nag-momove tayo sa ganyang direction, they are really serious in doing these things. Ang ikinaganda nyan ay may bago ng point of view kasi may lay na. Sa mga meetings, may mga lay na. Nakapagbibigay na ang outsider ng opinion na nakakalabas na tayo sa box natin. “

("Admittedly, we believe that this is the time that we become professionals. There is the shifting of minds of the religious members of our congregation. We are open to possibilities. Part of professionalism is all institutions should have a succession plan. It used to be the responsibility of the provincial superior. That's why we are moving to this kind of direction, being more serious in our work. What makes it better is there are new points of view because of the presence of the lay. In meetings, there are lay people already. Outsiders like the lay are able to give opinions and we are starting to get outside our box.")

This issue continues to surface due to the non-implementation and changing of policies on selection and appointment which can be attributed to their being members of the religious congregation. Though they have the authority to make such decisions, they have to be fair and objective by following the policies if there are set of rules and procedures. If these are followed, subjectivity and favoritism will not be an issue. In the study of Palmer (2014), he found out that the use of ambiguous criteria coupled with subjective procedures opens the door for fairness issues, such as those reported by participants of this study. If the selection criteria are not well-specified and the procedures used mostly rely on intuition and perception, decision-makers can in essence select any candidate they choose regardless of quality.

As revealed in the study of Palmer and Mullooly (2015), the correlation of the principal with student achievement necessitates the selection of the most-qualified principals to lead schools during and beyond common core implementation. Ensuring equity in principal selection is one factor that may contribute to the most-qualified candidate's selection to the principalship. This study found out that participants' experiences in principal selection processes and their perceptions of their district's hiring

culture demonstrated an equity dichotomy within principal selection. In some locales, participants' experiences indicated merit-based hiring processes, while other participants experienced inequity due to factors, such as personal relationships between selectors and candidates.

Likewise, this issue also came out in the study of Brooks & Sutherland (2014) who explored principal perspectives on local dynamics that facilitate and impede meaningful educational change. It revealed ten themes and two of them are policy and politics. They found out that one school involved in the study had seven principals in a single year, as they were each appointed and then, moved quickly into more affluent schools after gaining "experience." In all levels of the system, policies and personnel change dramatically when a new leader takes charge. It is common for schools to have a huge turnover in teachers when a new principal is appointed and for a similar change to take place when there is a new superintendent. Policies are implemented and enforced in an inequitable and inconsistent manner that lacks transparency.

2.1.2. Unclear Policies and Procedures

The workshop participants said that there is an issue in terms of the policies and procedures in the selection and appointment of academic heads. They pointed out that the policies and procedures are unclear. Based on their knowledge and experience, the House Council led by the rector make the final decision on appointment. However, the participants said that they have less information about the specific criteria and policies and processes being followed by the superiors. In fact, as confirmed by the participants, the

five schools follow different policies and procedures. School 2 observes recommendation from the department heads and conducts survey from teachers. School 3 used to have a selection committee, but it is now a thing of the past. In Schools 1, 4 and 5, this is unclear, but they know that the department head recommends to the rector for approval. As the participants said, the policies keep on changing whenever a new set of religious administrators are assigned to the school.

Based on his/her knowledge and experience, a participant from School 3 mentioned that they are asked to submit names of candidates, but the policies are unclear. He/She claimed that :

“To be honest with you, isulat mo dyan kung sino ang susunod sa ‘yo without even asking ano nga ba ang dapat kong i-consider para sumunod sa yo. Just our opinion, our own observation without thinking kung tama siya for that. Walang concrete training, or least ito ang dapat na i-consider.”

(“To be honest with you, we were told to write the name of the person who will take over your post in the future without telling us on what to consider in making recommendations. It is just our opinion if the person is right for the job. Nothing about training or at least the criteria.”)

Sharing the same understanding on this issue is a participant from School 4.

He/She revealed that:

“Di nila na-explain kasi ang nangyayari kasi kung ano ang kultura meron ang religious ganon din sa amin. Actually nag-rereflect ang kultura nila sa atin. Kasi di nila focus na i-explain ang policy kaya wala akong nakita succession plan.”

(“The religious administrators do not explain because what happens is reflection of their culture. Actually, their culture is reflected in us. It is not their focus to explain the policy that’s why we don’t have a succession plan.”)

The experience of School 2 in holding a survey for the next principal is unsatisfactory. Considered as an issue related to policies and procedures, the participants shared that those who topped the survey were not appointed as principal. As explained by the former rector, the survey is not an election and the administration has the prerogative to select and appoint the next principal. A participant from School 2 expressed that :

“Maganda ang plano. They can modify. Sample is survey. Respeto sa program. May qualified na maging principal. Sana irespeto ang program. Binago yung process. Maganda ang succession plan lalo na sa implementation. I-appoint ang mas qualified.”

(“The plan is good. But they modify it. A good sample is the survey. We have to respect the program. There is someone more qualified to become the principal but was not selected. I hoped that they will respect our program. But they changed the process. A succession plan is good if it will be implemented because the one who will be appointed is the most qualified.”)

Another related issue that came up in the discussion is term of office. The participants are not aware about the implementation of the term of office. They appear to be confused because it is not communicated properly or written in the personnel policy handbook of every school. In their respective settings, there are academic heads who have been overstaying in their position. But they acknowledged that they have an idea that the principal has a term of office which is three years. For the other positions, it is on a yearly basis. A participant from School 4 expressed his/her experience about the absence of term of office. He/She shared that :

“Meron bang fixed na length of service sa office mo. Walang ganun eh. After three (3) years or four (4) years. Parang kung kelan nila gusto.”

Hindi mo alam kung ano ka next, kung tsugi ka na. Ang tagal kong naging adviser. APSA, almost seven (7) years ako tapos nalaman ko na tapos na ang term ko. Six (6)years pala yon.”

(“Is there a fixed length of service in your office? I believe there’s none. After three (3) years or four (4) years. It seems that you will be in the position as long as they want to. You don’t know what will be next if you will be replaced or not. I was an adviser for so many years. Then, I became APSA for almost seven (7) years. Surprisingly, I was told that my term has already ended.”)

Confirming this practice and issue is a participant in the FGD 1. He/She said that there should be a term of office for academic positions because the academic heads will eventually return to full-time teaching, just like what happens in other private schools including colleges and universities. He/She explained that :

“The position is rotary. When you come up with a program not to suit certain personalities. Dapat nakakabit lahat dyan. Take note, no one should stay there for a long time. Position is a position of service at babalik ka sa teaching. LEADERSHIP IS A POSITION OF SERVICE. And you can revert to teaching.”

(“The position is rotary. When you come up with a program, it should not suit certain personalities. Everything is connected to it. Take note that no one should stay there for a long time. Position is a position of service and you will go back to teacher after. Leadership is a position of service.”)

The director for pastoral affairs admitted that it is only recently that the term of office is being observed. He/She explained that :

“Ang kultura ng may term of office ay ngayon pa lang nagsisimula sa aming schools. Most of the time, pag naganyan ka at masaya sa yo ang mga pari, sige mabulok ka dyan hanggang mag-retire ka. Wala naman kasing 3 years, 3 years. Ngayon nagsisimula na.”

(“We have just started observing the culture of having a term of office for academic heads in our schools. Most of the time, if you

are appointed to the position and the religious administrators are happy with your performance, you will more likely stay there until your retirement. There is no term of office but we have started implementing it.”)

When these issues on unclear policies and procedures were presented to the FGD 1 for comments, they all admitted and confirmed these issues on policies and procedures. The five schools are observing different policies and procedures in the selection and appointment of academic heads. Therefore, there is a need to institutionalize the policies and procedures for all schools in terms of criteria in the selection and appointment of academic heads and term of office. If there are existing policies, they have to be updated and implemented objectively by the administrators. All these policies have to be documented and included in the personnel policy handbook of every school, and manual of human resource policies and procedures for schools and training centers. In fact, the chancellor revealed that they have already included in their list of priorities the creation of succession planning.

Similarly, FGD 2 participants admitted that there is no succession planning and every school observes different policies and procedures in the selection and appointment of academic heads. In fact, the human resource head of School 2 shared that their own policies were violated when a teacher was appointed to an academic position higher than the subject area head without any supervisory experience. This important criterion was not observed for no apparent reason.

In an interview with the administrator of School 2, he agreed that the policies are unclear because they are not documented. The highest decision-making body of the

school observes policies and procedures, but these were never handed down for documentation and communication to the human resource office. He/She claimed that :

“Not documented. All policies are given to the House Council. Siguro hindi naibababa sa HR, sa tao. Here, may nakita ako pero di kumpleto lahat ng departments. At least, in my nine years, nakikita ko na nagiging priority na sya ng mga institutions. Natuto na ang mga institutions natin. I am hopeful na from the learnings we’re going through now. Nakita nila yung realizations na we have to be serious with the documentations, manual, and yun ang utos from above to implement the policies. “

(“Not documented. All policies are given to the House Council. Maybe, they were not handed down to the HR, to the people. Here, I saw but they’re incomplete. At least in my nine years, I see that it will become the priority of the institutions. The institutions learned. They realized that we have to be serious with the documentations, manual, and that is also the order from above to implement the policies.”)

In the case of School 3, the former principal and currently the human resource head shared that the school has changed the policies and procedures in appointing academic heads. He/She said that they used to ask teachers to apply for academic positions and a selection committee evaluates and deliberates the candidates for final decision of the rector. Four years ago, the new administration changed that policy because of the planned organizational re-structuring. He/She explained that :

“May process kaming sinusunod in terms of the aspects kung saan idedeliberate. Maganda ang may committee kasi balanced ang mga members. Usually, pinopost namin na open for application. Kung walang nag-aapply, magrerecommend ang department head. Ang membership ng committee ay institutional galing sa iba’t ibang department at may confidentiality yon. Healthy ang may ganito kasi may iba’t ibang points of view ang makikita mo. Maganda sya. Yun nga lang, natigil ito four years ago kasi inaayos ang selection process. But nasa policy pa rin naming na gagawa pa rin ng committee. Maganda sya pero matagal lang ang process.

Based ito sa mga documents na submitted nila at from the HR office. If you have the criteria, kita mo sa documents nila. Before clear sa amin. Ngayon ok lang ang nangyayari. Sa committee mas clear at di nabuburden ang nasa itaas.”

(“We used to observe a process of deliberation. It is very helpful to have a selection committee with a balanced composition of membership coming from different departments. We observe confidentiality. They evaluate all aspects based on the criteria. If there is a vacancy in supervisory positions, we ask the teachers to apply. If no one applies, we ask the department head to recommend. It is a healthy process because you get to see the different points of view. However, it was stopped four years ago because the selection process was reviewed. But this is still in our policy though we don’t observe it. This kind of process is tedious and lengthy because the submitted documents are carefully reviewed and evaluated. If you have the criteria, you can see them in the documents that they submitted. The process is clear. For now, we changed it and the recommendation will come from the department heads. Soon, when our organizational chart is done, we will go back to the selection committee.”)

The issue on unclear policies and procedures has been discussed seriously in the workshops, focus group discussion and interview. All participants agreed that different policies are observed depending on the current administrators of the school. There is no clear policy developed from the congregation’s administrative office which should have been communicated to every school. They have fully explored the issue by sharing their views and experiences.

With this issue, they strongly proposed for the review and updating of institutional policies and procedures on the selection and appointment of academic heads. The policies and procedures have to be documented and be standardized for all schools.

If the policies are unclear or not observed accordingly, the selection and appointment process will always be subjective. It will demoralize and make the schools unstable. In the study of Brooks and Sutherland (2014), they found that the policy

environment in the Philippines is unstable both national and local levels and this has a profound impact on the way that schools are governed. Due to cronyism, political reasons and a general instability in the school system, school leaders and teachers are transferred frequently. One school involved in the study had seven principals in just one year, as they were each appointed and then moved quickly into more affluent schools after gaining “experience.” At all levels of the system, policies and personnel change dramatically, when a new leader takes charge. It is common for schools to have a huge turnover in teachers when a new principal is appointed and for a similar change to take place when there is a new superintendent. Policies are implemented and enforced in an inequitable and inconsistent manner that lacks transparency.

Boyle et al. (2016) found out that there is no clearinghouse of data about the credentialing requirements of Catholic school principals and other aspects of the job. Requirements for the position reportedly vary from diocese to diocese. As suggested, formalized systems of collaboration (as well as shared resources and tools) among Catholic Institutes of Higher Education could help advance a research-based agenda in this area. Exploring the coalition that exists in the Catholic Higher Education in Support of Catholic Schools professional group as an avenue to develop this sort of collaboration in the service could help to advance this agenda.

Belmonte and Cranston (2009) highlighted the importance of recruiting and appointing principals who have the professional and personal qualities needed to lead Catholic schools effectively. If the Catholic character of schools is to be maintained and nurtured, lay principals, as cultural and spiritual capital need to be not only professionally

competent, but spiritually competent as well. Individuals who witness to the Gospel and are equipped with leadership skills and abilities need to be recruited and encouraged to assume principalship positions in Catholic schools.

The United States National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (2012) emphasized the importance of having clear policies related to succession planning. It stated that the governing body systematizes the policies of the school's operations to ensure fidelity to mission and continuity and sustainability through leadership successions.

2.2. Professional Growth

As the participants were discussing the practices in the selection and appointment of academic heads particularly on the criteria for academic heads, they said that this is also issue in relation to unclear policies and procedures. With no clear criteria and standards, teachers most especially those who have leadership potentials were at a lost and did not engage in professional growth. To those who are in leadership positions, they shared that there was lack of training and preparation and in some schools, no preparation was provided. The issues on professional growth are the lack of educational qualifications and lack of training and preparation.

2.2.1. Lack of Educational Qualifications

In the selection and appointment of academic heads particularly the principal, educational qualifications came up as an issue because only few teachers have master's

degrees. There are excellent and tenured teachers who can become academic heads but cannot be appointed most especially to the principalship due to lack of academic qualifications. In the other academic positions like subject area head and assistant principal, most of those who are currently holding the positions are not master's degree holders. Looking into the ladder of leadership, they will be the next in line and must possess the required educational qualifications.

Due to lack of qualified candidates, the administration was forced to appoint academic heads who did not have the required educational qualifications, but have tenure and excellent or very satisfactory performance. Upon appointment, the academic heads were encouraged to take graduate studies in order to qualify themselves eventually. The participants vividly remembered this case because it was the issue when the principalship was entrusted to the lay people in 2001.

During the FGD 1, this issue was further discussed. The participants recalled that not all schools were able to appoint a lay person as principal in the first year of implementation due to lack of academic qualifications. As a corrective measure, the incoming lay principals were sent to graduate studies through the scholarship program of the religious congregation. According to the members of the human resource compliance team, these principals were appointed because they met the other qualifications particularly tenure and performance. However, after a few years, the lay principals in Schools 1, 3, 4 and 5 were replaced by the religious members of the congregation for failing to earn the master's degree within the required time. It is only School 2 that never had a religious as principal, since the principalship was entrusted to lay people. Attesting

to this situation is the chancellor of the schools who said that this issue is being addressed.

He/She acknowledged that :

“There is already a consciousness among the teachers and members of the religious congregation of the academic qualifications. Perhaps, due to lack of qualified teachers, even those who are not qualified, they are assigned as heads. But they have other qualifications which we considered.”

According to a participant in the FGD 1, he/she remembered a case in School 2, when the lay principal was replaced (by another lay principal) despite his/her tenure and excellent performance for not having a master’s degree. Due to his/her lack of academic qualifications, the accreditation status of the school was put on hold because it is a requirement that principals must have a master’s degree. This has been addressed already since all principals of the five schools are master’s degree holders. However, looking at the leadership pool of the schools, the human resource compliance team said that there is a dearth of future academic heads, particularly principals in Schools 3, 4 and 5 because a significant number of current academic heads have not earned their master’s degree. In fact, the principal of School 3 remains to be a religious due to lack of qualified faculty for the principalship.

During the interviews with the administrators and former principals, the lack of academic qualifications and dearth of future lay principals in the schools as a concern was validated. The reverting of the four schools to religious as principals is indicative of the lack of preparation and action of the administration in seriously implementing this policy. The administrator of School 2 remarked that :

“In-open sa lay. Gawin lay ang principal by not preparing them. It happened in School 1. Inupo nila ay lay na hindi nila prinepare ang tao at nagkagulo-gulo. Discipline, motivation, enrollment bumaba sya. Because of that, natuto na tayo. Naghanda na.”

(“It (position of principal) was opened to the lay by not preparing them. It happened in School. A lay principal was appointed without preparing him/her and problems arose – discipline, motivation, and enrollment went down. Due to that, we learned. We prepared.”)

The provincial administrator also recognized this issue and remembered how the congregation and schools addressed this by employing a corrective measure which was a band-aid solution. He/She shared that :

“Ang naging reality is naghabol. Sa akin, historically, it was a corrective measure kasi walang ready. Yung corrective measure dapat ba laging policy? “

(“The reality was we reacted and did some catching up. Historically, it was a corrective measure because no one was ready. Should corrective measure be always a policy?”)

Academic qualification for private school principals is clearly stipulated in the 2011 Revised Manual of Regulations for Private Schools in Basic Education. Section 56 states that “He/She shall hold a master’s degree and should have at least five years of relevant teaching or of administrative experience.” Similarly, the Department of Education has clearly set the guidelines on the allocation and reclassification of school head positions, as stated in DepEd Order No. 97 s. 2011. One of the bases in the promotion of school head is educational qualification. Specifically, it requires all principals (I to IV) to have a master’s degree in administration, supervision, leadership and management. He/she should have at least a two-year experience as Head Teacher VI.

The lack of academic qualifications led to the dearth of qualified future academic heads in the schools. When the administration selects and appoints academic heads, they find a shallow bench that makes them consider other criteria like tenure and performance. This is also indicative of the minimal engagement for professional growth. The on-and-off scholarship program and plans of the congregation for future academic heads brought about instability of having lay principals. Zepeda et al. (2010) revealed in their study the importance of developing aspiring and existing leaders, and seen as an important part in the succession process. The learning of the organizational culture and addressing the “who, what, when, where, why, and how” of the operations and functions of the school system took place through both the leadership academy and the formal mentoring programs – a key component to the effective socialization of new principals.

2.2.2. Lack of Training and Preparation

Another issue identified by the participants from the five schools is lack of leadership training and preparation for academic heads. They claimed that teachers are appointed to academic supervisory positions, despite lacking experience (tenure) and training particularly on leadership and supervision. Since most of the participants are academic heads, they have observed that many were unprepared when they were appointed. There were no orientation and formal training. They had to find their way and do things on their own. A workshop participant from School 4 sadly shared his/her experience. He/She remembered that :

“Actually, kawawa din ang tao na nabibigyan ng position na bigla kasi hindi sya na-prepare, pangalawa walang transition. From the

scratch nagumpisa ka pero di ko alam kung saan ako mag-uumpisa kasi I have nothing kasi back to zero ka. Tapos kung di ka na-prepare dun magugulat ka. Then marami silang hihingin na requirements sa yo. Sandali parang di naman ako na-prepare for that. Pangalawa wala naman na-turn over sa kin from dun sa pinalitan ko. Saan ako mag-uumpisa. Walang turnover.”

(“Actually, I pity those who were given the position unexpectedly and suddenly for they were not prepared. Second, there was no transition. I started from scratch and I didn’t know where to start because I felt I was back to zero. After I have assumed the position, the superiors asked for many requirements. I was not prepared for it. There was no turnover.”)

The non-existence of plans and programs on leadership development led also to the unexpected departure of those who were groomed to assume future leadership roles. A workshop participant from School 5 remembered how it affected them particularly in filling the academic leadership positions. He/She recalled that :

“May ginawang teacher na area head pero mas gugustuhin pa nyang magturo kasi hindi po sya for leadership. Kasi hinahanap-hanap mo yung advisory class, yung pagtuturo. Kaya naubusan kami nung nasa posisyon, yung pinag-aral, tulad ng SATTI scholarship, nasan na yung kasama ko, wala na. Sana sila ang susunod kaso lumipat na sila and they have positions there.”

(“A teacher was appointed subject area head but he/she prefers to teach because leadership is not for him/her. He/She is looking for his/her advisory class and teaching. Due to this attitude, there was a need to fill the vacant positions. Sad to say, those who were sent to graduate studies through scholarship (SATTI) left. They were supposed to be the academic heads but they transferred and they are occupying academic head positions in their present schools.”)

When asked about the preparation that the administration provides for future leaders, School 4 participants immediately said that there are none. In School 2, a workshop participant confirmed the lack of training and preparation. He/She said that

there were some trainings and preparations but they practically did not help him/her.

He/She explained that:

“To really have that training for that position. If they are eyeing someone for a particular position, dapat priniprepay sya for that like sa principal. Kasi very generic ang mga training na ginagawa. At the end of the day, pinasok ko na yan kaya aalamin ko. Maybe I have the qualifications pero yung experience ng pagiging principal wala pa. Yung mga kailangan gawin, orientation ay missing. I was given the job description and guided din ako. Scholar din ako ng school. Nung naging APAA (Assistant Principal for Academic Affairs) sya, but she was not trained.”

(“It is important really to have that training for that position. If they are eyeing someone for a particular position, they should prepare him/her like the principalship. The training provided are very generic. At the end of the day, I have no choice but to learn about the work because I accepted the appointment. Maybe I have the qualifications but I don’t have the experience of being a principal. There is no orientation on what needs to be done. I was given the job description and I was also guided din. I am also a scholar. But when he/she was appointed APAA, she was not trained.”)

These experiences are supported by De Guzman et al. (2007) when they found out in their study that while exposure to graduate studies and other forms of professional development bring the concepts and axioms of school leadership, the experiences of every school principal provides balance in any theoretical learning he/she gains.

In the focus group discussions, FGD 1 participants confirmed that there is no existing specific program to prepare future academic heads in any of the five schools. They validated the issues identified in the workshops on training and development like unpreparedness for the position, no formal training for incoming academic heads, no orientation, no formal turnover of responsibilities, new academic leaders do things on their own and need to make the next set of leaders educationally qualified. According to the four

religious directors who have served either as rector, principal or spiritual moderators in at least three of the five schools, there is a need to create an induction program for incoming and new academic heads. They suggested that mentoring as an important preparation for future academic heads must be included in the induction program. The induction program should be a formal preparatory training for incoming heads and teachers who have been identified as successors. In support of the induction program, a participant of the FGD 1 highlighted the importance of capacity building. He/She mentioned that :

“In Singapore, one has to take the six-month induction program before he can be appointed as principal. In our case, the training program must be strategic. It is not only referring to one person but to a group.”

Similarly, the FGD 2 participants claimed that incoming heads are caught by surprise with the appointment and there is little time for preparation, transition and turnover of responsibilities. A participant suggested that :

“Dapat magkaroon ng transition protocol. Within six months, ano ang gagawin nya sa transfer? May susundin na gagawin ang outgoing and incoming. Transition protocol will be included in the induction program for academic heads. “

(“We need to have a transition protocol. Within six months before assuming the office, what will be done in the transition that will be done by the outgoing and incoming head. Transition protocol will be included in the induction program for academic head.”)

The aforementioned issues and testimonies were validated during the interviews.

A former principal and currently, the human resource head of School 3 recalled his/her

experience and cited the lack of training and preparation when appointed to the position of principal. Based on his/her experience, he/she shared that :

“On training and development. Need ang theories. I am more on mentoring. It so happened na nung first year ko nung principal ng School 2 that time who is a friend, every now and then nagcoconsult ako sa kanya. Yung dati kong Rector na naging principal din. Yung nakapaligid sa akin nakatulong sa akin.”
(“Of course, training and preparation are important. I agree that we need to learn about leadership theories but I value mentoring. I experienced it in an informal way. It so happened that during my first year as principal I was surrounded by religious and lay educators who became principals. They assisted and guided me.”)

These insights and experiences are supported by Belmonte and Cranston (2009). In their study, all principals identified that in the early years of their leadership, they relied on the advice and support of more experienced principals. Mentoring arrangements, whereby experienced practitioners provide advice and support to new principals, could be developed to provide a means of initiating and enhancing the professional development of beginning educational leaders and at the same time, reduce the level of professional isolation and loneliness. Effective mentoring systems offer a solution to preparing aspiring principals better, such that the focus for school administrators really needs to be on how to implement these best within the context of each diocese.

The director for pastoral affairs of the religious congregation acknowledged the absence of training and development. He suggested and argued that :

“Ang HR dapat may leadership development program to prepare future leaders. Whether at the end maging leader sya o hindi, ok na yon. Inangat mo yung kanyang antas. “

(“The HR should have a leadership development program to prepare

future leaders. Whether those teachers will end as our leaders or not, it is important to have one. By providing it, you lift them up.”)

The provincial administrator recalled the history of opening the principalship to the lay and the issue on academic qualifications. As part of their preparation, they were sent to graduate school after their appointment. He/She realized that a corrective measure was observed to address what was lacking in implementing this decision. Until now, this corrective measure is still being observed which shows that there is lack of training and development for future academic leaders.

Analyzing the data gathered from the workshops, focus group discussions and interviews, the comments and insights are similar which pertain to lack of training and development for future academic heads. All participants acknowledged the absence of a formal leadership training program and preparation which resulted to experiencing the same problems. As mentioned by a former principal from School 2, the quality of instruction depends on the quality of supervision. Without leadership training for incoming heads, the quality of supervision and instruction will be at risk. This issue can be attributed to the importance of professional growth for future and current academic heads. The support of the administration for professional growth most especially for future and current academic heads be strengthened in order to

These experiences and situations on the lack of training and preparation of academic heads were also the experiences in Catholic schools in the United States. According to Rieckhoff (2014), despite the various and multiple roles undertaken by Catholic school leaders, no standardized model is used to support and apprentice a

principal in these key areas of leadership. There is no set of guidelines to suggest how principals should be mentored in the four main areas of their work. Current principal mentoring practices in Catholic schools have taken on a variety of forms, at times limited by available resources and funding. Peer mentoring involves a veteran principal being paired with a new principal. This model is dependent upon the success of the partnership of these individuals, as well as trust and comfort established in the process. Additionally, the content of this mentoring depends on the individual needs and concerns addressed by the novice principal. Time must be set aside when both principals are available, thereby taking them away from their primary leadership responsibilities.

Similarly, Nuzzi (2015) cited the concerns of Catholic schools in the United States particularly on succession planning. He pointed out the importance of training and development particularly in developing the skills of potential leaders through planned work experiences, job rotation and sharing, special projects and other challenging assignments. Feedback mechanisms are also needed to communicate openly and honestly about progress, success, shortcoming or pitfalls.

In Australia, the preparation for principalship in Catholic Schools was lacking. Belmonte and Cranston (2009) found out in their study that despite the critical role they play in their school contexts, principals in this study indicated that they lacked preparation for the position. Principals of small schools in particular found that a lack of formal preparation and experience in managerial and administrative aspects of their role made their transition into formal leadership positions difficult. Further, all principals noted that attention to their ongoing formation was lacking.

Mentoring as an important leadership training and preparation is supported by Tichy et al. (2010). They found that coaching and mentoring are important elements in ensuring the ongoing sustainability of positive leadership pipeline management and development. Specifically, an increased shift to internal coaching and mentoring is producing increased benefits for lines of business and the organizations. While formal leadership programs are still important, it is the ability to skillfully interweave a 'leaders teaching other leaders' approach that ensures business strategy and business results are inextricably embedded into the fabric of the organization.

Similarly, Maxwell (2007) said that leadership development is important for organizations to thrive and achieve its mission. He emphasized that leadership development compounds. The more you invest in people and the longer you do it, the greater the growth and the higher the return. Leaders who develop leaders experience an incredible multiplication effect in their organizations that can be achieved in no other way – not by increasing resources, reducing costs, increasing profit margins, improving systems, implementing quality procedures or doing anything else. The only way to experience an explosive level of growth is to do the math – leader's math.

The provision for continuous leadership development is important. Based on his study, Beloy (2016) identified the need to establish a more comprehensive system for continuous enhancement of principals, particularly through mentoring. He recommended a complete mentoring and monitoring mechanism for the newly appointed principals with management practice-oriented courses that would further develop their leadership

potentials. Therefore, to make the future and present academic heads more qualified and competent, the school should strengthen its leadership development program.

2.3. Spirituality and Culture

Aside from the issues on professional growth, the participants identified spirituality which is also the culture of the school as another issue related to lack of training and preparation, and reluctance to accept. Training and preparation of future academic heads must include both professional and character formation. In the context of the five sectarian schools, included in the spiritual formation is the character formation. Without a supportive and nurturing environment enhanced by spirituality, teachers will not grow spiritually and become committed to serve as partners and leaders of the institution in education.

2.3.1. Lack of Training and Preparation

According to the participants, training and preparation do not only refer to the professional preparation of teachers. Primarily, it refers to the spiritual formation that will make the future academic heads imbibe the spirit and charism of the founder of the congregation. A former principal of School 2 who is the head of the institutional affairs office pointed out that :

“More than training and development, spiritual formation must be there. This is the peculiarity of the culture. How can a very professional not really engage, imbibe the culture or spirituality of the institution and be an effective minister or agent of transforming the whole institution namely the students, parents and teachers if he has not embraced the elements of spirituality.”

This is validated by a participant from the FGD 1 who said that every leader needs not only educational preparation but also emotional and psychological preparation. This includes spiritual formation which is part of the culture of the school. Another participant from FGD 1 said that :

“Spirituality refers to the educational environment. We are not a generic institution.”

The director for pastoral affairs highlighted that the school is an apostolate which is the culture of the school. He/She shared that :

Sa akin, ang problema minsan sa ating religious, sayang naman di siya nagtuloy sa atin. Anong kabutihan ang binibigay natin sa kapwa? Mabuti yan, mamumunga yan, kesa sa atin yan o hindi. That's how we approach schools. Our school is an apostolate. It is not a business. Sa business, nag-invest ako, dapat may makuha akong profit sa kanya. Sa akin, investment ka, pag ang profit yan ay sa school man o hindi, ang importante ay nahubog mo ang tao. Masyado kasi ang pananaw natin ay tit-for-tat. Kaya may attitude ang tao na ayaw ko na kasi may responsibility ako. Dapat ang teachers lalo na ang mga may dream, they know that they will be helped to achieve that dream of leadership whether in our school or not. That is our contribution na sa kanila. “

(“To me, the problem with us religious is regretting that the teacher did not continue working with us. What good have we given them? That is good. It will bear fruit whether the teacher stays with us or not. That's how we approach schools. Our school is an apostolate and not a business. In business, we invest because we'll profit. To me, the teacher is an investment whether he stays with us or not. What is important is we have formed the teacher. The problem is our profit mentality when we invest. This is the reason why teachers have the attitude of not accepting bigger responsibilities. Teachers, most especially those who have dreams of becoming educational leaders should know that they will be helped to achieve that dream whether in our school or not. This is our contribution to them.”)

In relation to the spiritual formation and culture of the school, the administrator of School 2 highlighted about the importance of spiritual formation where teachers personal vision is in line with the school's vision. He/She said that :

“Spirituality is important for the future leaders of the institution. I agree in using the lay mission partner’s profile as basis in making the spiritual program. Yung growing in your profession, kinukuha mo as a personal responsibility. Kailangan may dream ang bawat teacher. May patutunguhan ba ako. Kaya ang mga schools may mga five-year plan. As a department eto ang plan namin. As a faculty ito ang plan ko. From there, nakikita nya na may plan para sa kanila ang institution. I am part of the progress plan of the school.”

(“Spirituality is important for the future leaders of the institution. I agree in using the lay mission partner’s profile as basis in making the spiritual program. Growing in your profession is a personal responsibility. Every teacher must have a dream. Schools have a five-year plan. As a department, this is our plan. As a faculty, this is my plan. From there, they will find out that the school has a plan for them. They are part of the progress plan of the school.”)

The human resource head and former principal of School 3 attested to the importance of spiritual formation in preparing him/her as principal. He/She confirmed that:

“Umattend ako ng formation for five years kahit paulit-ulit. Na-realize ko na hindi mo pala ma-aabsorb and maiintindihan ng isang taon lang. Paulit-ulit for five years para mas maintindihan at magawa. Kailangan to reinforce ang spiritual formation kasi maganda ang nagawa sa akin. Yung iba dahil kulang sa formation o di na-imbibe, masho-shock ka sa morals at points of view nila. “

(“I attended the formation for five years though it was repetitive. I realized that it cannot be understood or imbibed in just one year. For five years, it should be repetitive in order to be understood and applied. It is important to reinforce the spiritual formation because it helped me a lot. For the other teachers who have not imbibed or lacked the formation, you will be shocked about their moral point of view.”)

Having a faith leadership formation is proposed by Neidhart and Lamb (2016). In their study on school identity and leadership formation for Catholic schools, they argue that this contemporary concern for Catholic school identity and leadership formation represents a positive development. At the same time, there are inherent dangers in the imposition of a generic Catholic school identity and a “one size fits all.” Thus, they concluded by offering a model for faith leadership formation that seeks to minimize these dangers. As in more traditional professional development programs, there is an emphasis on knowledge acquisition, skill development and attitudinal change. However, this model suggests a practical approach to leadership formation that begins with a real life faith issue and involves equal measures of prayerful self-reflection, academic study, social interaction and reflective practice. They recommend that Catholic education authorities continue to contend with the challenge of faith leadership and consider this model of leadership formation as a possible way forward. This is a matter of urgency, as research suggests that the success and sustainability of the Catholic school depends on capable faith leadership into the future.

2.3.2. Reluctance to Accept

The participants concurred that reluctance to accept the appointment as academic head is an issue which can be attributed to the lack of training and formation. The administrator of School 2 remembered when the principalship was given to the lay without any preparation. He/she shared that :

“Ready na kami ibigay ang position sa lay but nobody wants to accept

kasi natatakot sila sa responsibility na ibibigay, if they are prepared or not, kung kakayanin nila o hindi.”

(“We were ready to give the position to the lay but nobody wanted to accept because they were afraid of the responsibilities. They did not have the confidence and they doubt their readiness.”)

Aside from professional training and preparation, spiritual formation and culture of the school play a significant role in the decision-making of the academic heads. The incoming principal from School 5 said that though they initially refused to accept the position, it is their commitment and fidelity to the institution that prompted them to accept the responsibility. He/She explained that :

“Dyan naglalaro ang family spirit. Inaayawan mo later or ma-rerealize mo na identified ka na dun. Overruled na rin yung idea na mahirap ito, di ko ito gusto. So sa spirit ng system matatakpan yung mga ganun kulang ito di properly renumerated.”

(“It is where the family spirit plays an important role. Initially, you don’t want to accept the position but you realize that it is for the school. It overrules the idea that it is difficult, that I don’t like it. The spirit of the system makes you understand that it is for the school, even though you are renumerated properly. It is your love for the institution more than your educational qualifications.”)

A workshop participant from School 5 also concurred that the spiritual formation and commitment to the institution were the primary reasons for accepting the appointment despite lacking the needed leadership training and preparation. He/She shared that :

“On my part based on my observation and experience, saludo naman ako sa grupong ito at sa mga teachers na nagtagal inspite the fact sa mga maraming opportunities na meron sa labas. They remained not only as loyal at umiiral yung strong commitment nila sa school. Kung may reluctance, sa pakiramdam ko naman ay na-imbibe ng karamihan sa amin ang obedience. We refuse to accept despite ng mga agam-agam we still accept the post kasi umiiral yung commitment at pagmamahal sa eskwelahan and one thing is the value of the family and not the compensation. Iniisip ko na lang yung reward not here on

earth. Iniisip ko na lang yung salvation na itinuturo. As HR, yung mga naiwan na dito, naisip ko pag nawala na ang ito, sino ang maghahandle ng school na katapat nila, na pinagsilbihan nila yung school. Sa pakiramdam ko, nagmomove on kami not because of the remuneration part. In fact may narinig ako na isa na naka-five years pa lang sya. She told me na di ako nagsasalita ng patapos kasi who knows baka in the future mag apply din ako sa public dahil matindi ang tukso. Kahit pinapaaral ko ang kapatid ko, ilang years na ko dito, so far ang laki na ng tulong, gagraduate na ang kapatid ko. Sometimes, it's not the compensation but how we manage our income. Nakikita ko sa kanya na ang pagiging educator based sa spirituality ng school and hopefully dumami sila para may mga maiwan na tutulong sa mga kaparian sa eskwelahan."

("Based on my observation and experience, I salute this group of academic heads and all teachers who have stayed despite the many opportunities. They have remained loyal and committed to the school. If there is any reluctancy, I felt that many have imbibed the value of obedience. We refuse to accept but we accepted the post because of our commitment and love for the school. Another is the value of family and not the compensation. I think of the reward not here on earth but the salvation that they have taught. As human resource head, I think about the time when those who are still here today have retired. Who will take care of the school like the way that they are serving the school? I feel that we are moving on not because of remuneration. In fact, I heard from a teacher who has been with the school for five years if she will leave for the public school because of temptation. Despite paying her brother's tuition fee, she gets the needed help and her brother is about to graduate. Sometimes, it's not the compensation but how we manage our income. I see in her the spirituality of an educator who has imbibed the spirit and charism of the founder. I hope that their tribe will increase so that there will be more who will help the priests in the school.")

The necessity of spiritual formation for academic heads was emphasized by Ridder (2013) in the study about first-year Catholic school principals. He said that those participants who did not have the experience of growing up Catholic and attending a Catholic school, the frustration of being unprepared to be the spiritual leader at the school was evident. Likewise, some of the participants discussed how they did not believe they could have been a spiritual leader on their own. As a way to combat the dilemma of poor preparation for aspiring Catholic school principals (ACSPs), Brock and Grady (2012)

supported the idea of ACSPs receiving preparation in spiritual and theological formation, as well as preparation in management and training in academic administration.

According to Rieckhoff (2014), existing structures are in place, which can assist leaders; improvements at the beginning stages of training, such as in principal preparation programs and throughout their careers can address these challenges. Central to the principal's role is that of faith leader and helping others with faith development. Principals understand the Catholic mission and how it impacts their decision-making. They appreciate the significance of serving as the leader of learning, while building the culture and community within their schools. In an era when so much has been placed on the shoulders of the principal, the need for ongoing mentoring and supports becomes essential. The continued success and development of the principal is connected to supports and systematic processes for their growth and expertise in the position.

The spirituality of the school is also its culture. According to Boyle et al (2016), if Catholic schools are to continue to be distinguished by their strong faith communities and not become private schools characterized as schools of academic excellence and a religious memory, attention must be given to faith leadership and how it is being developed in school leadership. Theisen (2016) also found out in his study that for Catholic schools, in particular, to remain relevant in the 21st century, leadership development needs must take into account continuity of religious identity and institutional culture when preparing novice administrators.

2.4. Motivation

Academic heads who were initially reluctant to accept the appointment said that the spiritual formation and culture of the school influenced them to take leadership roles. But the question about reluctancy is related to motivation. Despite the prestige and power attached to the position, they are not immediately attracted to it. The workshop participants admitted that there was a reluctance to accept the appointment as academic heads due to lack of training and confidence. Academic heads have not been prepared to assume leadership roles. In most cases, the position is offered with a short notice and little time for preparation. Caught by surprise, they had to ask themselves if they are qualified for the supervisory role. Aside from this, they refuse to accept the appointment because of the responsibilities attached to the position, including the pressures and stresses. Some even don't take graduate studies or attend seminars intentionally for fear of being appointed as an academic head. Regarding compensation, they don't find it attractive and commensurate to the position, considering how stressful the work is.

A participant from School 2 remembered his/her apprehension, when the position was offered to him/her. He/She shared that :

“Nandun yung apprehension bakit ikaw ang tinawag. Kasi parang kulang na kulang ang preparation.”

(“The apprehension was there when I was called. Truly, I really lacked the needed training.”)

The lack of foresight of the administration, particularly in terms of preparing future academic leaders is the emerging reason for declining the position. Interestingly, in the workshop in School 5, seven (7) out of eight (8) participants initially said that there were no

issues encountered in the selection and appointment of academic heads. During the oral testimonies, the only participant who admitted that reluctance to accept is the issue candidly confronted his/her colleagues. He/She specified that they declined initially when the academic position was offered. The seven participants nodded and confirmed the issue. He/She explained that :

“I was just wondering all of us in general. Do we really like to succeed dun sa mababakante? Dun sa sagot nila na none, I answered reluctance to accept. Based on what I heard, what I’ve seen, there was a time that the position of principal was offered to the deputies, ayaw nila. Even the position of subject area head, ayaw din. Walang may gusto. I was just thinking that in the public school, the teachers would study and pay the expenses on their own. They said na I will pay because in the end these points for me there will I become next in line, I will be ready. Sa amin po, kahit umattend ng seminar for free, there is always reluctance on their part. I have seen positions offered to different persons, they are always reluctant. It took time for these people to say yes. Yet all are reluctant, I am wondering why? Kung tutuusin for me, this is an affirmation for me that I am doing something good that’s why the school is elevating me. Pero bakit ayaw? More often than not, they are reluctant. We could have a succession plan, if no one wants to succeed, it will be useless. What about that position? How come no one will aspire? Most of us teachers mas kuntento pa magturo, rather than sa position na hindi kami nagtuturo.”

(“I was just wondering if all of us in general really like to succeed the vacated academic position. In their answer earlier, they said that there were no issues. I answered reluctance to accept because based on what I heard and what I’ve seen, there was a time that the position of principal was offered to the deputies. They all declined. Even the position of subject area head, they also declined. No one wants to be an academic head. I was just thinking that in the public school, teachers would study and pay the expenses on their own. They know that they will earn points and will be credited to them. When the time comes, they will be next in line. They will be ready. In our case, even if we are asked to attend the seminars for free, there is always the reluctance on their part. I have seen positions offered to different persons but they are always reluctant. It took time for these people to say “Yes.” Yet, all are reluctant, I am wondering why? Personally, I see this is as an affirmation for me that I am doing something good that’s why the school is elevating me. But why do they refuse? More often than not, they are reluctant. We could have a

succession plan but if no one wants to succeed, it will be useless. What about that position? How come no one aspires? Most of us teachers, we are more contented to teach than to assume academic leadership roles.”)

The participants also pointed out that it is more of a personal issue and not an organizational one. They have no problems, in terms of their relationship with their religious administrators. It is just that they feel ill-equipped for the leadership roles despite having served the school for more than ten years and have already embraced the culture of the institution. They feel the lack of leadership competencies for supervisory roles.

Aside from the feeling of inadequacy of the lay persons, there are teachers and staff who still prefer the religious to be principal, despite having it opened to the lay, since 2001. A former principal from School 2 shared that :

“Because of the image of a priest as someone in authority, even those qualified would rather not take the position.”

A participant from the FGD 1 also shared the same insight, but supported the new policy. He/She mentioned that :

“It can happen that this is an impression. Father, gusto namin na religious ang principal as there are teachers who are expressing that. But I said that we are already moving forward. “Gusto” is subjective. “
(“It can happen that this is an impression. There are teachers who want the religious to be the principal, rather than the lay. But I said that we are already moving forward. “Gusto” is subjective.”)

Despite the prestige, authority and privileges that come with the leadership position, teachers do not find it attractive because of the requirements, demands and responsibilities of the position. The participants said that they would rather avoid the stress than accept the

appointment. However, they said that teachers may reconsider taking the leadership role, if there is good compensation. A workshop participant from School 5 said that :

“Kasi kami ang nangyayari dito, pag binibigay ang trabaho, inaayawan. Di namin habol ang posisyon pati ang remuneration pero importante din ‘yon. Di namin pinag-aawayan kung sino ang magiging principal. Inaayawan actually yan. Alam naming kung anong trabaho yan eh. Di ka naman mag-eenjoy. That is just one. Marami namang paraan dyan para ma-grab yan. Isa sigurong paraan para di ayawan ay magbigay ng position pay na attractive.”
 (“In our case, what happens is we refuse to accept the appointment. We are not after any position including the remuneration, but that is also important. We do not compete for the principalship. Actually, we don’t like it because of the demands of the position. You won’t enjoy. That is just one. There are several ways for teachers to accept the position. One of them is to give an attractive position pay.”)

This is also the perception of a participant in the FGD 1. He/She said that:

“They do not apply because of the responsibilities. Less ang stress. At may consideration sa compensation.”

(“They do not apply because of the responsibilities. There is less stress and they also consider the compensation.”)

The demanding duties and responsibilities of Catholic principals make the position unattractive to those who aspire for it. In the study of Fraser & Brock (2006), they found out that the drawbacks were isolation, stress, insufficient remuneration, staff issues, disgruntled, unchurched, and demanding parents, interfering pastor, lack of support and trust from the employing authority, lack of recognition, clarity of roles and responsibilities, growth of responsibilities within principal’s role, non-educational aspects of many new responsibilities, employing authority acting as conduit for government departments, responsibilities with little

relationship to teaching and learning and inadequate support to children with special needs, legal situations and unprofessional staff.

The unpreparedness for the leadership role is marked by lack of training of the candidates. They are reluctant to accept because they feel inadequate in fulfilling the responsibilities. The participants of the focus group discussion and interview acknowledged the issue of unpreparedness.

Though the position of principalship is considered a promotion, the demanding duties and responsibilities of principals make it unattractive to teachers. In the study of Belmonte and Cranston (2009), it demonstrated that principals were overwhelmed with an ever-expanding list of duties and expectations. The interloping into family time and the lack of quality of life relating to the principalship were key issues identified by all principals. There were growing expectations placed on principals that were placing undue stress on personal relationships and in some cases, affecting the health and well-being of principals.

These issues and concerns will be addressed through a well-prepared succession plan. The objectivity in the selection and appointment of academic heads is important for it leads to having the most qualified and competent educational leader. This cannot be achieved if the policies and procedures are unclear which will make the administration decide in a very subjective manner. Succession planning will address and settle this issue for it will make the policies and procedures clearer and objective, and provide guidance to the academic community particularly the administration in making a decision. When the policies and procedures are unclear, it will be open to biases and criticisms from the stakeholders due to a

subjective decision. This is supported by the study of Palmer (2014). He found out that the use of ambiguous criteria coupled with subjective procedures opens the door for fairness issues. If the selection criteria are not well-specified and the procedures used mostly rely on intuition and perception, decision-makers can in essence select any candidate they choose regardless of quality.

Succession planning will promote professional growth for it will make the future leaders aspire and prepare professionally for leadership roles. The lack of educational qualifications including training and preparation of academic heads will be addressed by succession planning. Teachers will take graduate studies, attend seminars and workshops, and engage in active participation in professional organizations and research work to qualify themselves for the position. On the other hand, the administration will develop, provide, and implement leadership preparation programs like the induction program for future leaders. Eventually, these future leaders will become prepared and competent when they assume supervisory roles. In the study of the Australian Institute for Teaching and School Leadership (2015), it found out that excellent school leaders are fundamental to a high-quality education system. A sustained focus on the professional growth of school leaders will support the achievement of the vision for all young Australians to become successful learners, confident and creative individuals, and active and informed citizens. Successful schools provide their students and communities with a solid foundation in a rapidly changing world and this requires leaders with strength and substance. The role of the school principal, as defined in the Australian Professional Standard for Principals (the Standard), is complex and evolving. With increasing principal autonomy, there are greater opportunities for and demands on principals

to make good decisions at the local level and this has implications for the development of a corresponding leadership skill set. If every school leader is to create a culture where teachers and students thrive, they require effective preparation that builds this leadership capability and supports high performance in increasingly decentralized settings.

Aside from the professional growth of the teachers, the spiritual growth will also be addressed by succession planning. As mentioned by the participants, it has to be deeper and more meaningful for it makes an impact in the preparation and motivation in taking leadership roles in the future. According to Belmonte and Cranston (2009), in nurturing a Catholic character in their schools, lay principals need to specify more explicitly the elements that constitute a Catholic school. With the previous cultural symbols of Catholic schools namely the presence of religious brothers, sisters, and priests diminishing, a conscious effort for promoting and preserving the Catholic character of schools appears fundamental.

Therefore, through succession planning, the need for ongoing opportunities for the spiritual growth and development of Catholic school principals can be addressed. Although principals themselves acknowledged that they had a significant responsibility for their own faith formation, they identified that diocesan agencies, such as Catholic education offices, too, have a responsibility to facilitate and support the spiritual as well as the professional growth of principals. In the past, when the overwhelming majority of principals were vowed religious, spiritual opportunities were provided by religious congregations and inherent in the religious lifestyle. This is no longer the case. Catholic school leaders at all levels should collaborate to ensure that spiritual development opportunities are part of the professional development of Catholic school principals. The continuation of Catholic schools with strong

Catholic character necessitates leaders who have high levels of cultural and spiritual capital. For this to occur, Catholic school principals need to keep Christ at the center of their own lives as well as at the center of their schools.

In terms of making the future leaders aspire and be motivated to take leadership roles in the future, teachers have to feel that they are supported and part of the vision-mission of the institution. There should be a clear career growth for teachers in their academic rank and positions. The policies and procedures on reclassification including incentives for academic head positions must be clear and encouraging for it will provide leadership sustainability. Succession planning will make this happen for it will look into these concerns. This is supported by Calareso (2013) who said that such a succession plan engenders loyalty and stability. Employees who know that they are destined for increased responsibility and the benefits associated with promotion and advancement tend to remain loyal to the organization. They feel valued and affirmed as employees. This typically provides a level of stability and continuity that benefits the organization in many ways. Incidentally, Rothwell (2010) pointed out that succession planning and management can be a means by which to improve employee morale by encouraging promotion from within. Indeed, promotions from within “permit an organization to utilize the skills and abilities of individuals more effectively, and the opportunity to gain a promotion can serve as an incentive.” Once that goal is achieved, the promoted employee’s example heartens others. Moreover, particularly during times of forced layoffs, promotions from within and “inplacement” (movements from within of individuals otherwise slated for layoff) can boost morale and can help offset the negative effects of “survivor’s syndrome.”

3. Based on the findings, what succession planning model can be developed for the selected private sectarian schools?

The participants identified administration's preference and criteria of selection and appointment of academic heads as the practices observed in the five private sectarian schools. When presented to the participants in the focus group discussions and interviews for comments, they agreed that these are the practices. Corollary to these are the issues and concerns in the selection and appointment of academic heads, which are on objectivity of decision, professional growth, spirituality and culture, and motivation.

When identifying the practices, issues and concerns on the selection and appointment of academic heads, the participants acknowledged the need to have a succession planning to address them. Based on his observation, the researcher felt a sense of urgency from the participants as they discussed the issues and concerns. A workshop participant from School 2 pointed out that :

“Kailangan natin ng succession plan. Na-realize ko yung issue ng results of survey. Sila rin nasusunod at balewala ang survey. There are teachers who are qualified compared dun sa nakaupo. “

(“We need a succession plan. I realized the issue on the results of the survey. But it is the administration that decides and the survey is not considered. There are teachers who are qualified compared to those who are appointed.”)

As they discussed the issues and concerns in the selection and appointment of academic heads, the participants in the workshops, focus group discussions and interviews

also identified the key elements of succession planning. They agreed that succession planning must be anchored on the vision-mission of the schools and the religious congregation. A workshop participant from School 4 pointed out that :

“We believe in the vision-mission of the school and the teachings of the founder. Kaya nga nandito pa kami after more than ten years of service. Lahat ng plano pati ang tungkol sa leadership ay naka-align sa vision-mission ng school.”

(“We believe in the vision of the school and the teachings of the founder. This is the reason why we are still here after more than ten years of service. All plans including those that are related to leadership must be aligned with the vision-mission of the school.”)

In the discussion about the qualifications as an issue, the participants highlighted spirituality as a key element in succession planning. They said that one cannot be an academic head in these schools if they have not imbibed the spirituality and charism of the founder and the religious congregation. A participant from School 5 shared that :

“Pag nandito ka sa school na ito, may isa kang personality na different from other schools. Iba ang school na ito kasi may family spirit which is very important in the set up. Yun na yon eh. Ikaw na yon eh. With that, yung iba na kailangan that we need to qualify for the position and I think yung ibang qualifications will simply follow. Nasa sarili ko na educator ako sa school na ito and I’ll give everything for that and need to acquire for that.”

(“If you are in this school, you have a personality that is different from other schools. This school is different because we have a family spirit which is part of the system. This is it. It is you. With that, if you have this personality, the other criteria will follow. It is already in me that I am an educator from this school and I will do everything to acquire that.”)

To address this qualification, a participant from the FGD 1 suggested the need for a spirituality development program. He/She said that :

“A teacher who has imbibed the spirit and charism of our founder can become an academic head. However, we also have tenured teachers but have not imbibed the spirit and charism of our patron saint. Therefore, we need to form our teachers in the area of spirituality.”

When the participants talked about the issue on policies and procedures, they agreed that it must be clear and included in the personnel policy handbook. It should be included in the succession planning of the schools. A workshop participant from School 4 said that :

“It is not about the person na ilalagay duon pero nung sinasabi ko na plan, paano ba yung proceso; kung documented ba or what?”

(“It is not about the person who will be appointed but about the plan and the process. Is it documented or not?”)

To be included in the policies and procedures is career pathing. The participants said that it will help the teachers grow. A workshop participant from School 3 shared that :

“Ano ang career path niya? Ano ang optimum performance na puedeng ibigay mo? Baka kasi hindi naman promotion ang kailangan. My idea is to get what that person likes for his/her career. Kasi may lumabas na tumatanggi kahit maganda ang performance. Probably the position would not elevate kung saan siya ilalagay, yung career niya could be our scheme or our action so that we could know this.”

(What is his/her career path? What optimum performance can we provide? He/She may not need promotion. My idea is to help that person get something for his/her career. It appears that they refused to accept the position despite his/her good performance. Probably the position would not elevate but his/her career would grow.”)

The issue on training and development must also be addressed. The workshop participants acknowledged the need to have a training and development program for incoming and new academic heads. Teachers are assigned to academic leadership positions without training and preparation. A workshop participant from School 2 said that there is an urgency to have a leadership training and preparation for incoming academic heads. He/She sensed being unfit and felt apprehensive in doing the responsibilities related to the position. He/She expressed that:

“Kailangan na ito. I have been here for thirteen (13) years at naging part na rin ako ng team, and in a key position before. Pero, I have learned all the tricks in the position sa sarili ko lang, through experience. Nandun yung apprehension bakit ikaw ang tinawag. Kasi parang kulang na kulang ang preparation.”

(“This is badly needed (referring to leadership training and preparation). I have been here for thirteen (13) years and became part of the management team particularly in a key position. In doing my responsibilities, I have learned all the tricks about the job on my own and through experience. There was already the apprehension why I was appointed. I really felt that there was an inadequacy in my preparation for the position.”)

A participant from the FGD 1 agreed that this is an issue in all schools and must be addressed. He/She suggested that :

“There is a need for capacity building for our leaders. The training program must be strategic. It is not only referring to one person, but to a group.”

Having discussed openly and honestly the issues and concerns in the selection and appointment of academic heads including how they will be addressed, the workshop participants were asked to identify more specifically the key elements of a succession

planning model for the private sectarian schools. They coded and labeled their responses. The themes were also organized by the researcher based on his observation and knowledge about the issues and concerns in the selection and appointment of academic heads. Table 4 found on page 136 displays the key elements vis-à-vis the steps of succession planning model.

When the key elements of succession planning model for academic heads were presented to the participants of the focus group discussions and interviews, they firmly agreed and acknowledged the importance and urgency in creating a succession planning model. The directors of the educational centers including the administrators interviewed in this study confirmed that the religious congregation is taking a more serious step in addressing this issue on leadership succession. The administrator of School 2 said that it is becoming a priority in the institutions. With the changing mindset of the religious administrators, they acknowledged the need to create a succession plan. In fact, the director for pastoral affairs shared that it was one of the topics that they discussed in the strategic thinking process held last May 15-17, 2019. He/She added that it was participated by the members of the religious congregation and lay principals. When asked about anchoring succession planning on the vision-mission of the religious congregation and schools, they agreed, since all programs, plans, and directions are inspired by the vision-mission.

In consideration of the foregoing discussion on the practices, issues and concerns on the selection and appointment of academic heads, the participants identified the four key elements of succession planning which are shown in Table 4 found on page 135 :

Table 4*Key Elements of Succession Plan Based on Practices, Issues and Concerns*

Key Elements	Issues and Concerns	Practices
Vision-Mission It refers to the school's higher goals or aspirations for the future which can be achieved through its purpose, commitment and values.	Objectivity of Decision Administration's preference Unclear policies and procedures	Administration's preference
Spirituality and Culture It refers to the formation programs on spirituality and teachings of the founder of the religious congregation which is educating and evangelizing the young through the preventive system of education - reason, religion, loving kindness.	Spirituality and Culture Lack of training and preparation Motivation Reluctance to accept	Criteria of selection and appointment
Institutional Policies, Processes, and Procedures It refers to the school's policies, procedures, and organizational set up which govern the decisions, behaviors, involvement, and participation in fulfilling the organization's vision-mission.	Objectivity of Decision Administration's preference Unclear policies and procedures	Administration's preference
Professional Growth It refers to the leadership preparation program and formation for future school leaders that develops their knowledge, skills, and competencies including their personal traits through graduate studies, shadowing, coaching, job assignments, assessment, feedbacking, and on-the-job training.	Professional Growth Lack of educational qualifications Lack of training and preparation Motivation Reluctance to accept	Criteria of selection and appointment

Drawing from the issues and concerns, and the key elements of succession planning as identified by the participants, the steps of a succession planning model are identified and discussed as shown in Table 5 found below.

Table 5

Steps in Succession Plan Based on Key Elements, and Issues and Concerns

Steps	Key Elements	Issues and Concerns
Vision-Mission	Vision-Mission Institutional policies, processes, and procedures	Objectivity of Decision Administration's preference Unclear policies and procedures
Understand the school organizational culture	Spirituality and culture	Spirituality and Culture Lack of training and preparation Reluctance to accept
Build a shared vision and commitment		
Set and implement leadership standards	Institutional policies, processes, and procedures	Objectivity of Decision Administration's preference Unclear policies and procedures
Provide personal and moral development programs	Spirituality and culture	Motivation Reluctance to accept
Provide leadership development programs	Professional growth	Professional Growth Lack of educational qualifications Lack of training and preparation Reluctance to accept
Select and appoint academic heads	Qualified and competent academic heads	Qualified and competent academic heads

It is important that succession planning is anchored on the vision-mission of the school. It should be aimed in helping the institution realize its vision-mission through its programs, policies, and activities. In the study of Canavan (2001), he concluded that the leadership succession planning process will be developed and implemented by clarifying future strategic directions that embrace the vision, mission, culture, and emerging priorities of the school. Nuzzi (2015) added that the leadership succession planning aims to keep the entire organization on mission and not simply to offer stability in a time of crisis. By assuming that every position and leader will someday need to be replaced, LSP anticipates such eventualities and designs position descriptions and job responsibilities with change, growth and progress in mind.

The culture of the school is important to be understood before doing any succession planning. The spirituality of the five schools is also its culture. From the vision-mission to the culture of the organization, the administration will be able to reflect and prepare policies, programs, and activities related to succession planning. Administrators should understand the school organizational culture so that all endeavors on succession planning are culturally fit. In the study of Fancher (2007), she pointed out that organizational culture as a context in the succession planning process. Founders and top executives tend to have prescribed theories of their own about how groups should work and they usually select colleagues and those who report to them who they believe will think and act like them. What these founders pay attention to, measure, and control become primary embedding mechanisms to create an organizational culture which supports the personal values and beliefs of the founder. More specifically, observed criteria for hiring, selection and promotion also serve as primary

embedding mechanisms. Furthermore, organizational processes (i.e., succession planning), structure, rites and rituals, values and physical space act as secondary articulation, or cultural reinforcers. Primary embedding mechanisms must be consistent with secondary cultural reinforcers. If they are not, then secondary cultural reinforcers will be ignored or a source of conflict among organizational members. Additionally, the vast majority of research to date has utilized quantitative, positivistic methods in the study of succession planning which fails to further our understanding of the process itself, situated in its natural environment. This study contributes significantly to current research in that it reveals organizational values, purpose, roles, decision-making criteria, selection, development and promotion of recognized talent as potential heir-apparents within its natural environment. Within this organization, hierarchy, relationships, consensus and results drive the decisions behind how the work gets done.

From the spirituality and culture, the administration can build a shared vision and commitment with the teachers who are the future successors to the realization of the mission. The entire community must be on the same page in terms of the plans and directions of the institution. Their personal vision is aligned with the school's vision-mission. This is emphasized by Canavan (2001) who found out that the clarification and articulation of a school's future strategic direction is the starting point for any leadership succession initiative. Once the strategic intent is clear, leadership competencies can be established and future leaders identified and developed. Included in this strategic intent should be the specific articulation of the culture that binds and motivates the entire organization as a corporate entity. An effective strategic plan will provide a platform for developing staff and leadership

commitment to the vision, mission, culture, and priorities of the organization. Strategic management leads naturally into the preparation of those who will take forward the goals of the organization. This is supported by Hills (2009) who said that people may achieve results but are they doing so, or will they do so, in a way that is consistent with the organization's values. Evaluating cultural fit – how an individuals' values measure up to those of the organization – both before people join and as they take on more responsibility, is vital.

The institutional policies, processes, and procedures particularly the leadership standards should be set and implemented to make the selection and appointment of academic heads objective. Likewise, it will enable the administration to observe a “proactive filling” (succession planning) which is used to build a supply of leaders by anticipating future needs and preparing for vacancies ahead of time. In the Hanover Research (2014) on succession planning, it pointed out the need to set the criteria and other policies. It emphasized that effective succession plans are able to clearly define the assessment standards against which new and experienced administrators are measured. These standards allow districts to continue identifying leadership candidates as needs evolve, thus sustaining the succession programs. Without clear criteria to regulate assessment and qualification standards, districts threaten to return to reactionary hiring practices.

Canavan (2001) added that schools must identify specific competencies incorporating the knowledge, skills, and attitudes required of current and future leaders for all levels of the organization. These competencies must address the vision, mission, culture, and priorities, as well as the strategic direction of the organization. The involvement of a cross-section of staff

in the development of competencies and criteria for various positions should ensure ownership of the outcomes as well as understanding of succession planning.

Ensuring the professional growth of teachers particularly the future academic heads will respond to the issue on lack of training and preparation. Succession planning must include the provision for leadership development program to ensure the readiness of future academic heads when they assume leadership roles. According to the Hanover Research (2014), in order to deepen the candidate pool of qualified successors, districts can identify leadership candidates by providing incremental or smaller leadership opportunities for motivated individuals. Even relatively smaller responsibilities, such as taking on difficult assignments, demonstrate a willingness to develop into a teacher leader, and to contribute to the pool of qualified succession candidates. The diffusion of leadership throughout a district or school not only identifies good leaders and administrators, but it also allows employees to take ownership of their roles. By encouraging career growth and development, succession plans are able to promote effective, motivated leaders.

Similarly, Clark (2015) found out in his study that 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. Related to this is one of the steps identified by

Nuzzi (2015) in the leadership succession planning (for US Catholic schools) which is the creation of a high quality induction program for recently appointed leaders.

Potential academic heads are not always motivated to take leadership roles making them reluctant to accept the appointment. The spirituality and culture of the school are very influential in the commitment of the teachers. Providing them with personal and moral development programs, and for the five sectarian schools, faith and spiritual development programs will assist in making them accept leadership roles. In the study of Baillargeon (2018), he said that faith formation for faculty must be a school priority. One of the important elements of faculty development is that teachers are provided formation in connection to the mission of the school. The way the mission of the school is connected to the ecclesial mission is through faith development. Religious formation is one of the ways to ensure that the teachers are well-prepared to teach the faith. To have a strong Catholic school, there is a need for teachers who understand the mission and work to foster the school's Catholic identity. As spiritual leaders, Catholic school principals have responsibilities in providing opportunities for the school community for spiritual growth, celebration of the faith, and should nurture the faith development of their teachers.

Similarly, Rieckhoff (2015) shared that emphasis needs to be placed on systems to provide support in the managerial and instructional roles, and most importantly, on the faith leader role. This critical work of a Catholic school leader needs to be mentored so that it can develop as well as provide service to the Church. In the study of Escobedo (2014), he found out the importance of faith and spiritual formation for potential principals

in Catholic schools. He said that while acknowledging that there will be a transition between public and Catholic schools, individuals responsible for hiring should realize that spiritual capital is an essential component for the success of any administrator in Catholic schools. Without a strong sense of faith, which can be transferred into practice, potential principals will not be equipped to lead a faith-based institution. The findings of this study may assist universities in their creation of principal preparation programs that currently do not address the concern of working outside the public school setting. As colleges and universities attempt to prepare well-rounded principal candidates to serve in today's schools, it would be beneficial to include coursework on Catholic school leadership as well.

Based on these data, a succession planning model for academic heads for private (sectarian and non-sectarian) and public schools, and in the context of the five private sectarian schools found on page 143 and 144 is developed.

Figure 4. Succession Planning Model for Academic Heads

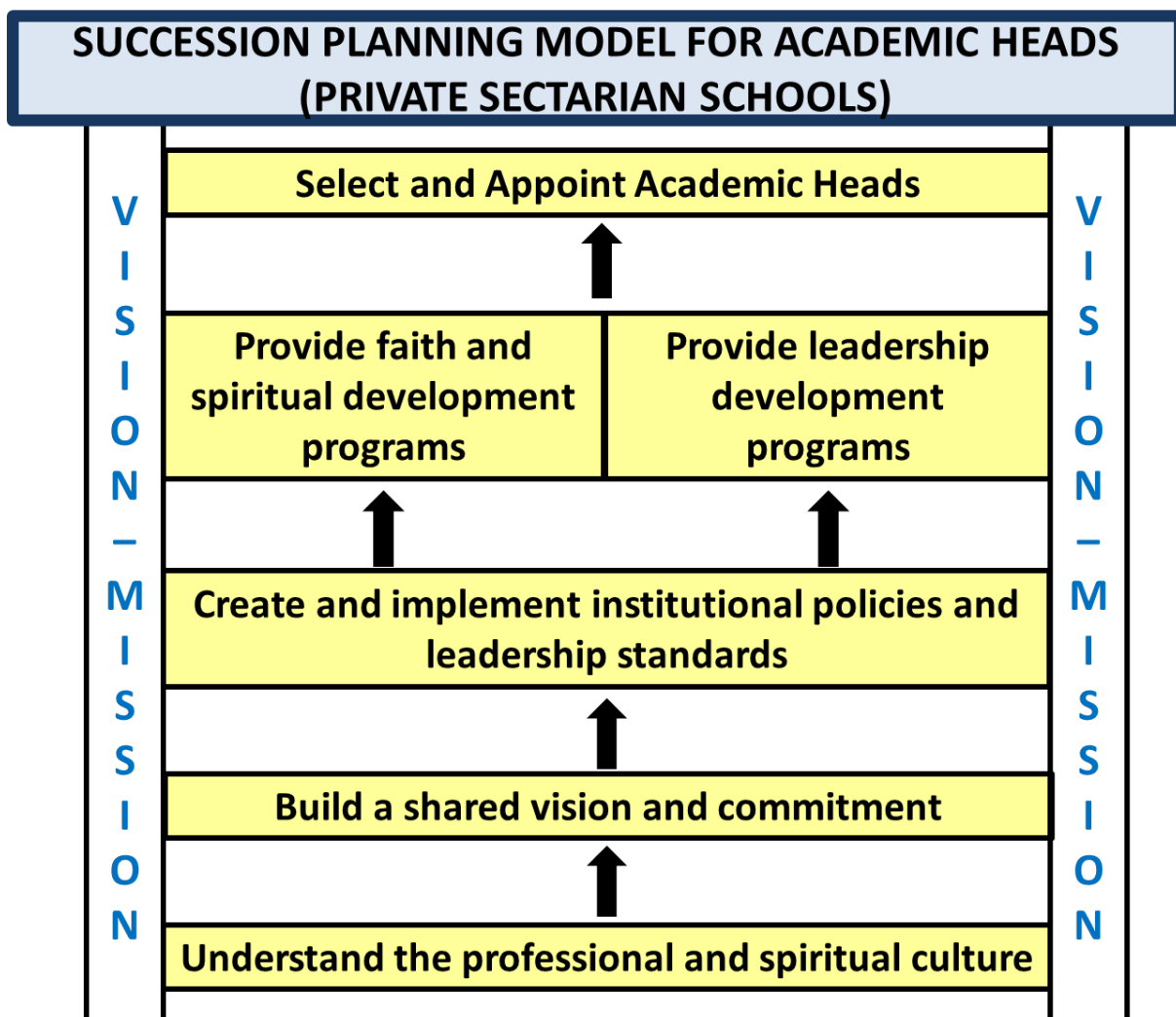


Figure 5. Succession Planning Model for Academic Heads (Private Sectarian Schools)

The following explains the process in succession planning as shown in Figure 4 and Figure 5 found on pages 143 and 144 respectively :

1. The foundation of a succession planning model is the vision-mission of the school. All policies, programs, and activities of the succession plan emanate and should be aligned with the vision-mission and other related institutional programs of the school. This should be communicated and explained clearly to all stakeholders.
2. Once the vision-mission is clear, it is important to understand the school organizational culture. Any succession planning must look into the present culture of the school. The realization of the vision-mission depends on the behavior of the stakeholders. It should also examine the professional and spiritual culture permeating in the school before developing any program related to leadership preparation.
3. A culture of leadership and commitment must be created and developed involving the administration and faculty. The formulation of the vision-mission of the institution and the rationale of the succession plan must be a collaboration between the administration and the faculty. The needs including the issues and concerns on leadership can be identified and resolutions can be made.

4. Institutional policies, processes, and procedures related to leadership and succession planning can be formulated, communicated, and implemented. Likewise, leadership standards are established which will be the basis in the development of faith, spiritual, and leadership programs. A leadership pipeline can be created wherein future academic heads are identified and provided with leadership development programs.
5. Having formulated the institutional policies, processes, and procedures, and leadership standards, faith and spiritual programs are developed and provided to all teachers. Likewise, leadership development programs are developed and provided to teachers who are in the leadership pipeline.
6. When the term of office of the academic heads is about to end or a vacancy occurs, the administration can select and appoint academic heads who are qualified, prepared, motivated, and committed.

The issues and concerns that emerged from the discussions suggest the immediate need to create a succession plan. The administration and teachers acknowledge that leadership succession cannot be left to chance by just quickly appointing the best available person for the position. The replacement process has been backfiring regardless if the principal is a religious or lay. The participants argued that these issues and concerns on leadership continue to surface because they have either been ignored or never been addressed by the administration. During the discussion, they shared that they are seriously giving attention to succession

planning to address the issues and concerns on leadership. Succession planning will provide a step-by-step process that will bring about leadership sustainability for all schools. According to Canavan (2001), it will reduce the likelihood of making a risky appointment and will achieve a smooth leadership transition. Ironically, he added that while the literature on leadership succession is expanding there is some evidence of resistance, with a gap between theory and practice. In Catholic schools, there is not much evidence that they have embraced succession strategies apart from an ardent prayer that there will be someone “out there” somewhere who will be able to fill the vacancy.

In the discussion, the participants also identified the key elements of a succession plan which will address the issues and concerns. Based on the aforementioned steps of the succession planning model discussed earlier, these elements are included in creating a succession plan for the five private sectarian schools. The steps of succession planning leads to the selection and appointment of academic heads who are prepared and formed holistically and in accordance with the needs of the times. Canavan (2001) called out the present generation of educational leaders who are in a position to contribute to the future effectiveness of Catholic schools by making a commitment to the preparation of the next generation of leaders, men and women with a passionate commitment to Jesus and his Gospel. We must take steps to ensure a steady supply of well-prepared, future-oriented leaders. We must develop strategies to enable more women to accept leadership positions. This may well involve reconceptualising some roles, including the principalship to bring them more in harmony with the demands of family and community life.

The following discusses further the process of succession planning model based on the key elements discussed by the participants from the workshops, focus group discussions, and interviews :

3.1. Vision-Mission

From the discussions on the practices including the issues and concerns in the selection and appointment of academic heads, all participants (workshop, focus group discussion, and interview) said that the succession planning model for academic heads (principals and assistant principals) must be anchored on the vision-mission of the religious congregation and each school. The principal from School 1 underscored this point by saying that :

“There is a need to have a succession plan for the success of the vision-mission. All personal agenda and pride must be put aside for the vision-mission of the institutions.”

Citing the importance on anchoring the leadership program on the vision-mission, the director for pastoral affairs pointed out that :

“All our leadership programs should be for the mission. There should always be education and evangelization.”

Anchoring the succession plan on the vision-mission is a must according to Canavan (2013). He said that the clarification and articulation of a school’s future strategic direction is the starting point for any leadership succession initiative. Once the strategic intent is clear, leadership competencies can be established and future leaders identified and developed.

Included in this strategic intent should be the specific articulation of the culture that binds and motivates the entire organization as a corporate entity. An effective strategic plan will provide a platform for developing staff and leadership commitment to the vision, mission, culture and priorities of the organization. Strategic management leads naturally into the preparation of those who will take forward the goals of the organization.

This is also evident in the Philippine Catholic Schools Standards for Basic Education (2016) which states that an excellent Catholic school develops and empowers its personnel to become professional and morally upright individuals, in pursuit of the vision, mission and goals of the school. Therefore, it is important that all plans and programs of the school like the succession plan integrate the vision-mission of the school and the religious congregation, in general.

3.2. Understand the School Organizational Culture

The culture of the school should be understood before taking the necessary steps on leadership development and succession. “The way people do around things here” is a factor in making the succession planning a success. In the case of the five private sectarian schools, the culture of spirituality is the most important factor in their plans, directions, decisions, and actions. In appointing academic heads, the spirituality which is related to the personality and character of the person is strongly considered as an important criterion. The administrator of School 2 acknowledged the importance of the vision-mission in the succession planning for an academic head is part of the mission of the congregation. He/She said that :

“Dapat lay na ang principal, administrators. Spirituality is the number

one qualification. Dapat ang lay principal ay bukas ang pinto na maging cooperator and it means na part ka ng congregation. Hindi ka lang educator ng congregation. You are part of the mission. It is not a job. You are cooperating in the mission of the congregation, of our founder.”

(“The principal and administrator must be lay. Spirituality is the number one qualification. A lay principal must be open in becoming a cooperator of the congregation. This means that he/she is part of the congregation. He/she is not just an educator of the congregation but part of the mission. It is not a job for you cooperate in the mission of the congregation and of our founder.”)

The incoming principal of School 5 attested that the family spirit of the institution which is part of the school’s culture has been very influential in the decisions that they make. He/she shared that:

“Dyan naglalaro ang family spirit. Inaayawan mo. Later on ma-rerealize mo na identified ka na dun. Overruled na rin yung idea na mahirap ito, di ko ito gusto. So, sa spirit ng system matatakpan ‘yung mga ganon. Kulang ito di properly remunerated. Kaya yung personality, qualified ka. May experience ka pero yung heart mo wala dun. Konting shake lang ng situation, bibitawan mo na. That’s how you understand the responsibility.”

(“This is where family spirit come into play. You refuse it. But later, you realize that you are identified with it. You accept and don’t consider it difficult. Thus, the spirit of the system makes it easy. You don’t think about the low remuneration. Because of that personality, you are qualified. There are those with experience but their heart is not there. A little jolt makes the person walk away. This is how we should understand responsibility.”)

The organizational culture can be an obstacle to a successful succession planning. It is imperative that it should be looked into in succession planning. According to Day (2007), trying to implement a formal system with a lot of preparation and paperwork in an informal culture would likely be met with resistance, if not outright hostility. Introducing an informal

system into a highly structured and formal organization may result in the initiative not being taken seriously. There should be some degree of fit between succession management formality and the organization's culture. However, it should be noted that a succession management system can be used as part of a comprehensive organizational change initiative to move the culture from formal to informal or from informal to formal.

The study of Fancher (2007) revealed that organizational culture is an important context with which to study succession planning. Furthermore, cultural alignment, or the alignment of organizational values and beliefs which emanate from the founder with that of organizational processes such as succession planning is a contingency which influences antecedents and succession events. Additionally, the findings of this study suggest that organizational culture plays a role in how the succession event is evaluated.

3.3. Build a Shared Vision and Commitment

By understanding the organizational culture of the school, administrators can discuss the vision-mission of the school with the faculty and staff. It is a way of making everyone part of the direction and mission of the institution which may eventually lead to committing themselves to service. Succession planning needs everyone to be in the same boat with the same mindset. A workshop participant from School 1 pointed out that :

“There is a need to have a succession plan. Ang pinapangalagaan natin ay ‘yung shared vision-mission natin. Dahil sa pride, di tinutuloy. A succession plan can secure that.”

(“There is a need to have a succession plan. What we are taking care of in the schools is our shared-vision mission. Due to pride, this is not being done. A succession plan can secure that.”)

In building a shared vision and commitment with the teachers, the academic heads must be formed according to the vision of the institution. A principal must have strongly imbibed the culture and one with the vision of the institution. The director for pastoral affairs shared that :

“A principal in our schools should be formed according to the teachings of the founder and different from any other principals from any school system. He is an educator and evangelizer. He must take part in the mission early on leading to his commitment to serve the school and students.”

According to Peter Senge (1990), building a shared vision is important in any learning organization. He starts from the position that if any one idea about leadership has inspired organizations for thousands of years, it's the capacity to hold a share picture of the future we seek to create. Such a vision has the power to be uplifting – and to encourage experimentation and innovation. Crucially, it is argued, it can also foster a sense of the long-term, something that is fundamental to the 'fifth discipline'. When there is a genuine vision (as opposed to the all-to-familiar 'vision statement'), people excel and learn, not because they are told to, but because they want to. But many leaders have personal visions that never get translated into shared visions that galvanize an organization... What has been lacking is a discipline for translating vision into shared vision – not a 'cookbook' but a set of principles and guiding practices. The practice of shared vision involves the skills of unearthing shared 'pictures of the future' that foster genuine commitment and enrolment rather than compliance. In mastering this discipline, leaders learn the counter-productiveness of trying to dictate a vision, no matter how heartfelt. Visions spread because of a reinforcing process. Increased clarity,

enthusiasm and commitment rub off on others in the organization. ‘As people talk, the vision grows clearer. As it gets clearer, enthusiasm for its benefits grow’. There are ‘limits to growth’ in this respect, but developing the sorts of mental models outlined above can significantly improve matters. Where organizations can transcend linear and grasp system thinking, there is the possibility of bringing vision to fruition.

3.4. Set and Implement Policies and Leadership Standards

For the entire organization to be guided properly, there should be clear policies and procedures. Without these, the administration and the organization will be at a lost. Therefore, in terms of addressing the issues on lack of academic qualifications, criteria, selection and appointment processes, term of office, unclear policies and procedures, and superior’s preference and decision, all participants proposed to include institutional policies and procedures as one of the key areas of the succession plan for the five private sectarian schools. These policies and procedures have to be communicated, documented and included in all personnel handbooks and manuals for the five schools and the congregation, as well. The former principal and institutional affairs office head of School 2 said it clearly that :

“Policies should be institutionalized and not something like negotiable whoever comes.”

Regarding the criteria for selection and appointment of principals and assistant principals, the participants said it should be made clear and updated. The criteria identified in the workshops were educational qualifications, performance evaluation, character (spirituality) and leadership skills. These criteria were validated in the focus group discussion

and interview. In the discussion of the FGD 2, they suggested to include supervisory experience (3 years) in the criteria. A participant explained that :

“Sa principal, dapat may supervisory experience na at least 3 years ka, like naging subject area head ka.”

(“There are positions which will really require supervisory experience. For the principal, supervisory experience of at least three years must be required like becoming a subject area head.”)

Another element that needs to be clear in the policies is the term of office. All participants said that the term of office must be very clear in the policies. Moreover, it should be documented. A participant of FGD 2 suggested that :

On term of office, di maliwanag at di nabibigyan ng halaga. Wala tayong document nyan. Nasa practice lang yan. Kailangan maliwanag bago i-implement ano ba yung term of office for all positions. Ang nangyari, kasi wala tayong makuhang kapalit, sya pa rin. Kaya may overstaying.”

(“The term of office is not clear and not given importance. We don’t have a document. It is just in practice. It should be clear before we implement the term of office for all positions. What happened was we couldn’t find a replacement and we have to ask the current head to continue. That’s why there is overstaying.”)

The participants discussed also compensation, which must be included in the policies and procedures. They proposed that the compensation should be reviewed in order to make it attractive and commensurate to the position and academic rank. Likewise, the reclassification system must also be reviewed. While others may not aspire for academic positions, the reclassification system must be updated in order to motivate the teachers to grow in their academic rank. A member of the human resource compliance team sadly shared that only School 2 has a clear reclassification system. The policy has been communicated to all departments in School 2 in the last two years. In fact, the human resource head of School 2

shared also that there is an increase of teachers who were reclassified in school year 2018-2019. It means that a significant number of teachers in School 2 are pursuing graduate studies and engaging themselves in professional growth. Furthermore, it means that there may be more teachers who can be considered for academic head positions because they are qualifying themselves. To motivate the teachers to engage in professional growth, the compensation must be reviewed and updated. Though it is much better to have a standardized compensation for supervisory positions and reclassification, the participants concurred that the provision will depend on the financial capability of every school.

The importance of compensation is discussed by Fraser and Brock (2013). They found out that insufficient compensation was a source of dissatisfaction for principals in the study. If Catholic schools are to continue to attract high quality leadership, compensation must be perceived as proportionate to job responsibilities and time commitment. Potential candidates, especially those with advanced degrees, have many career opportunities available, most of which do not require the workload and time commitment of a principal.

In any organization, formulation of policies and procedures must be clear. Once documented, it is important that they are communicated to all stakeholders and implemented accordingly. According to Canavan (2009), the implementation of any effective process of succession planning requires sensitivity and trust combined with the ability to communicate with all those with a stake in promotion and leadership appointments. The concept of succession planning is often not understood where people are wondering about their future. To ensure the integration of individual and organization goals, or in other words to win the minds and hearts of the staff, the leadership requires a two-way communication process that

helps the staff become familiar with the organization's culture and strategic direction. In large organizations, responsibility for developing the next generation of leaders will be shared among many staff, who subsequently must communicate to others about future leadership preparation. Without effective communication, succession planning may result in some undesirable consequences, which could demotivate, rather than inspire a commitment to this important leadership goal.

3.5. Provide Personal and Moral Development Programs

Of the four key elements of a succession planning model for the five sectarian schools, spirituality is the second most important because it refers to the charism and system of education of the five schools and the religious congregation. It also refers to the character, personality and integrity of the academic heads. All participants of the workshops, focus group discussion, and interview undoubtedly acknowledged the spiritual and character development of teachers, as an integral component in succession planning. The spirituality and charism of the founder make the private sectarian schools distinct from other private Catholic schools. In business parlance, this is the identity and branding of the five schools and the congregation.

A teacher cannot be appointed as academic head, if he/she has not imbibed the spirituality and system of education of the institution, inspired by the teachings of the founder. He/She must have been with the institution for a significant number of years and have undergone the spirituality and character formation rooted in the vision-mission of the religious congregation. The spiritual and character development which lead to integrity

completes the professional preparation for academic heads. This holistic preparation makes the future academic heads better stewards and successors to the mission. Explaining that the principals in the schools of the religious congregation are different from the other Catholic schools, the director for pastoral affairs said that the principal is an educator and evangelizer. The former principal of School 2 validates this insight and shared that :

“More than training and development, spiritual formation must be there. This is the peculiarity of the culture. How can a very professional not really engage, imbibe the charism of our founder and be an effective minister or agent of evangelizing the whole institution students, parents and teachers kung kulang siya sa elements ng spirituality. “

(“More than training and development, spiritual formation must be there. This is the peculiarity of the culture. How can a school leader or principal for that matter be an effective minister or agent in educating and evangelizing the parents, students and teachers if he/she has not been formed as an educator according to the spirituality and charism of the founder?”)

During the focus group discussion and interviews, the participants exhorted that the spiritual and character development programs must be human, in-depth, developmental and according to the spirit and charism of the founder. They recognized that there are formation programs provided like spiritual retreat, recollection and other spiritual formation, but they seem to be repetitive as experienced by the participants. These programs must be carefully planned in order to respond to the spiritual and moral challenges of the times. A participant of the FGD 2 has observed the lack of depth in the formation programs. He/She observed that :

“Napansin ko na madalian na lang ang program. Wala ng depth. Dahil video, after a few minutes, wala na. You have to imbibe the charism and spirit of education of the founder. Yung dati old school ang style pero na-iimbibe mo.”

(“The formation programs are hurriedly given to new teachers. Films are shown instead of really asking the teachers to read and reflect about the life and teachings of the founder. You have to imbibe our spirit of education by spending more time and moments of meaningful reflection. The old style of doing it must be brought back.”)

The director for pastoral affairs has the same reflection on the kind of formation programs that are provided to the teachers in our schools, which should be human and spiritual. He pointed out that :

“On spirituality module. It has to be more in-depth and developmental. Sampung taon, pare-pareho na lang ang naririnig ko. By group, depending on tenure.” Hindi dapat umulit. Nag-iincrease ka, nagdedevelop ang kaalaman mo, lumalalim. Ang tingin dapat let’s say sa preventive system ng isang teacher ay iba sa tingin ng mga mas matatagal na. Mas malalim sya, mas marami syang experiences na makukuwento at puede syang maging mentor ng mga bago. “

(“The spirituality formation has to be more in-depth and developmental. There are teachers who have been with the schools for more than ten years and they are hearing the same thing. It should not be repeated. Every teacher must increase and develop his/her knowledge about the founder and the system of education. He must also grow deeper. If he/she has imbibed more deeply the teachings as he/she experiences them in his/her daily work, he/she will have a lot of stories to share to others. He/She can be a mentor to the new teachers.”)

In developing the spirituality and character of academic heads and teachers, the participants were unanimous in saying that all spiritual formation programs must be anchored on the profile of an ideal educator (based on the charism of the religious founder). The principles of the preventive system of education – reason, religion and loving kindness should be given emphasis in all formation programs so that the teachers will be able to understand them more deeply as they apply them in their daily lives as teachers. A former principal from

School 3 shared how the preventive system guided him/her particularly in making decisions.

He/She recalled that :

“Spirituality is a big word. Sometimes people take it for granted. Personally, kumapit ako sa three pillars ng congregation – reason, religion, loving kindness. They have to give emphasis to these. Tuwing gagawa ka ng judgment, ito ang titingnan mo. Ma-aattain mo ang tatlong ito if you have attended all the spirituality formations.”

(“Spirituality is a big word. Sometimes people take it for granted. Personally, I held on to these three pillars of the congregation – reason, religion, loving kindness. The formators have to give emphasis to these. Whenever we make judgments or decisions, we should always refer to this. But you will be able to understand and imbibe them if you attend all the spirituality formations.”)

If the spiritual formation programs are developmentally and meaningfully crafted to prepare teachers for supervisory roles, it will meet one criterion which is spiritual identity (teachings and charism of the founder). This is stipulated in the manual of human resource policies and procedures for schools and training centers in selecting lay people to assume roles of responsibility. It refers to upholding the patron and founder’s method of education, understanding youth conditions and takes action to respond to their educative needs, progressing in his/her knowledge and prices of the preventive system, participating zealously in the actualization of the local Educative Pastoral Plan and permeating in the midst of the young under his care.

The importance of providing future leaders programs not only for professional growth but also for spiritual and character development is supported by Ranson (2006). He focused on leadership in a Catholic context, positing that aspirant leaders need to possess not only

administrative capacity but also “spiritual maturity, a vocational sensibility and the awareness of ecclesial responsibility. Such persons obviously don’t come ready packaged. Such persons, identified as having this potential, require sustained formation and requisite education. Both focused on theological and spiritual formation are required. Likewise, d’Arbon (2006) concluded in his study the necessity for a strong formation program, to ensure that the special nature of Catholic leadership is understood and fostered by appropriate formation and support programs.

3.6. Provide Leadership Development Programs

Having been with their respective schools for a significant number of years, the participants have already a good grasp of the school’s culture and practices including leadership. They acknowledged that professional growth is not a strong part of the culture in their schools. Hence, they strongly suggested training and development as one of the key areas in the succession planning. This area will address the issues identified like unpreparedness for the position, lack of qualifications, no formal leadership training and mentoring, no orientation and formal turnover of responsibilities, dearth of leadership candidates, unclear career development for teachers and reluctance to accept.

During the workshops, the participants initially identified career development and leadership pool as a possible area for succession planning. However, during the two focus group discussions and interviews, the participants wanted it to be integrated as elements of training and development. They added that these will encourage teachers to engage in

professional growth, whether in teaching or leadership. A participant in FGD 1 pointed out the need to engage in professional growth. He/She said further that :

“Wala sa culture ang professional growth. It is not the position. It is in the profession. Ang gusto mo is growth. Yung position is add-on. And you want to grow in the profession. Seeing you, the administration rewarded you the position.”

(“Our schools don’t have a culture of professional growth. Teachers should not only think of promotion but more importantly profession. A position is only an add-on. You have to grow in the profession and the administration will reward you with promotion.”)

In engaging oneself for professional growth, the provincial administrator said that there is a need to explain the qualifications. He/She explained that :

“In other schools, these are the qualifications, you qualify yourselves. Dahil alam na nila yon, ginagawa nila. Kaya lang ang nangyari sa atin sa situation, o eto na ang mga position, wala pa tayong ready. Pag-aralin na lang natin. Part ba ng succession planning talaga at responsibility din ba ng school na dapat gumastos din ba ang school. Iba yung other skills, preparing them for leadership kasi napili mo na. Yon puede.”

(“In other schools, the qualifications are presented and you have to qualify yourself. Since they know the policy, they will work to grow in their profession. Even if the school will not support you, you will study to grow. But I agree that it should be the school that will provide leadership training.”)

A formal training program was proposed during the FGD 1 which is the induction program for incoming and new academic heads. A participant argued that if we have an induction program for new faculty members, the more that we should have an induction program for our incoming and new academic heads. The induction program will be a formal

training program for leaders, which should include mentoring, turnover, orientation, transition protocol and supervision. Future academic heads don't only need educational preparation, but also emotional and psychological preparation. A participant from FGD 2 recalled that this may be similar to developmental assignment which is already in the manual of human resource policies and procedures for schools and training centers but have never been implemented. According to him/her, developmental assignment is a form of professional development where the employees are sent to another department or institution for them to acquire additional knowledge and skills to enhance their capabilities in their job for the benefit of both the institution and employee.

In order for schools to grow professionally and be continuously relevant, training and development for academic heads and teachers must always be in place. It is non-negotiable because organizations will always have to adapt to the needs of the present and foresee the challenges that the future will bring. Moreover, the training and development must be responsive to the present demands and situations in schools. According to the Australian Institute for Teaching and School Leadership (2015) which came out with a report on preparing future leaders, school leadership is too important to be left to chance. The research is backed up by widespread system, sector and principal association leader consensus that principal preparation is of vital importance in creating best-practice schools and improved student outcomes. There is agreement across the Australian education community that a more strategic and comprehensive approach to principal preparation would help address observable gaps in principal preparedness. This includes ensuring the 'right' people are given the 'right' opportunities at the 'right' time. The principal job is a challenging one and the knowledge and

capabilities required in order to meet all aspects of the Australian Professional Standard for Principals are broad and multi-faceted. Unfortunately, too many principals are left to find their own career pathway and the learning and development available does not always adequately prepare them for the realities of the role.

While the range of skills required to be a principal today is great, there is general accord within the profession regarding the priorities and focus areas for principal preparation, with a strong emphasis on instructional leadership, higher-order skills and interpersonal competencies followed by an intensive focus on managerial skills just prior to taking up the role.

3.7. Select and Appoint Academic Heads

From the vision-mission of the schools to the setting of policies and provision of various training programs, the House Council members will be able to select and appoint academic heads based on the criteria that have been set. Table 6 found below shows the criteria proposed by all participants which will guide the administrators in the selection and appointment of academic heads.

Table 6

Criteria for Selecting Faculty Members as Academic Heads

Criteria	Description
Educational Qualifications	Holds a master's degree in school leadership or any related field
Performance Evaluation	Must have at least an outstanding performance in the last five years
Character, Integrity, and Spirituality	Demonstrates a character according to the spirituality and teachings of the founder as manifested in his behavior, decisions, service (tenure) and performance of duties

	Upholds unceasingly the method of education of the founder and teachings of the Catholic Church
Supervisory Experience	Must have at least 3 years of experience in a supervisory role (academic)
Leadership Skills	Demonstrates knowledge and competency in planning, leading, organizing, controlling, decision-making and budgeting
Human Relation Skills	Works and relates harmoniously with all stakeholders

The selection and appointment of academic heads should be based on the criteria and competencies for school heads. In 2003, the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) developed the Competency Framework for Southeast Asian School Heads. The competency framework was envisioned to provide a common foundation for defining what skills and attributes are needed of school heads in order to effectively carry out their roles, and lead their schools to excellence and success. Since then, the framework had been used as basis for INNOTECH's program offerings for school heads in the region. In 2014, SEAMEO INNOTECH came up with a new Competency Framework for Southeast Asian School Heads comprised of five competency domains, 16 general competencies, 42 enabling competencies, and 170 indicators. The five general competencies Strategic Thinking and Innovation, Managerial Leadership, Instructional Leadership, Personal Excellence, and Stakeholder Engagement.

From the key elements of the succession planning model for the private sectarian schools identified and proposed by the participants, it can be gleaned the interrelatedness of the practices and issues and concerns. The practices observed are administration's preference

and criteria in the selection and appointment of academic heads. As the practices were discussed, the issues and concerns likewise came out namely unclear policies and procedures, administration's preference, lack of academic qualifications, lack of training and preparation as well as reluctance to accept. Due to unclear policies and procedures, the decision of the superiors is subjective. Lay persons are appointed to academic heads positions despite lacking in training and preparation and academic qualifications. Feeling the inadequacy to take leadership roles, they were reluctant to accept the appointment, though eventually accepting it. In order to address these issues and concerns, and to make the selection and appointment of academic heads more objective, they identified the key areas and components of succession planning model for the private sectarian schools namely institutional policies and procedures, training and development and spirituality.

With these inputs and insights from the participants, the succession planning model for academic heads is developed in this study which can be used by private (sectarian and non-sectarian) schools and public. In the context of the five private sectarian schools, the succession planning model presented is developed and a succession planning manual is designed found on page 190 based on the aforementioned model, and comments and suggestions of the participants. The manual will be able to assist and guide the administrators in the implementation of their succession plans.

CHAPTER IV

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the study and findings, limitations, conclusions and recommendations on the practices, issues and concerns in the selection and appointment of academic heads including the key elements for the proposed succession planning model for academic heads.

Summary of the Study

Educational leaders play a significant role in their respective schools. Their leadership provides direction and guidance in the realization of the school's vision-mission. The quality of the school depends on the quality of the school leaders. Hence, the administration and current school leaders must ensure leadership sustainability and continuity, by preparing the future academic heads. This can be achieved by having a good succession plan which is viewed as a development process, rather than a replacement process. Schools need to have a succession plan in order to sustain and develop the programs and plans in teaching and learning.

Though school leaders and administrators know the importance of having a succession plan, there are schools that don't have a formal succession plan. The action is usually reactive because it is only done when a position is suddenly vacated. With no succession plan, organizations will just have to wait for the right person to come to fill up any leadership vacancy in the future. Future academic heads must be trained and prepared professionally and morally before their appointment. In the school where the researcher is currently employed, the absence of a succession plan is evident. When the congregation decided to entrust the principalship to the lay people, the lack of preparation was very evident and other related issues came out. Hence, it is imperative to develop a succession planning model by identifying the practices, issues and concerns, and the perceptions on leadership succession. Through the findings, the important steps for the succession planning model were identified which will provide a more systematic and objective bases for selection and appointment of academic heads most especially the principals and assistant principals.

Summary of the Findings

Guided by the research problems, the findings of the study are hereby summarized.

There were two practices observed in the selection and appointment of academic heads. Firstly, it is administration's preference. The participants are aware that it is the rector and the house council that select and appoint the academic heads and other leadership positions in school. Led by the rector, the house council is the highest governing body of

every school. However, the teaching and non-teaching personnel are not aware of the guidelines and processes that are observed in making decisions. They are aware that the department head is asked to make recommendations but the policies and procedures are not written. Also, different policies and procedures are observed in the five schools.

Secondly, it is the criteria for selection and appointment of academic heads. The participants perceived that the criteria in the selection and appointment of academic heads are academic qualifications, character (spirituality), performance and experience. In particular, they knew that the academic qualification for the principalship is a master's degree, since this is a documented policy for all private schools. This is only their perception because the criteria are not found in the personnel policy handbook or any memoranda issued by the school.

In terms of the issues and concerns in the selection and appointment of academic heads, four themes were abstracted namely objectivity of decision, professional growth, spirituality and culture, and motivation. The issues and concerns related to objectivity of decision are administration's preference, and unclear policies and procedures. With no clear bases for the selection and appointment, these make the decision subjective. The participants said that administration's preference and decision is more subjective than objective. With or without policies, the superiors will make a decision based on what they prefer. In most cases, the decision becomes more personal. In the process, there are more qualified candidates who were not chosen because of the influence of the other religious administrators. They also said that the decision is more subjective due to unclear policies and procedures. The participants

also said that there are no clear policies and procedures in the selection and appointment of academic heads. The criteria are not found in the personnel policy handbook or any memoranda issued by the administration. It is not clear if there is really a term of office, for there are heads who have overstayed or are overstaying. The policies are practiced but not documented. In other words, only the administrators know the policies. They have never been clearly communicated to teaching and non-teaching personnel. All five schools have different policies and procedures in the selection and appointment of academic heads.

The lack of educational qualifications, and lack of training and development were the issues that came out which are about professional growth. Teachers need to be encouraged to take graduate studies and be given more opportunities to attend conferences, trainings, and workshops. On the lack of educational qualifications, the participants recalled that in the first group of lay principals appointed in 2001, some of them did not have a master's degree. They were sent to graduate studies to qualify for the principalship. However, some were replaced by members of the religious congregation for not completing the degree during the prescribed period. Today, four schools have lay principals and one school has a principal from the religious congregation. Except for one school, there are few candidates for principalship and assistant principalship due to lack of educational qualifications. Another issue is lack of training and preparation. The participants claimed that there is no formal leadership training and preparation for incoming and new academic heads. There used to be a scholarship program for the religious and lay people. Academic heads are appointed, despite lacking in experience and training. There is no mentoring, orientation, clear transition and turnover of responsibilities that make it difficult for the new academic heads to adjust to their new

responsibility. They have to find their way and learn from experience in order to become confident academic heads.

The spirituality of the schools is also the culture of the organization. According to the participants, the faith and spiritual development programs for teachers need to be improved for it will prepare the teachers more in accepting leadership responsibilities in the future. Teachers are reluctant to accept the appointment as academic heads because they feel unprepared spiritually and psychologically for it. Professional training and development is not sufficient to make a teacher prepared for leadership position. The participants agreed that all teachers particularly future academic heads should be provided with spiritual formation programs which are the most important preparation before assuming any leadership roles. Through this formation, it will lead the teachers in making their personal vision aligned with the vision of the institution. Therefore, the spiritual development program needs to be improved which must be responsive to the needs of the faculty. Teachers are reluctant to accept the appointment because they feel unprepared for the leadership responsibilities. Those who initially declined, but eventually accepted the position said that their commitment and love for the school were very influential in their decision. Their commitment to the institution was brought about by the spiritual formation that they received from the school. Some are reluctant to accept because they feel morally and spiritually unprepared.

In relation to the motivation of teachers to accept appointment to leadership positions, the participants said that academic heads and teachers are reluctant to accept the appointment because they are unprepared for the position. They lacked confidence and felt inadequate for they need to acquire more leadership competencies and gain more experience. The demanding

work and stresses related to it make the position unattractive but some have accepted the appointment because of their commitment and love for the institution. They also admitted that an attractive compensation will be a significant factor in accepting leadership roles like the principalship and assistant principalship.

Based on the findings of the study, a succession planning model for academic heads is developed with the concepts particularly the steps were drawn from the issues and concerns, and elements of succession plan identified by the participants. The following steps in succession planning model were created and proposed to address the issues and concerns and incorporate the key elements :

- 1.1. Vision-Mission
- 1.2. Understand the school organizational culture (Spirituality and Culture)
- 1.3. Build a shared vision (Spirituality and Culture)
- 1.4. Set and implement policies and leadership standards (Institutional Policies, Processes, and Procedures)
- 1.5. Provide personal and moral development programs (Spirituality and Culture)
- 1.6. Provide leadership development programs (Professional Growth)
- 1.7. Select and appoint academic heads (Institutional Policies, Processes, and Procedures)

The succession planning model aims to not only to address the issues and concerns but more importantly to provide a step-by-step process that will bring about leadership sustainability for all schools. It will guide the administration in developing a succession plan that is anchored on the vision-mission and prepare future academic leaders spiritually, professionally, and psychologically.

Limitations of the Study

The study identified only the practices, issues and concerns in the selection and appointment of academic heads in the private sectarian schools managed by a religious congregation based on the knowledge and experiences of the participants. Likewise, it identified the perceptions and the key areas of succession planning. It only involved the chancellor, directors, administrators, former principals, principals, human resource heads, selected assistant principals, subject area heads and teachers from the basic education department of private sectarian schools. There were no sensitive issues covered and discussed in the study. The study was conducted in school year 2018-2019.

This study could have observed all features and processes of participatory research method. However, only the key features of participatory research namely identification, definition, and discussion of the issues and concerns, and designing of planning and interventions were adapted. The evaluation of the processes and outcomes was not observed. Had all the features of the participatory method been observed, the study could have

generated more data particularly in the enhancement of the proposed succession planning model.

Another limitation is the non-inclusion of School 6 because it is a new school (est. 2017). Some of the academic heads and teachers in School 6 came from School 5. Only one religious member of the institution is assigned and the other academic and administrative positions are taken by the lay people. With their experience in that type of organizational set-up, they could have contributed in the study based on that perspective.

Another limitation is the participants in School 4. Due to a high turnover of teachers in the last five years, it was not able to meet strictly the criteria particularly on tenure which is at least ten years. Having been with the school for at least ten years will enable the participants to share more knowledge and insights. Likewise, there could have been more members of the religious congregation who could have participated in the study. However, those members who participated are current administrators and directors of the policy making body for schools.

Despite the aforementioned limitations, there was more than enough data for analysis and conclusions. The limitations did not affect significantly the findings in the study. Moreover, there were a lot of meaningful insights, inputs and takeaways in developing a succession planning model for academic heads.

Conclusions

Based on the findings of the study, it can be concluded that:

1. The practices in the selection and appointment of academic heads in the five private sectarian schools are different and not communicated clearly which created confusion and discontentment among teachers. Being managed by one religious congregation, the practices including the policies must be similar and but may vary based on the context of the school. They must also be reviewed and enhanced to make it responsive to the kind of leadership that is needed in schools today. Moreover, they have to be discussed to all teachers before its implementation.
2. The objectivity of the decision of the administrators in the selection and appointment of academic heads is an issue because of the unclear policies, processes, and procedures. The absence of written policies and procedures makes the selection and appointment of academic heads more subjective than objective. The policies, processes, and procedures including the criteria in the selection and appointment of academic heads must be clearly set and implemented that will guide the administrators in making a more sound and objective decision. Teachers are reluctant to accept leadership responsibilities due to unreadiness brought about by lack of relevant leadership training and preparation including spiritual formation programs for teachers particularly the future academic heads. Professional, personal, and spiritual development programs will make them prepared, confident, and motivated in accepting leadership responsibilities. Therefore, succession planning needs to be done to address these issues and concerns.
3. The absence of a succession plan has led to the instability of leadership in the schools, which are in reference to insufficient qualified candidates, lack of professional training,

and reluctance to accept the appointment. It is imperative that the five private sectarian schools develop a succession plan to have leadership sustainability.

4. The identified key elements of succession planning are necessary in providing a more integrated and meaningful approach to leadership preparation and sustainability. Future academic heads will be prepared professionally and spiritually according to the charism of the founder leading to the appointment of the most qualified candidate(s).
5. The spirituality and culture is a very important element in a succession plan. The administration must develop and provide teachers with a more meaningful faith and spiritual formation in order to make them psychologically and morally prepared as educational leaders according to the vision-mission of the school, and the charism of the founder of the congregational school. Moreover, it will bring together the teachers and school administration in committing themselves in the realization of the vision-mission of the institution and their personal vision. For the private non-sectarian schools, and public schools, it refers to the personal and moral development programs that should be provided to all teachers most especially to those who are in the leadership pipeline.

Recommendations

After considering the above findings and conclusions, the researcher recommends the following :

1. Policies, processes, and procedures in the selection and appointment of academic heads may be included in the personnel policy handbook of every school and in the manual of human resource policies and procedures for schools and training centers.
2. An induction program may be provided for incoming and newly appointed academic heads which includes leadership training, mentoring, transition protocols, orientation, and turnover.
3. The spirituality formation programs may be reviewed to make it developmental and be intensified for a more meaningful personal and spiritual growth of the teachers.
4. The process observed in this study may be used by other religious congregations in developing succession planning for their schools.
5. The succession planning model may be implemented by the private (sectarian and non-sectarian) and public schools particularly the five private sectarian schools where the study was conducted.
6. The succession planning model may be evaluated to identify its strengths and weaknesses in the implementation and enhance the different key elements and steps.
7. Future researches related to succession planning, leadership training and preparation, and school culture including spirituality may be conducted in basic education, colleges, and universities including the implementation and evaluation of succession planning.

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APPENDIX A

PROPOSED SUCCESSION PLANNING MODEL AND MANUAL FOR ACADEMIC HEADS FOR THE FIVE PRIVATE SECTARIAN SCHOOLS

VISION-MISSION OF THE RELIGIOUS CONGREGATION

We are Disciple of Christ for the Young under the guidance of Mary, bringing the message of the Gospel to them especially those who are poorer.

We commit ourselves with formed lay mission partners to belong more to God, more to confreres, more to the young, and their families as educators and evangelizers working for holistic human development, integral ecological consciousness and social transformation.

VISION-MISSION OF ONE-EDUCATIONAL CENTER OF THE RELIGIOUS CONGREGATION

“We educate for life.”

We educate by evangelizing and we evangelize by educating. We aim, just like our founder did, to form upright citizens and good Christians.”

Introduction

In 2016, the Catholic Educational Association of the Philippines came up with the Philippine Catholic Schools Standards (PCCS) to provide a road map for the growth and development of Catholic schools in the country. It aims to guide those in leadership positions with a blueprint for effective governance and strategic planning. One of the domains of the PCCS is leadership and governance. It means that a Catholic school fulfills the mission through its governing body and leaders who provide authority, strategic direction, effective oversight and regulation of school operations. United with the Church and in the spirit of servant leadership and Christian witnessing – governance and leadership in Catholic schools practice and promote professionalism, collegiality, co-responsibility and subsidiarity – effectively creating a school that is a community of disciples.

Believing in the importance of effective school leadership in the realization of the vision-mission of the schools, leadership changes should be seamless. There should be continuity and enhancement of the program, policies, and directions of the schools. Thus, to provide stability and continuity in the leadership in Catholic schools, each school must have a succession plan. According to Clark (2016), the topic of leadership succession is, without a doubt, urgently being discussed among Catholic school education leaders. While some dioceses have explored leadership succession programs, others are beginning to assess the best planning strategies to work in their communities.

The future educational leaders of Catholic schools must come from within. Therefore, schools must ensure that there will be no dearth of leaders. Through various initiatives and programs on leadership development, it will form successors who will carry the torch towards success of the mission of the schools. Current school leaders should encourage teachers to

take graduate studies and engage in professional growth. The academic growth of the school depends on the academic growth of the teachers. Similarly, the quality of teaching and learning depends on the quality of supervision.

Thus, the administration should not only address the issues on leadership today and the nearest future. They need to have a long-term plan in order to prevent vacuum in leadership. The future of the Catholic schools is now becoming more dependent on the lay leaders and teachers who are now taking higher administrative roles. The creation and implementation of a succession plan for schools will help in ensuring leadership stability.

Rationale

From the time the religious congregation has been established in the Philippines, it is the provincial superior and the provincial council that appoint and monitor the members of the religious congregation in schools, formation houses, youth centers and churches. In schools, key positions like rector, administrator, principal, dean, spiritual moderator and director are given to the members of the religious congregation. The plan of leadership rests on the provincial superior.

Keeping up with the times, leadership in the Catholic Church and schools is now shared with the lay people. Acknowledging the importance of lay empowerment as an integral direction for the vision-mission of the schools, the principalship was opened to the lay people in 2001. Schools selected and appointed lay persons as principals who were qualified. Some schools had to qualify their selected candidates before and after the appointment. However, due to various issues and concerns, some schools had to revert to religious members of the congregation as principals. Though most schools have already lay principals, it is a concern if they have qualified academic heads and teachers who will replace them at the end of their term. With this development, the leadership in educational institutions is the responsibility of administrators of every school. They have to ensure leadership stability and continuity through various policies, programs, and initiatives.

Lay empowerment in schools is an excellent initiative but not without encountering various challenges. The practices in the selection and appointment of academic heads are about the administration's preference and the criteria for selection and appointment. In the discussion of the practices, the issues and concerns surfaced. This study revealed the following issues and concerns in the selection and appointment of academic heads :

1. Unclear Policies, Processes, and Procedures

- The selection and appointment of academic heads is approved by the rector and the house council.
- Principals recommend candidates for academic positions.
- The policy on selection and appointment of lay people as department heads (dean, principal) is found in the manual of human resource policies for schools and training centers (2007 edition) which needs updating. Since its creation, it was not observed and implemented by the schools.

- Each school observes its own policies and procedures.
 - There are no clearly established and written criteria for the selection and appointment of academic heads.
 - There are overstaying academic heads.
 - In practice, there is a term of office for principals (3 years), assistant principals (yearly) and subject area heads (yearly) but not found in the personnel policy handbook.
 - The reclassification system is unclear and not communicated to all teachers and staff in some schools.
2. Lack of Educational Qualifications
- All principals of the five schools are master's degree holders.
 - Of the five schools, four have lay principals and one has "religious" principal.
 - There are few academic heads and teachers who are master's degree holders.
 - There are academic heads who can be the next principals but they lack the academic qualifications.
3. Lack of Leadership Training and Preparation
- Academic heads were unprepared when appointed and had to learn from experience for their new assignment.
 - There is no formal training for incoming and new academic heads.
 - There is no transition protocol and formal turnover of responsibilities.
 - There is no orientation for incoming academic heads.
4. Administration's Preference and Decision
- Decisions are made very subjectively.
 - Policies are changed whenever a new set of religious administrators are assigned.
 - There is no documentation of the process of selection and appointment.
 - Practices in selection and appointment are always different and dependent on the new set of administrators.
5. Reluctance to Accept
- Academic heads accepted the appointment because of family spirit, commitment and belief in the vision-mission of the school.
 - Teachers are reluctant to accept the appointment because they are unprepared.
 - The demanding duties and responsibilities and drawbacks of the principalship make the position unattractive.
 - The compensation for academic heads is not commensurate to the responsibilities.

To address them, it is necessary to create a succession planning model for academic heads which will ensure stability and continuity of effective lay leadership in schools. The succession planning will strengthen lay leadership in schools by preparing them professionally and develop them according to the spirituality and teachings of the founder and

patron of the religious congregation. A succession planning will provide direction which will lead to stronger leadership pool and readiness.

This is supported in the study of Kowawelski et al. (2011). They found out that a comprehensive corporate succession plan will identify both a company's current talent needs along with its future needs and the organizational direction. This is a change from most companies' past practice. Traditionally, when a vacancy occurred, human resources would seek to fill the position as fast as possible completing this task, either internally, staffing and personnel agencies or recruiters. With the implementation of succession planning, many employers now have well-conceived training and development programs to be certain to have qualified employees ready to fill key positions. Organizational success depends on having the right employees ready to take over with the right competencies at the right time.

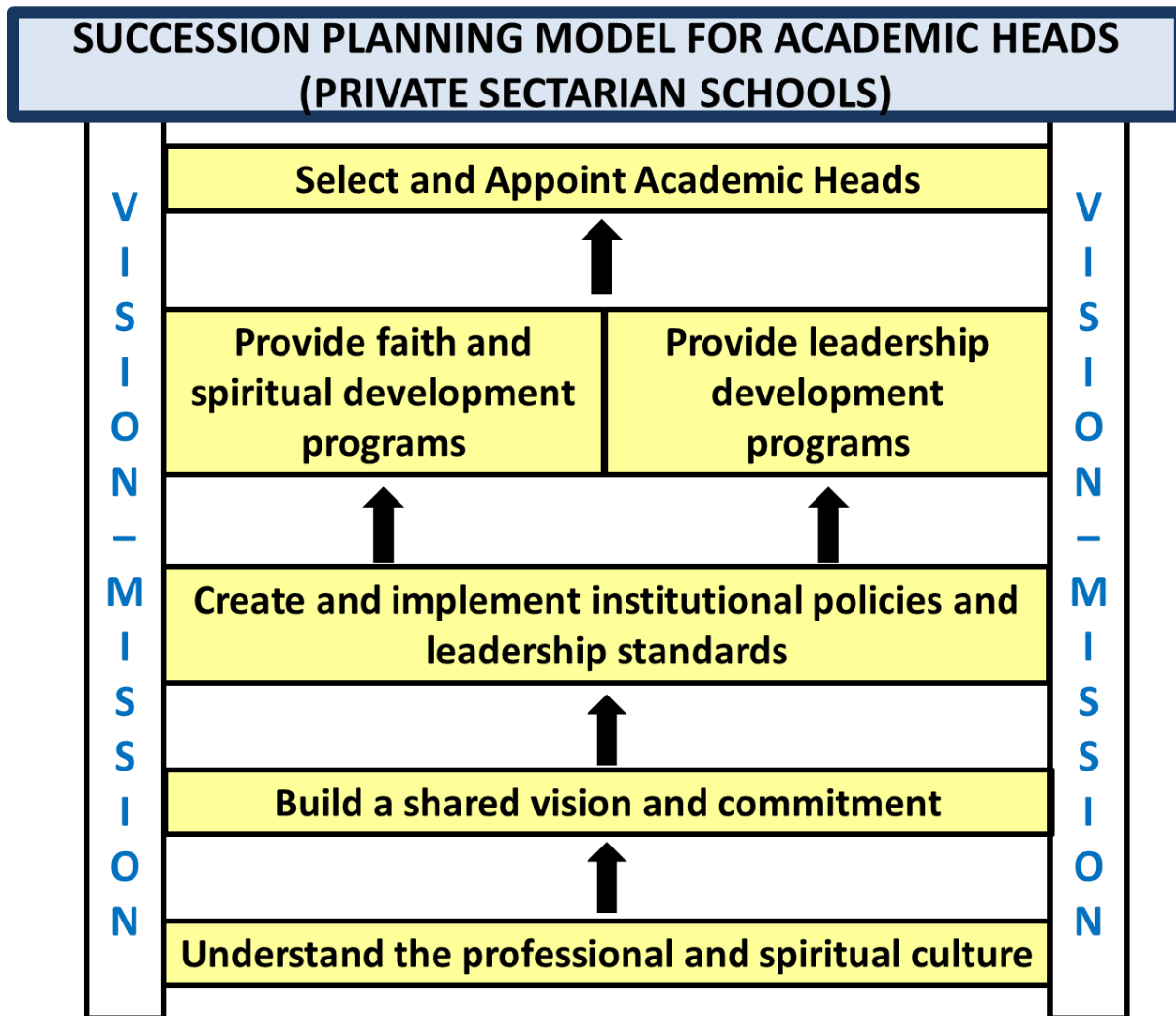
In Catholic schools, the importance of succession planning is much talked about. Nuzzi (2015) said that in the larger picture of longitudinal success and growth, it makes sense for organizations such as schools and dioceses to plan for a regular and orderly succession of leaders as a way to maximize progress and minimize backsliding. Such a plan works best when it is owned and understood by everyone in the organization and is not seen or experienced as a human resource or executive function only. Replacing key personnel can have major consequences in many areas of an organization's life. Thoughtful leadership succession program anticipates such vacancies and takes advantage of the opportunity they provide to keep the entire organization focused and prepared for the next leadership transition.

Similarly, Clark (2016) shared the situation in leadership in Catholic schools in the United States. He said that in response to the 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. However, 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 institution as a whole. Until succession planning is embraced by current leaders, governing bodies and the entire institution, this approach does not constitute a long-term approach. 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 system strategic thinking.

Hence, a succession planning model found on the next page is developed and proposed for the private sectarian schools to ensure quality and faith leadership in schools. The stages of the succession planning model were drawn from the key elements and aforementioned issues and concerns.

The succession planning model aims to :

1. ensure the realization of the schools' vision-mission through leadership;
2. strengthen the spirituality of the academic heads and teachers ;
3. institutionalize leadership preparation, programs, plans, and policies;
4. enhance the policies and procedures in the selection and appointment and academic heads;
5. provide career growth opportunities for academic heads and teachers; and
6. establish a culture of professional growth.



- I. VISION-MISSION.** It refers to the school's higher goals or aspirations for the future which can be achieved through its purpose, commitment, and values.

Policy Statement: All programs, policies and activities in relation to the training and development of the lay mission partners must be anchored on the vision-mission of the school. Moreover, these must be aligned for the attainment of the vision-mission.

II. SPIRITUALITY (SPIRITUAL AND CHARACTER FORMATION ACCORDING TO THE CHARISM OF THE FOUNDER). It refers to the formation programs on spirituality and teachings of the founder of the religious congregation in educating and evangelizing the young through the preventive system of education – reason, religion, loving kindness.

Policy Statement: An educator who teaches in these schools is a partner in the mission of the founder and the congregation. He/She takes part in the mission of evangelization and education of the young which makes him/her different from other teachers. In truly becoming an educator of the faith, the spiritual and moral formation prepare every teacher to embody the spirituality and teachings of the founder as he/she takes part in the mission of educating the young.

A. PROFILE OF AN IDEAL EDUCATOR (Basis for all Formation Programs)

All training and formation programs, professional and spiritual must be geared in achieving this profile. An educator who belongs to this congregation and is formed according to these standards makes himself/herself unique and distinct from other educators. He/She becomes a man of integrity and faith, a moral agent, a committed educator, and an educator of the faith to the young.

Qualification and Competence

- Has the educational background and training above the basic requirements for him/her to professionally meet the demands and challenges of the work
- Possesses exceptional competence to come up with excellent performance
- Is a perpetual learner who, through personal motivation, continually searches for means to grow and improve in his/her field of work

Personal Character and Integrity

- Has a sterling personality and respectable character that is beyond reproach
- Is credible, honest, sincere, and transparent in the manner he/she performs his/her duties and the way he/she deals with people
- Leads an upright and exemplary life worthy of emulation by other members of the community especially the young
- Lives according to the noblest moral standards and embraces a healthy lifestyle

Spirituality and Faith

- Seeks to mature in relationship with Christ and bears witness to his teachings and that of the Church

- Is an embodiment of the founder's charism and practices devotedly the educative principles of the founder more particularly on the use of reason, religion, and loving kindness effecting change in the hearts of the young
- Participates actively in the social, civic, and religious affairs of the school, the parish and the community where he/she belongs
- Manifests the ways of one who has achieved mystical connection with God acquired through serious reflections and other spiritual experiences
- Is prudent in his/her action and wise in his/her decision
- Finds structure as a discipline but is open to serendipity through consideration of flexibility
- Sees his/her profession as a vocation particularly in ministering with the young

Human Relationship and (Sociability) Social Responsibility

- Promotes synergy by valuing all in the workplace, is aware of individual differences and respects the opinion of others and the will of the majority
- Promotes family spirit within the workplace and endeavors to preserve its practice among the members of the work community
- Is congenial, sincerely approachable and has a cheerful and pleasant disposition
- Shows willingness to share his/her giftedness and nurtures those of others
- Is a catalyst for social transformation
- Promotes environmental advocacy

Professional Attitude

- Works his/her best for the attainment of the school's vision and mission
- Is cooperative and has a strong drive for accomplishing tasks ahead of time
- Shares in building and protecting the good name or image of the school and the people within
- Takes an active part in direction or policy-setting processes laid down by the administration
- Promotes harmony among fellow workers, is adept at and knows the protocol of resolving conflicts
- Stands for what is just and fair and is not afraid to speak out his/her mind in appropriate forums

B. SPIRITUALITY FORMATION ON THE LIFE AND TEACHINGS OF THE FOUNDER

1. Formation Program for New Teachers (0 to 2 years)

- Biography of the Founder and the Preventive System of Education
- Basic Teachings of the Founder

- Profile of an Ideal Educator
- An Educator of the Young to the Faith

Duration : Four (4) whole day sessions

To be given in the first quarter of the school year as part of the induction program for new teachers

2. Formation Program for Regular Teachers (3 to 9 years)

- Review on the Profile of an Ideal Educator
- Family Spirit
- Living the Preventive System
- Challenges of the Preventive System of Education
- Committing to the Mission of the Schools and Congregation
- A Pilgrimage to the Different Schools of the Congregation

Duration : Three (3) whole day sessions

To be given every two years

3. Formation Program for Tenured Teachers (10 and above)

- Becoming an Ideal Educator
- My Life as an Educator of the Faith to the Young
- My Commitment and Service to the Young
- A Pilgrimage to the Different Schools and Training Centers of the Congregation (local or abroad)

Duration : Three (3) whole day sessions

To be given every two years

C. MORAL AND FAITH FORMATION SESSIONS

1. Weekly Formation Sessions by the Religious Administrator (1 hr. every week)

- Basic Teachings of the Catholic Church
- Moral Teachings of the Catholic Church
- Social Teachings of the Catholic Church

2. Recollection (Every Term)

3. Annual Retreat

III. INSTITUTIONAL POLICIES AND PROCEDURES. It refers to the school's policies, procedures and organizational set up which govern the decisions, behaviors, involvement, and participation in fulfilling the organization's vision-mission.

Policy Statement: The policies and procedures in the selection and appointment of academic leaders are established to identify qualified and committed lay mission partners who will

take leadership roles in schools. This shall be achieved by objectively selecting and appointing competent academic heads who will also demonstrate faith leadership.

A. CRITERIA FOR SELECTING FACULTY MEMBERS FOR PRINCIPAL AND ASSISTANT PRINCIPALS POSITIONS

- **Educational Qualifications**
 - Holds a master's degree in school leadership or any related field
- **Performance Evaluation**
 - Must have at least an outstanding performance in the last five years
- **Character, Integrity, and Spirituality**
 - Demonstrates a character according to the spirituality and teachings of the founder as manifested in his behavior, decisions, service (tenure) and performance of duties
 - Upholds unceasingly the method of education of the founder and teachings of the Catholic Church
- **Supervisory Experience**
 - Must have at least 3 years of experience in a supervisory role (academic)
- **Leadership Skills**
 - Demonstrates knowledge and competency in planning, leading, organizing, controlling, decision-making and budgeting
- **Human Relation Skills**
 - Works and relates harmoniously with all stakeholders

B. TERM OF OFFICE

The Principal and Assistant Principal are appointed with a term of office of three (3) years. He/She may be re-appointed for another term but on a yearly basis. The maximum term of office is six (6) years.

C. SELECTION AND EVALUATION COMMITTEE

The Selection and Evaluation Committee reviews and endorses the documents of the candidates for principal and assistant principal to the House Council for decision. It is composed of the Human Resource Office Head as chair and three members from the different departments. The following are the qualifications of the members:

1. Qualifications of Faculty Representative (Elementary, Junior High School, Senior High School and Ancillary)
 - He/She must be a full-time employee of the school with faculty status.
 - He/She must have been with the institution for at least ten (10) years.
 - He/She must have at least one (1) year of supervisory experience.
 - His/Her performance must be at least outstanding in the last three (3) years.

2. Based on the abovementioned qualifications, the department head will recommend a faculty representative to the Human Resource Office.
3. The submission of documents will be facilitated by the Human Resource Office.
4. No faculty representative from the department will be a member of the committee if the position to be filled up is from the same department.
5. Should there be a need to clarify or validate the documents submitted, only the Human Resource Office Head may call the candidates for interview.

D. PROCEDURES

1. The department head recommends two or three candidates one year before the end of the term of office. He/She ensures that the candidates have met the minimum qualifications.
2. He/She submits the list of candidates to the human resource office. The list of candidates must be endorsed by the Basic Education Director.
3. The Human Resource Office notifies the candidates and asks them to submit the required documents.
4. The Human Resource Office Head creates the Selection and Evaluation Committee. The list of committee members must be approved by the administrator.
5. The Selection and Evaluation Committee will be convened by the Human Resource Office Head. The members will review and evaluate the documents submitted by the candidates. An evaluation report will be submitted to the Rector and House Council for decision.
6. The Rector and the House Council decide and appoint the principal or assistant principal.
7. The Rector endorses to the Provincial Superior for approval the appointment of the principal.
8. Six months before assuming office, the appointed principal or assistant principal is notified by the department head or Human Resource Office Head.
9. Through the induction program, the transition and turnover of the incoming and outgoing heads will be held.

E. COMPENSATION

A better compensation and additional incentives may be given to the principal and assistant principals depending on the financial capability of the school.

IV. TRAINING AND DEVELOPMENT. It refers to the leadership preparation program and formation for future school leaders that develop their knowledge, skills and competencies, including their personal traits through graduate studies, shadowing, coaching, job assignments, assessment, feedbacking and on-the-job training.

Policy Statement: The training and development for teachers particularly for leadership promotes the culture of professional growth. It prepares teachers with leadership potentials to become competent academic heads. Moreover, it encourages teachers to grow in their profession and take leadership roles in school in the future.

A. LEADERSHIP POOL

1. The department heads identify among the teachers potential academic heads, based on their educational qualifications, performance, tenure and character.
2. They are given leadership assignments like committee and program chairmanship, etc.
3. They are provided trainings on leadership and supervision.

B. SCHOLARSHIP

1. The administration grants scholarship for graduate and post-graduate studies to faculty members who have rendered at least five (5) years of efficient, dedicated, and outstanding service to the institution.
2. The Principal's Council of the department in coordination with the Human Resource Office shall recommend to the Administrator and Rector the qualified candidates of the Scholarship Program.
3. The administration reserves the right to choose the school where the faculty shall enroll with the objective of obtaining within the financial limitations/allocation set for the purposes, the best quality of education appropriate for the said purpose.
4. The extent of the scholarship grants for master's and doctorate degrees shall depend on the following conditions:
 - 4.1. 100% of tuition and miscellaneous fees for those who obtained a general weighted average grade of at least 1.25 or its equivalent for every semester or term.
 - 4.2. 50% for a grade of at least 1.5 or its equivalent.
 - 4.3. 30% for passing grade.
 - 4.4. For those taking two or more subjects, the Quality Point Average (QPA) shall be the basis.
5. The required minimum number of units to be enrolled is six (6) units.
6. Scholarship grantees shall sign a contract signifying their consent to the following conditions:
 - 6.1. The grantee shall obtain the masters degree within four (4) years and doctoral degree within six (6) years. An extension of one (1) year may be granted.
 - 6.2. The grantee shall render one (1) year of service to the school for every semester or

term covered by the scholarship. Resignation or failure to render such service would oblige the grantee to pay back the expenses incurred by the school.

- 6.3. The grantee may be allowed a study leave of one (1) semester with pay during the thesis /dissertation writing period. The service requirement for this particular semester shall be two (2) years.
- 6.4. The grantee shall maintain a performance evaluation of at least outstanding during the entire service requirement period.
- 6.5. The grantee shall pay back the expenses incurred by the school if he/she fails to obtain the degree during the prescribed period.

C. INDUCTION PROGRAM FOR INCOMING AND FIRST-YEAR ACADEMIC HEADS

1. Training on Leadership Theories and Practices and Moral Supervision

The new academic heads will be introduced or refreshed on the basic principles of educational leadership particularly on the domains found on the National Competency-Based Standards for School Heads (2012) which are School Leadership, Instructional Leadership, Creating Student-Centered Learning Climate, HR Management and Professionalism Development, Parent Involvement and Community Partnership, School Management and Operations, and Personal and Professional Attributes and Interpersonal Effectiveness. From these standards, they will be looking into the practices and reflect on their experiences as teachers and academic heads. To discover the deeper meaning of educational leadership, the academic heads will be prepared to be ethical leaders who transcend the legal aspects of educational leadership.

2. Mentoring

Competent school leaders were guided by their mentors whose wisdom and experiences were shared to them. Through the guidance and mentorship of the former principals and administrators, the incoming and new principals and assistant principals will be provided with professional assistance in a mutually enriching manner to foster learning and development based on an established relationship, premised on mutual trust, respect, and openness. Moreover, it will allow them to reflect and share their ideas and realizations with their mentors on leadership practices.

3. Orientation on Duties and Responsibilities

Incoming and new academic heads will be introduced to their duties and responsibilities making them more familiar with their new roles. The orientation also aims to make them understand legally and contextually their role as new school leaders.

4. Turnover and Transition

A smooth transition and turnover of responsibilities bring about a seamless implementation of the policies and programs of the department. Outgoing and incoming heads hold the turnover of responsibilities two months before the effectivity of the appointment.

D. CAREER DEVELOPMENT PROGRAM

Faculty members are perpetual learners who should engage in continuous professional growth through graduate studies and in-service training programs. Their capabilities and skills will be honed more which will make them competent and high-performing teachers. Through an educational environment where the culture of growth and professionalism are encouraged, teachers will be motivated to take the initiative for professional advancement.

1. Department heads give additional responsibilities to teachers where they can excel and contribute to the betterment of the department.
2. Department heads organize in-service training programs, and send teachers to local and international trainings.
3. The administration establishes and promotes the **RECLASSIFICATION SYSTEM** where teachers can achieve higher academic ranking and salary. A teacher may be promoted in his/her academic rank when he/she meets the required educational qualifications and professional engagement.
4. The reclassification system is based on standards followed by the Department of Education in the reclassification of teachers and school heads, and other private Catholic schools. The other threshold which is professional engagement has been contextualized and approved by the administration for implementation.

RECLASSIFICATION SYSTEM

ACADEMIC RANK	EDUCATIONAL QUALIFICATIONS	
	THESIS PROGRAM	NON-THESIS PROGRAM
Senior Teacher	Earned Doctoral Degree or its	

	equivalent	
Master Teacher 6	60 doctorate units or Completed Academic Requirements leading to a doctoral degree and Passed the Comprehensive Examinations; Enrolled in Dissertation Writing	
Master Teacher 5	Earned 40 doctorate units	
Master Teacher 4	Earned 36 doctorate units	
Master Teacher 3	Earned 24 doctorate units	
Master Teacher 2	Earned 12 doctorate units	
Master Teacher 1	Earned Master's Degree or its equivalent	
Teacher 6	Passed the Comprehensive Examinations and Enrolled in Thesis Writing	Earned 45 master's units and Enrolled in Project Paper Writing
Teacher 5	Earned 36 master's units	Earned 36 master's units
Teacher 4	Earned 27 master's units	Earned 27 master's units
Teacher 3	Earned 18 master's units	Earned 18 master's units
Teacher 2	Earned 9 master's units	Earned 9 master's units
Teacher 1	Earned Bachelor's Degree in Education or its equivalent and Passed the Licensure Examinations for Teachers	
Junior Teacher	Earned Bachelor's Degree in Education or its equivalent (no Licensure Examination for Teachers)	

PROFESSIONAL ENGAGEMENT AND CORRESPONDING POINT SYSTEM

PROFESSIONAL ENGAGEMENT		LOCAL	INTERNATIONAL
Research and Publication	It refers to researches which are refereed and published in local or international research journals.	30	60
Authorship of Books/Textbooks	It refers to main authorship or lead coordinator of published books, textbooks, or other educational or instructional materials.	30	60
Co-authorship of Books/Textbooks	It refers to one's contribution as co-writer of published books, textbooks, or other educational or instructional materials.	15	30
Editorship	It refers to one's work as editor	10	20

	of published books, textbooks, or other educational or instructional materials.		
Awards and Recognition	It refers to awards and recognition received for one's achievement and invaluable service.	30	60

PARTICIPATION AND ATTENDANCE TO CONFERENCES, SEMINARS, WORKSHOPS, TRAININGS, ETC.		1 day	2 days	3 days	LOCAL	INTERNATIONAL
Organizer/ Facilitator	It refers to the role as lead organizer or facilitator of a conference or seminar.	30	40	50	x1	x2
Resource Person/Speaker	It refers to one's contribution as a resource person, presenter (for research conference) or subject matter expert in a conference, seminar, or training.	30			x1	x2
Panelist / Reactor	It refers to one's participation as panelist or reactor in a conference or thesis / dissertation defense (title, colloquium, final).	20			x1	x2
Participant/ Observer	It refers to one's attendance to a conference, seminar, or training.	10	15	20	x1	x2
COMPETITION		Participant	Placer	Champion	LOCAL	INTERNATIONAL
Coach / Mentor / Trainer		15	20	25	x1	x2
Organizer / Judge		10			x1	x2
Participant		10	15	20	x1	x2

MEMBERSHIP IN PROFESSIONAL ORGANIZATION	POINTS	LOCAL	INTERNATIONAL
Officer / Adviser	15	x1	x2
Member	10	x1	x2
COMMITTEE CHAIRMANSHIP	20		
INNOVATIVE CONTRIBUTIONS	20		

OTHER ACHIEVEMENTS	Administration's Discretion		
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The salary scale for the reclassification system will be determined based on the financial capability of the school.

E. BUDGET ALLOCATION

The administration will require every department to allocate funds for training and development in its yearly budget.



PHILIPPINE NORMAL UNIVERSITY
College of Graduate Studies and Teacher Education Research
Taft Ave., Manila

1 October 2018

FR. ANTHONY PAUL E. BICOMONG,
Provincial Superior

Dear Fr. Bicomong,

I am **GILBERT S. ARRIETA**, currently the Subject Area Head of Christian Living in the Junior High School in [REDACTED]. For almost twenty-nine (29) years, I have served the institution in various academic capacities mostly in the high school department. I am also a graduate student pursuing the degree Ph.D. in Educational Management at the Philippine Normal University-Manila. Recently, I completed the academic requirements and passed the comprehensive examinations, and about to start my dissertation writing.

Having been with the institution for twenty-eight years, I have become very familiar and knowledgeable on the culture and educational system of [REDACTED]. After reflecting and consulting my research professors and colleagues on a possible topic for my dissertation which will greatly contribute to the betterment of [REDACTED] in terms of leadership and management, I finally decided to do a research which is titled "**A SUCCESSION PLAN MODEL FOR ACADEMIC PERSONNEL**". My study aims to develop a succession plan model for all [REDACTED] schools (Basic Education) which can be used as basis in creating leadership standards and pipeline for future school leaders. At the same time, it will build a strong organizational culture in terms of leadership succession in the [REDACTED] institutions anchored on the vision-mission of [REDACTED].

In this regard, I would like to seek the permission of your good office in conducting my research study in school year 2018-2019 in six [REDACTED] schools namely [REDACTED] Makati City, [REDACTED] Mandaluyong City, [REDACTED] Canlubang, [REDACTED] Tarlac City, [REDACTED] Mabalacat (Pampanga), and [REDACTED] (Bacolor). The study will involve all principals, assistant principals, subject area heads, and selected teachers (at least five years of experience) in the [REDACTED] Education Department (Elementary and High School). The results of the study will certainly provide a framework and standards which will guide the Salesian administrators in identifying and training lay mission partners for leadership roles. All data that will be gathered in this study will be kept with utmost confidentiality. Furthermore, the results of the study will be submitted to your good office and a copy will also be provided to [REDACTED] particularly [REDACTED] Rectors of the six [REDACTED] schools.

PERMISSION TO CONDUCT THE STUDY FROM THE PROVINCIAL SUPERIOR

Thank you very much for your support.

Respectfully yours,

GILBERT S. ARRIETA
Ph.D. Student
Philippine Normal University-Manila

Approved by:

FR. ANTHONY PAUL E. BICOMONG,
Provincial Superior

APPENDIX C

**PERMISSION TO CONDUCT THE STUDY FROM THE DIRECTOR FOR
BASIC EDUCATION**



PHILIPPINE NORMAL UNIVERSITY

College of Graduate Studies and Teacher Education Research
Taft Ave., Manila

5 November 2018

Director for Basic Education

Dear Fr. [REDACTED],

I am **GILBERT S. ARRIETA**, currently the Subject Area Head of Christian Living in the Junior High School Department [REDACTED]. For almost twenty-nine (29) years, I have served the institution in various academic capacities mostly in the high school department. I am also a graduate student pursuing the degree Ph.D. in Educational Management at the Philippine Normal University-Manila. Recently, I completed the academic requirements and passed the comprehensive examinations, and will begin my dissertation writing.

Having been with [REDACTED] for almost twenty-nine years, I have become very familiar and knowledgeable on the culture and educational system of [REDACTED] schools. After reflecting and consulting my research professors and colleagues on a possible topic for my dissertation which will greatly contribute to the betterment of [REDACTED] schools in terms of leadership and management, I finally decided to do a research which is titled "**A SUCCESSION PLAN MODEL FOR ACADEMIC PERSONNEL**". My study aims to develop a succession plan model for all [REDACTED] schools (Basic Education) which can be used as basis in creating leadership standards and pipeline for future school leaders. At the same time, it will build a strong organizational culture in terms of leadership succession in the [REDACTED] institutions anchored on the vision-mission of St. [REDACTED].

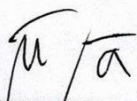
In this regard, I would like to seek the permission of your good office in conducting my research study in school year 2018-2019 in six [REDACTED] schools namely [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED], and [REDACTED]. The study will involve all principals, assistant principals, subject area heads, and selected teachers (at least five years of service) of the Basic Education Department (Elementary and High School). The results of the study will certainly provide a framework and standards which will guide the [REDACTED] administrators in identifying and training lay mission partners for leadership roles. All data

that will be gathered in this study will be kept with utmost confidentiality. Furthermore, the results of the study will be presented to your good office and a copy will also be provided.

This research study is a manifestation of my commitment and gratitude to St. [REDACTED] particularly his educational system.

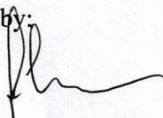
Thank you very much for your support.

Respectfully yours [REDACTED],



GILBERT S. ARRIETA
Graduate Student (Ph.D. in Educational Management)
Philippine Normal University-Manila

Approved by:



[REDACTED]
Director for Basic Education
[REDACTED]

APPENDIX D
PERMISSION TO CONDUCT THE STUDY FROM THE
PROVINCIAL ADMINISTRATOR



PHILIPPINE NORMAL UNIVERSITY
 College of Graduate Studies and Teacher Education Research
 Taft Ave., Manila

28 January 2019

██████████
Provincial Economist
 ██████████

Dear Fr. ████████,

I am GILBERT S. ARRIETA, currently the Subject Area Head of Christian Living in the Junior High School Department of ██████████ Makati City. For almost twenty-nine (29) years, I have served in various academic capacities in the aforementioned institution mostly in the high school department. I am also a graduate student pursuing the degree Ph.D. in Educational Management at the Philippine Normal University-Manila and currently doing my dissertation writing.

My dissertation title is **"A SUCCESSION MODEL FOR ACADEMIC HEADS."** This study aims to develop a leadership succession planning model for all ██████████ schools (FIN) which can be the basis the leadership standards and program for current and future school leaders. At the same time, it will build a strong institutional systems, structure, and governance in terms of leadership succession anchored on the vision-mission of the ██████████ and the ██████████ schools. Participants in this study are all rectors, principals and human resource head, and selected assistant principals, subject area heads and teachers. It is my belief that this research will contribute significantly in the continuous pursuit of excellence of ██████████ schools particularly in terms of school leadership.

I have discussed and sought the permission of Fr. Anthony Paul E. Bicomong, [REDACTED] our Provincial Superior, and [REDACTED] our Director for Basic Education to conduct this study in the six [REDACTED] schools. Moreover, I have also discussed this to the principals in their meeting last January 22, 2019. (see attached letters)

Considering the role of the human resource office in succession planning, it is imperative to discuss the rationale of my study to the human resource heads of the [REDACTED] schools.

In this regard, I would like to seek your permission in presenting my study to the members of the [REDACTED] human resource compliance team during your most convenient time. Your inputs, suggestions, and ideas will certainly provide a solid foundation in my study.

Thank you very much for your support and assistance.

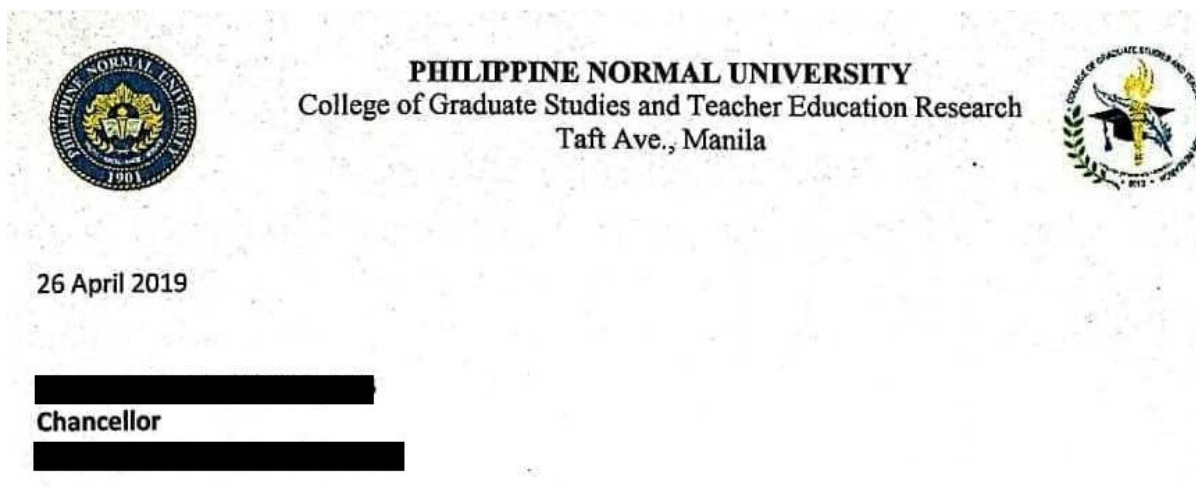
Sincerely in [REDACTED] ,


GILBERT S. ARRIETA
Ph.D. Student
09171165308

OK
Johanna
1/28/19

APPENDIX E

PERMISSION AND INVITATION TO THE CHANCELLOR TO PARTICIPATE IN THE FOCUS GROUP DISCUSSION



Dear Fr. [REDACTED],

I am GILBERT S. ARRIETA, the Subject Area Head of Christian Living in the Junior High School Department of [REDACTED] Makati City. I am also a graduate student pursuing the degree Ph.D. in Educational Management at the Philippine Normal University-Manila and currently doing my dissertation titled "**A SUCCESSION MODEL FOR ACADEMIC HEADS.**" This study aims to develop a leadership succession planning model for all [REDACTED] schools (FIN) which can be the basis the leadership standards and program for current and future school leaders. At the same time, it will build a strong institutional systems, structure, and governance in terms of leadership succession anchored on the vision-mission of the [REDACTED] and the [REDACTED] schools.

Last April 11, 2019, I have completed the first part of my data gathering by holding workshops in the five [REDACTED] schools ([REDACTED]). In each school, the workshop was participated by the principals, assistant principals, selected subject area heads, and teachers who have rendered service in the school for at least ten years. The second part of my data gathering is a **FOCUS-GROUP DISCUSSION** where the participants will discuss further the elements and components of a succession plan model for [REDACTED] schools based on the data gathered in the workshops.

Believing in your expertise and experience as an educational leader, I would like to invite you to participate in the **FOCUS-GROUP DISCUSSION** which will be held on **May 10, 2019 (Friday), 9:00 AM** at [REDACTED]. Participating in the FGD are the following:

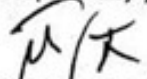


Director, Basic Education - [REDACTED]
 Director, One-TVET - [REDACTED]
 [REDACTED] Press Inc.
 Principal, Grade School Department
 Principal, Junior High School Department
 Principal, Senior High School Department [REDACTED]

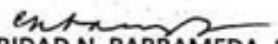
Thank you very much for accepting this invitation. Your participation and inputs will make my research study truly reflective of what [REDACTED] schools need for succession planning.

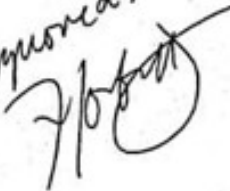
God bless.

Respectfully yours,


 GILBERT S. ARRIETA
 Ph.D. Student

Noted by:


 CARIDAD N. BARRAMEDA, Ed.D.
 Adviser

Approved:


APPENDIX F

CLEARANCE TO PROCEED FROM THE RESEARCH ETHICS COMMITTEE

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-317-1768 loc 750/751 eprdc@pnu.edu.ph www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-016
	Issue No.	01
	Rev. No.	01
	Date:	09-24-2018
	Page	1 of 1
EPRDC	CLEARANCE TO PROCEED	QAC No. CC-09242018-023

BASIC INFORMATION

REC Code:	031219-372
Research Proposal Title:	A Succession Model for Academic Heads
Researcher / Project Leader and Designation/Affiliation:	Gilbert S. Arrieta

The following items [✓] have been received and reviewed in connection with the above study to be conducted by the above researcher.

- [✓] Research Proposal in prescribed format
- [✓] Informed Consent Form/s /Assent Form
- [✓] Data Collection Tools

and hereby approved:

- [✓] To proceed to the validation of the data gathering tools
- [✓] To proceed to data collection, organization and write-up

Date of Issuance: **March 12, 2019**


TERESITA T. RUNGDUIN, Ph.D.
 Secretary
 Research Ethics Committee


RENE R. BELECINA, Ph.D.
 Chair
 Research Ethics Committee

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

APPENDIX G

CERTIFICATE OF COMPLIANCE FROM THE RESEARCH ETHICS COMMITTEE

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-317-1768 loc 750/751 eprdc@pnu.edu.ph www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-020	
	Issue No.	01	
	Rev. No.	01	
	Date:	09-24-2018	
	Page	1 of 1	
EPRDC	CERTIFICATE OF COMPLIANCE	QAC No.	CC-09242018-027

BASIC INFORMATION

REC Code:	090419-015
Title of the Research Project/Thesis/Dissertation:	A Succession Model for Academic Heads
Researcher/Project Leader and Designation/Affiliation:	Gilbert S. Arrieta

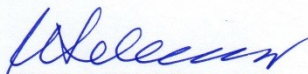
The following items [V] have been received and reviewed in connection with the above study conducted by the above researcher/principal investigator:

- ☐ Thesis
- ☒ Dissertation
- ☐ Research Article in APA Format

And hereby certified that it has fully complied with the PNU Code of Research Ethics and Guidelines for Review as stipulated in the BOR Resolution No. U-2303 s. 2015.

Date of Issuance: **September 4, 2019**


TERESITA T. RUNGDUIN, Ph.D.
 Secretary
 Research Ethics Committee


RENE R. BELECINA, Ph.D.
 Chair
 Research Ethics Committee

APPENDIX H

SAMPLE OF ACCOMPLISHED INFORMED CONSENT FORM

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-317-1768 loc 750/751 eprdc@pnu.edu.ph www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-037	
	Issue No.	01	
	Rev. No.	01	
	Date:	09-24-2018	
	Page	1 of 1	
EPRDC	INFORMED CONSENT FORM	QAC No.	CC-09242018-041

I, [REDACTED], being over the age of 18 years old (legally independent), hereby consent to participate/ be a respondent in this project titled: **"A SUCCESSION MODEL FOR ACADEMIC HEADS."**

I am aware that I should keep a copy of the Letter of Introduction and Consent Form for future reference;

I understand that:

I may not directly benefit from taking part in this research.

I am free to withdraw from the participation in this research at any time and I am free to refuse to answer particular questions

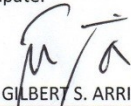
While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.

I may ask the audio recording be stopped at any time, and that I may withdraw at anytime from the interview without disadvantage.

Participant's signature: 

Date: April 10, 2019

I certify that I have explained the purpose of research to the participant and consider that she/he understands what is involved and liberally consents to participate.


GILBERT S. ARRIETA
 Researcher
(Signature over printed name)
April 10, 2019
 Date

**Attached herewith is the permit granted to MR. GILBERT S. ARRIETA (researcher) to conduct the study.*

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-317-1768 loc 750/751 eprdc@pnu.edu.ph www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-037
	Issue No.	01
	Rev. No.	01
	Date:	09-24-2018
	Page	1 of 1
EPRDC	INFORMED CONSENT FORM	
	QAC No.	CC-09242018-041

I, [REDACTED], being over the age of 18 years old (legally independent), hereby consent to participate/ be a respondent in this project titled: **"A SUCCESSION MODEL FOR ACADEMIC HEADS."**

I am aware that I should keep a copy of the Letter of Introduction and Consent Form for future reference;

I understand that:

I may not directly benefit from taking part in this research.

I am free to withdraw from the participation in this research at any time and I am free to refuse to answer particular questions

While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.

I may ask the audio recording be stopped at any time, and that I may withdraw at anytime from the interview without disadvantage.

Participant's signature: [Signature]

Date: March 21, 2019

I certify that I have explained the purpose of research to the participant and consider that she/he understands what is involved and liberally consents to participate.

[Signature]
 GILBERT S. ARRIETA

Researcher

(Signature over printed name)

March 21, 2019

Date

**Attached herewith is the permit granted to MR. GILBERT S. ARRIETA (researcher) to conduct the study.*

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

APPENDIX I

SAMPLE LETTERS TO EXPERTS FOR WORKSHOP QUESTIONS VALIDATION



PHILIPPINE NORMAL UNIVERSITY
College of Graduate Studies and Teacher Education Research
Taft Ave., Manila



13 March 2019

DR. FELICIA I. YEBAN
Professor
Philippine Normal University

Dear Dr. Yeban,

Greetings!

I am GILBERT S. ARRIETA, currently the Subject Area Head of Christian Living (Values Education) in the Junior High School Department of [REDACTED] and a graduate student pursuing the degree Ph.D. in Educational Management at the Philippine Normal University-Manila. Currently, I am doing my dissertation titled **"A SUCCESSION MODEL FOR ACADEMIC HEADS."** My study aims to develop a succession planning model for all [REDACTED] schools (Basic Education) which can be used as basis in creating leadership standards and pipeline including training and development for future academic heads. Likewise, it will build a strong organizational culture in terms of leadership succession in the [REDACTED] schools anchored on the vision-mission of [REDACTED]

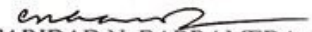
Believing in your expertise and experiences in educational leadership and management, may I request your assistance in validating and improving my questions which I will use in the workshops. Likewise, may I ask that you to guide me in the research method that I will use which you are very familiar with. Attached herewith are workshop questions.

Thank you very much for your assistance. God bless.

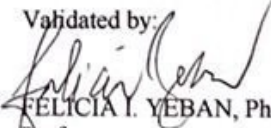
Respectfully yours,


GILBERT S. ARRIETA
Ph.D. Student

Noted by:


CARIDAD N. BARRAMEDA, Ed.D.
Adviser

Validated by:


FELICIA I. YEBAN, Ph.D.
Professor
Philippine Normal University



PHILIPPINE NORMAL UNIVERSITY
College of Graduate Studies and Teacher Education Research
Taft Ave., Manila



19 March 2019

TO WHOM IT MAY CONCERN,

This is to certify that **MR. GILBERT S. ARRIETA**, a Ph.D. in Educational Management student from this university consulted me on the method for his research titled "A SUCCESSION MODEL FOR ACADEMIC PERSONNEL." He also sought my assistance in the formulation and validation of the workshop questions that he used in his data gathering.

This certification is issued for his dissertation writing requirements.

Very truly yours,

A handwritten signature in black ink, appearing to read "Felicia V. Yeban".

FELICIA V. YEBAN, Ph.D.

Professor
Philippine Normal University-Manila



PHILIPPINE NORMAL UNIVERSITY
College of Graduate Studies and Teacher Education Research
Taft Ave., Manila



14 March 2019

DR. INERO V. ANCHO
Program Head, Educational Sciences
College of Graduate Studies and Teacher Education Research
Philippine Normal University-Manila

Dear Dr. Ancho,

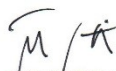
Greetings!

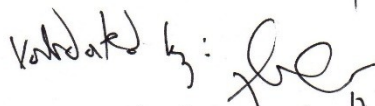
I am GILBERT S. ARRIETA, currently the Subject Area Head of Christian Living (Values Education) in the Junior High School Department of [REDACTED] and a graduate student pursuing the degree Ph.D. in Educational Management at the Philippine Normal University-Manila. Currently, I am doing my dissertation titled "**A SUCCESSION MODEL FOR ACADEMIC HEADS.**" My study aims to develop a succession planning model for all [REDACTED] (Basic Education) which can be used as basis in creating leadership standards and pipeline including training and development for future academic heads. Likewise, it will build a strong organizational culture in terms of leadership succession in the [REDACTED] anchored on the vision-mission of [REDACTED]

Believing in your expertise and experiences in educational leadership and management, may I request your assistance in validating and improving my questions which I will use in the workshops. Attached herewith are the flow of the workshop and workshop questions.

Thank you very much for your assistance. God bless.

Respectfully yours,


GILBERT S. ARRIETA
Ph.D. Student

Validated by: 
Inero V. Ancho, Ph.D.

Noted by:


CARIDAD N. BARRAMEDA, Ed.D.
Adviser

A SUCCESSION MODEL FOR ACADEMIC HEADS

The researcher will be using the participatory method where he will hold workshops, focus group discussion, and interviews. *For the workshop, he will be asking the following questions:*

Kindly check (/) if the question is APPROPRIATE or not APPROPRIATE.

	APPROPRIATE	NOT APPROPRIATE	COMMENTS AND SUGGESTIONS
What comes to mind when you read or hear the word "SUCCESSION PLANNING"?	/		
I. PRACTICES IN SELECTING AND APPOINTING ACADEMIC HEADS	/		
1. Based on your knowledge and experience, how does the administration select and appoint academic heads?	/		
2. What are the criteria in the selection and appointment of academic heads?	/		
3. How does the administration select and appoint academic heads?	/		
II. ISSUES AND CONCERNS IN SELECTING AND APPOINTING ACADEMIC HEADS	/		
1. Were there issues and concerns encountered in the selection and appointment of academic heads? If yes, what were the issues?	/		
III. ELEMENTS/COMPONENTS OF A SUCCESSION PLAN	/		
1. If you would create a succession plan (for principals and assistant principals), what should it have?	/		



PHILIPPINE NORMAL UNIVERSITY
College of Graduate Studies and Teacher Education Research
Taft Ave., Manila



13 March 2019

ALDWIN R. SANCHEZ, Ph.D.
Fellow III, Council of Fellows (Secretariat)
Former Dean
Development Academy of the Philippines

Dear Dr. Sanchez,

Greetings!

I am GILBERT S. ARRIETA, currently the Subject Area Head of Christian Living (Values Education) in the Junior High School Department of [REDACTED]-Makati City, and a graduate student pursuing the degree Ph.D. in Educational Management at the Philippine Normal University-Manila. Currently, I am doing my dissertation titled **"A SUCCESSION PLANNING MODEL FOR ACADEMIC PERSONNEL."** My study aims to develop a succession planning model for all [REDACTED] schools (Basic Education) which can be used as basis in creating leadership standards and pipeline including training and development for future academic heads. Likewise, it will build a strong organizational culture in terms of leadership succession in the [REDACTED] schools anchored on the vision-mission of St. [REDACTED].

I will be conducting workshops to the participants in the five schools managed by a religious congregation. I have formulated the questions which I will ask in the workshops to be validated by experts in educational management. I am now in the process of validating them by experts.

Believing in your expertise and experiences in educational leadership and management, may I request your assistance in validating and improving my research questions for the workshop. Attached herewith are the workshop questions.

Thank you very much for your assistance. God bless.

Respectfully yours,

GILBERT S. ARRIETA
Ph.D. Student

Noted by:

CARIDAD N. BARRAMEDA, Ed.D.
Adviser

Validated by :

ALDWIN R. SANCHEZ, Ph.D.
Fellow III, Council of Fellows (Secretariat)
Former Dean
Development Academy of the Philippines



PHILIPPINE NORMAL UNIVERSITY
College of Graduate Studies and Teacher Education Research
Taft Ave., Manila



13 March 2019

ALDWIN R. SANCHEZ, Ph.D.
Fellow III, Council of Fellows (Secretariat)
Former Dean
Development Academy of the Philippines

Dear Dr. Sanchez,

Greetings!

I am GILBERT S. ARRIETA, currently the Subject Area Head of Christian Living (Values Education) in the Junior High School Department of [REDACTED] -Makati City, and a graduate student pursuing the degree Ph.D. in Educational Management at the Philippine Normal University-Manila. Currently, I am doing my dissertation titled **"A SUCCESSION PLANNING MODEL FOR ACADEMIC PERSONNEL."** My study aims to develop a succession planning model for all [REDACTED] schools (Basic Education) which can be used as basis in creating leadership standards and pipeline including training and development for future academic heads. Likewise, it will build a strong organizational culture in terms of leadership succession in the [REDACTED] schools anchored on the vision-mission of St. [REDACTED].

I will be conducting workshops to the participants in the five schools managed by a religious congregation. I have formulated the questions which I will ask in the workshops to be validated by experts in educational management. I am now in the process of validating them by experts.

Believing in your expertise and experiences in educational leadership and management, may I request your assistance in validating and improving my research questions for the workshop. Attached herewith are the workshop questions.

Thank you very much for your assistance. God bless.

Respectfully yours,

GILBERT S. ARRIETA
Ph.D. Student

Noted by:

CARIDAD N. BARRAMEDA, Ed.D.
Adviser

Validated by :

ALDWIN R. SANCHEZ, Ph.D.
Fellow III, Council of Fellows (Secretariat)
Former Dean
Development Academy of the Philippines



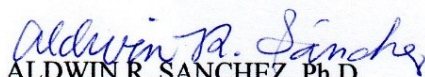
14 March 2019

TO WHOM IT MAY CONCERN,

This is to certify that **MR. GILBERT S. ARRIETA**, a Ph.D. in Educational Management candidate from the Philippine Normal University-Manila sought my professional assistance in validating the workshop questions that he used for his data gathering. I found the questions very appropriate in his study titled "A SUCCESSION MODEL FOR ACADEMIC PERSONNEL."

This certification is issued for his dissertation writing requirements.

Very truly yours,


ALDWIN R. SANCHEZ, Ph.D.
Fellow III, Council of Fellows (Secretariat)
Former Dean
Development Academy of the Philippines

APPENDIX J

ORAL TESTIMONIES ON ISSUES AND CONCERNS IN THE SELECTION AND APPOINTMENT OF ACADEMIC HEADS AND HOW THE PROPOSED AREAS AND ELEMENTS OF SUCCESSION PLAN WILL ADDRESS THEM

ORAL TESTIMONIES ISSUES AND CONCERNS COMMENTS AND SUGGESTIONS	PROPOSED ELEMENTS OF SUCCESSION PLAN
LACK OF ACADEMIC QUALIFICATIONS • Kasi, halimbawa, I don't know kung part ng plan ng congregation yung nangyari sa odea before yung satti na may mga nangyari sa teachers ng [REDACTED] schools, na pinag-aral unfortunately ang nangyari sa kanila after mag-aral karamihan umalis. Back to zero. Ang alam ko sila ang ineeye sa succession plan. Dahil sa kawalan ng document at di maayos na proceso. So laging back to zero. Or worse ang laging basehan kung anon a lang nangyari nung nakaraan based on experience na lang ang nangyayari.” (School 4)	PROFESSIONAL GROWTH It refers to the leadership preparation program and formation for future school leaders that develops their knowledge, skills, and competencies including their personal traits through graduate studies, shadowing, coaching, job assignments, assessment, feedbacking, and on-the-job training. 1. Leadership Pool (identification of future academic heads based on academic credentials and performance) 2. Enhanced Scholarship Program 3. Induction Program for Academic Heads (pre-service and in-service) • Training on Leadership Theories and Practices • Mentoring Program (former principals) • Orientation on Duties and Responsibilities • Turnover of Responsibilities and Transition Protocol 4. Empowerment (leadership tasks) 5. Developmental Assignment 6. Career Development for Faculty (Enhanced Reclassification System) 7. Budget Allocation for all programs

ADMINISTRATION'S PREFERENCE AND DECISION

- “Kailangan natin ng succession plan. Na-realize ko yung issue ng results of survey. Sila rin nasusunod at balewala ang survey. There are teachers who are qualified compared dun sa nakaupo.” (School 2)
- “Parang constitution ng bansa, kahit gano kaganda kung ang nag-iimplement di ipapatupad wala pa ring kuwenta. Minsan yung preference ni [REDACTED] nakakadistort. Dun ko sya nakikita na kahit na may in place na plan kaso napakalakas ng influence deciding power ni [REDACTED] nadidistort yung objectivity nung plan. Kung aware lang ang EPC na may succession plan, makaka create sya ng more harmonious leadership.” (School 2)
- “Basing on experience, Have we had the criteria, or the structure is in place, established, there will be no issues most especially on the [REDACTED] preference. Kung nakita nyo pare-pareho ang mindset natin. To be frank about it, meron tayo pero pumapasok ang [REDACTED] preference. I agree na dapat kung ano ang nasa criteria yun ang susundin kahit sino ang papalit. Dapat sundin. Kasi kanya kanya silang implementation.” (School 2)
- Kaya maraming tayong hugot, the [REDACTED] choose who they can work with. You will know if your name will be there. Pero based on that premise, they will choose kung sino ang makakatrabaho nila. They will choose somebody who can work with. Kahit ganito sya trainable. I don't want to work with them. Wala tayong magagawa kasi they own the school. Sa atin, feel natin na dapat ganito.” (School 2)
- To be frank about it, meron tayo pero pumapasok ang [REDACTED] preference. I agree na dapat kung ano ang nasa criteria yun ang susundin kahit sino ang papalit. Dapat sundin. Kasi kanya kanya silang implementation. “Actually, based on qualifications. Experience nya. Sinunod ko lang naman yung sa dating HR. Pag ito ang principal, nandun yung criteria, qualifications, in the last three years. Ganun lang sya kasimple. Nandun yung possibleng papalit. Kung ayaw nila sa nakalista dun, hahanap sila ng iba.

INSTITUTIONAL POLICIES, PROCESSES, AND PROCEDURES

It refers to the school's policies, procedures, and organizational set up which govern the decisions, behaviors, involvement, and participation in fulfilling the organization's vision-mission.

1. Criteria for selection and appointment
 - Educational Qualifications
 - a master's degree in school leadership or any related field
 - Performance Evaluation
 - at least outstanding performance in the last five years
 - Character, Integrity, and Spirituality ([REDACTED])
 - has imbibed the [REDACTED] character as manifested in his behavior, decisions, service (tenure), and performance of duties
 - upholds the method of education of the founder and teachings of the Catholic Church
 - Supervisory Experience
 - at least 3 years of academic supervisory role
 - Leadership Skills
 - demonstrates knowledge and ability in planning, leading, organizing, controlling, decision-making, budgeting
 - Human Relation Skills
 - able to relate and work harmoniously with all stakeholders
2. Selection Committee
 - Human Resource Office facilitates the composition of the committee members and preparation of documents of candidates.
 - The Committee reviews and deliberates based on the documents submitted by the candidates. It comes up with a

From the highest to the least qualified.” (School 2)	short-list of candidates that will be submitted to the Rector and the House Council for decision. 3. Policies and Procedures • Application for the principal and assistant principal may be opened publicly. • The incumbent principal makes recommendations for principal and assistant principals. • Human Resource Office and Selection Committee review and deliberate the candidates based on documents submitted. • The Rector and the House Council select and appoints the principal and assistant principal. • Incoming heads are informed of their appointment six months before assumption to office. • Term of Office for principals and assistant principals is three years. They can be reappointed for another term. • Compensation Package for the positions (A position pay and other benefits will be provided based on the financial capability of the school.)
LACK OF TRAINING AND DEVELOPMENT • In the absence of a succession plan, may mga narinig ako kaso di nag-materialize dahil sa limitations na nabanggit. Ang point na nakikita ko is we make the most of what we have. Finding people to take position sa administration. Meron naman kaming somehow na ginu-groom. We are grooming people even though wala silang masyadong training pero nakafocus dun kung sino ang ineeye naming kahit na wala pang appointment ineencourage slowly na sila. Such that sabihin natin pero somehow pero may mga taong na we are trying to help out. It’s not really a total loss. Wala tayong magawa. “ (School 3) • When I was invited to go for La Salle, I was informed na parang that I will be the next SAH.	PROFESSIONAL GROWTH It refers to the leadership preparation program and formation for future school leaders that develops their knowledge, skills, and competencies including their personal traits through graduate studies, shadowing, coaching, job assignments, assessment, feedbacking, and on-the-job training. 1. Leadership Pool (identification of future academic heads based on academic credentials and performance) 2. Enhanced Scholarship Program 3. Induction Program for Academic Heads (pre-service and in-service)

Kaya magkakaiba kami ng experience. Na inform ako dun na ako yung ineeye na next. “ (School 1) • “One of the reasons kung gusto ko urgency of need, dun maiidentify kung sino ang papallit at urgent kasi kailangan itrain na sya. He will be trained. Dapat may urgency of need. Nalimutan ko lang ang term. “ (School 2) • Kailangan na ito. I have been here for 13 years at naging part na rin ako ng team, and in key position before. Pero I have learned the all the tricks in the position sa sarili ko lang, through experience. Nandun yung apprehension bakit ikaw ang tinawag. Kasi parang kulang na kulang ang preparation. “ (School 2) • Based sa aking experience, pag naappoint sa position dahil nga matanda ka at yung bata na magagaling hindi pa regular parang wala kang choice kundi tanggapin. Wala naman kasing ibang hahawak ng position. Parang hindi ako. Siguro pasok ako sa years of experience. Nung magbalik ako sa pagtuturo nag change ang mindset ko then hahawak ka. Feeling mo hindi ka enough. Kulang. Kaya lagi akong tanong ako ng tanong. Nandyan sya to mentor me. Walang turnover. Gagawa ka uli. Sige APSA ka na. Walang papel na ibinigay. No mentoring. In general lang sa SATTI, maganda kasi full course sya. Pero yung pag nandun ka na iba na. na-appreciate iba na pag nasa position. “ (School 1) • “Sana magawan ng paraan na pag last year mo na ngayon dapat yung incoming kasama mo ng mag-wowork na yung para in case may prepared na. May sasalo na, di yung ipapasa sa ibang area. Ako muna ang SAH yung mga ganun.” (School 1)	• Training on Leadership Theories and Practices • Mentoring Program (former principals) • Orientation on Duties and Responsibilities • Turnover of Responsibilities and Transition Protocol 4. Empowerment (leadership tasks) 5. Developmental Assignment 6. Career Development for Faculty (Enhanced Reclassification System) 7. Budget Allocation for all programs ██████████ SPIRITUALITY AND CULTURE It refers to the formation programs on spirituality and teachings of ██████████ in educating and evangelizing the young through the preventive system of education – reason, religion, loving kindness. 1. Profile of an Ideal ██████████ Educator (Basis for all Formation Programs) • Qualification and Competence • Personal Character and Integrity • Spirituality and Faith • Human Relationship and (Sociability) Social Responsibility • Professional Attitude 2. Enhanced ██████████ for New Teachers (more in-depth) 3. Developmental ██████████ Program for Faculty 4. Enhanced Regular Formation Program for Faculty (weekly or monthly) 5. Retreat and Recollection for Faculty (annually and quarterly)
UNCLEAR POLICIES AND PROCEDURES • There has to be a serious planning most especially on	INSTITUTIONAL POLICIES, PROCESSES, AND PROCEDURES It refers to the school’s policies,

timeline and budget. We have all the dreams but the practicality of financing the plan has to be looked forward too, talagang detailed, kasi na bind yan. Kalaban naming dito is turnover. “ (School 3) • “I agree with him kasi everybody knows without the plan, hindi sya nagiging successful. Ang nagiging problema ay implementation, budget, personality ng kabataan, majority dinodominante ng generation na yan na nagkukulang sila sa dedication. Another thing, they are after on what they will be receiving na mahirap talaga labanan. Bago nila ishare ang 100%, they’re asking for . Ang turnover ang bilis, kahit may program tayo, kung wala namang tao. “ (School 3) • Kaya in a way ang laki ng gap ng mga old timers sa mga newcomers. Ngayon pa lang kami nagbibuul ng kultura pero mga teachers aalis kaagad. Sabay sabay na gagawin yung mga requirements at ano ba ng priorities. (TEACHER TURNOVER, LEAVING THE SCHOOL) (School 4) • “Nakita ko lang ay pano kung tapos na yung term ng tao. Wala namang forever ka don. Dapat magkaroon tayo ng plano sa mga taong ito para ma-boost ang morale nila. Kung san siya pupunta. Ano ang career path nya? Ano ang optimum performance na puedeng ibigay mo? Baka kasi hindi naman promotion ang kailangan. “ (School 3) • “Di nakikita nung teacher na may possibility na maging principal sya kasi iba ang process dito unlike sa public school. “ (School 1) • “Puede natin i-share ito sa rector. Puedeng pang motivate sa mga bagong teachers. Pag nakikita nila na meron succession plan, lalo na yung mga achievers kahit na bata pa lang sila ma-eencourage silang mag-stay sa school. Hindi yung naka two years at wala silang future dito. Nakita nya sa setting natin na di mangyayari yun. Kasi ibang yung appointment process dito. Puedeng gawin ng hr na magremind. “ (School 1) • “To be honest with you, isulat mo dyan kung sino ang susunod sa yo without even asking ano ng aba ang dapat kong iconsider para sumunod sa yo. Just	procedures, and organizational set up which govern the decisions, behaviors, involvement, and participation in fulfilling the organization’s vision-mission. 1. Criteria for selection and appointment • Educational Qualifications - a master’s degree in school leadership or any related field • Performance Evaluation - at least outstanding performance in the last five years • Character, Integrity, and Spirituality () - has imbibed the character as manifested in his behavior, decisions, service (tenure), and performance of duties - upholds the method of education of the founder and teachings of the Catholic Church • Supervisory Experience - at least 3 years of academic supervisory role • Leadership Skills - demonstrates knowledge and ability in planning, leading, organizing, controlling, decision-making, budgeting • Human Relation Skills - able to relate and work harmoniously with all stakeholders 2. Selection Committee • Human Resource Office facilitates the composition of the committee members and preparation of documents of candidates. • The Committee reviews and deliberates based on the documents submitted by the candidates. It comes up with a short-list of candidates that will be submitted to the Rector and the House Council for decision.
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our opinion, our own observation without thinking kung tama sya for that. Walang concrete training, or least ito ang dapat na i-consider.” School 3) • “Provided na yung title ang nawawala sa yo. Once na natanggal ka sa position, parang nagkakapareho na lang kayo kaya nagkakaroon ng bigat ng emotion ito. Halimbawa, principal ka na eto yung salary mo kahit ibalik ka ng teacher if you maintain that salary. Kaso bumabalik ka sa eto na naman ang sueldo mo. That’s why you feel na demoted ka.” (School 3) • Meron bang fixed na length of service sa office mo. Walang ganun eh. After 3 years or 4 years. Parang kung kelan nila gusto. Hindi mo alam kung ano ka next, kung tsugi ka na. (School 4) • Parang na-demote pag nawala ka sa position. Kailangan pa ba akong mag-explain? Kailangan i-explain sa lahat. Di mo alam kung ano ka next year. (School 4) • “I realized na sa 10 years ko dito hindi clear sa akin yung selection process of appointment. Na realize ko na ang school ay walang succession plan. The plan does not exist. Unclear yung process of appointment. Sumasagot ako based sa aking experience. Nakita ko na iba ang experience ng kasama ko. For me, there is a possibility na wala kaming shared understanding kung paano sila napipili at natetrain. In these two areas, yun ang hindi naging clear sa akin.” (School 1) • “Ang malungkot tuwing may dadating nababago. Kailangan sacred ito at aware lahat ng tao, pag may bidang dumadating, binabago. Kailangan aware lahat tayo at inoown lahat natin. Step-by-step procedure, yung standards. Puede i-adapt. Implementation ang problem.” (School 2) • “Maganda ang plano. They can modify. Sample is survey. Respeto sa program. May qualified na maging principal tapos. Sana irespeto ang program. Binago yung process. Maganda ang succession plan lalo na sa implementation. I-appoint ang mas qualified.” (School 2) • “Apprehensive pag may nabuo, dahil nga isa syang program dapat ipatupad ang dapat ipatupad. Hindi	3. Policies and Procedures • Application for the principal and assistant principal may be opened publicly. • The incumbent principal makes recommendations for principal and assistant principals. • Human Resource Office and Selection Committee review and deliberate the candidates based on documents submitted. • The Rector and the House Council select and appoints the principal and assistant principal. • Incoming heads are informed of their appointment six months before assumption to office. • Term of Office for principals and assistant principals is three years. They can be reappointed for another term. • Compensation Package for the positions (A position pay and other benefits will be provided based on the financial capability of the school.)
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yung nandyan sya tapos at the end of the day puede pala imodify.” (School 2) • “Let’s say sa principal, kailangan applyan ng mga qualified. Anybody can apply. Open sya sa lahat. Para balanced yung selection process. Kung gusto may mag-aapply. Kung wala, Salesians na ang pipili.” (School 2) • It’s not about the person na ilalagay duon pero nung sinasabi ko na plan paano ba yung proceso, kung documented ba. (School 4) • Kung meron, existing po sya, it is the right of everybody to know kung ano ang mga qualifications, ano ba ang hinahanap kasi possible din na there are some who are aiming for that position and qualified naman kasi para ma-encourage ang lahat ng empleyado di ba kasi may chance pala ako, may possibility na mataas man ang rank ko if I attain these qualifications kasi parang ang nangyayari kung sino na lang then we will just respect kung sino ang na-appoint. Parang kami may tamang proseso. Lahat ba talaga tinitingnan. Binabalance ba talaga ng mga namimili kung sino ba talaga. So kasi di nga naming alam kung meron ngang plan. Even though kami nasa position na ngayon, o eto na ang position mo. (School 4)	
RELUCTANCE TO ACCEPT • “May limitations na ang performance ng tao. It is about mindsetting. Succession does not necessarily mean promotion but what is next. Ano ang puedeng ibigay sa yo.” (School 3) • “My idea is to get what that person likes for his her career. Kasi may lumabas na tumatanggi kahit maganda performance. Na achieve yung peak of performance. Probably the position would not elevate, kung san siya ilalagay, yung career nya what could be our scheme or our action so that we could know this. It’s all about the perspective of the person ito napagaralan, we have dialogue, talks, but that is not enough because that person still leaves, that person still refuses some of the tasks yun siguro ang kulang in terms of the planning, the involvement of	██████████ SPIRITUALITY AND CULTURE; MOTIVATION It refers to the formation programs on spirituality and teachings of ██████████ in educating and evangelizing the young through the preventive system of education – reason, religion, loving kindness. 1. Profile of an Ideal ██████████ Educator (Basis for all Formation Programs) • Qualification and Competence • Personal Character and Integrity • Spirituality and Faith • Human Relationship and (Sociability) Social Responsibility

the person whom we are assigning in that plan.” (School 3)	• Professional Attitude 2. Enhanced [REDACTED] Program for New Teachers (more in-depth) 3. Developmental [REDACTED] Program for Faculty 4. Enhanced Regular Formation Program for Faculty (weekly or monthly) 5. Retreat and Recollection for Faculty (annually and quarterly)
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INTERRELATEDNESS OF THEMES
ISSUES – FOCUS GROUP DISCUSSION – SUCCESSION PLAN MODEL

ISSUES	FGD 1	FGD 2	SUCCESSION PLANNING MODEL
LACK OF ACADEMIC QUALIFICATIONS	“Technically and objectively speaking, all principals have MA today. “ “There is already a consciousness among the lmps and [REDACTED] of the academic qualifications. Perhaps due to lack of lmp, even those who are not qualified, they are assigned. But they have the other qualifications. “		INSTITUTIONAL POLICIES, PROCESSES, AND PROCEDURES
SUPERIOR’S PREFERENCE AND DECISION	“Let’s say, I only have two choices – with PhD (1 year of service) or finishing MA but (more years of experience). It is obvious that I will choose the one with more years of experience.” “We push them to qualify. I’m happy that the issues came out.”		INSTITUTIONAL POLICIES, PROCESSES, AND PROCEDURES
LACK OF TRAINING AND DEVELOPMENT	“[REDACTED] refers to the educational environment. We are not a generic institution.” “In Singapore, you need to take the 6-month induction program before	“Yung bagong generation natin particularly ang sense of volunteerism and family spirit ay hindi na na-oobserve na.” “Hindi kasi na-cascade ng maliwanag ng HR sa mga teachers to	PROFESSIONAL GROWTH SPIRITUALITY AND CULTURE

	assuming the position.” “Capacity building. The training program must be strategic. It is not only referring to one person but to a group.” “Assistant principals must be ready to become principal when the principal becomes incapacitate. When you prepare people, you are a pool. Umangat ka lang sa pyramid.” “You don’t need only educational preparation, but also emotional, psychological. “ “Wala sa culture ang professional growth. It is not the position. It is in the profession. Ang gusto mo is growth. Yung position is add on. And you want to grow in the profession. Seeing you, the admin rewarded you the position. That is the wisdom of making the position rotary. The benefit to grow. “ “[REDACTED] programs must be by level. . . by years of service” “On training and development – totoo lahat yan at paulitulit ang mga issues. Induction for new	pursue professional development. Dapat ito na mga rank na puede mo ma-attain. Sa ibang schools hindi naging ganong kaliwanag.” “Dapat magkaroon ng transition protocol. Within six months, ano ang gagawin nya sa transfer? May susundin na gagawin ang outgoing and incoming. Transition protocol will be included in the induction program for academic heads. “ “Meron tayong profile ng ideal [REDACTED] educator sa personnel handbook.” “There is a proposal na ang formation is based on the number of years of service. “ “On [REDACTED] modules given to the new teachers, I have observed na hindi na sya ganon kalalim. Wala na yung depth. Nasasayangan lang ako. Yung dati old school ang style pero na-iimbibe mo.” “Napansin ko na madalian na lang ang program. Wala ng depth. Dahil video, after a few minutes, wala na. You have to imbibe the [REDACTED] Spirit of education. But observation from	
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	teachers but none for new heads? “ “Induction program for heads – need to have a systematic (what to be prepared). Ano ang mga stages or gagawin? What are the components? Shadowing or mentoring may not be too formal. It must be programed, formal. “ “Induction must only be part of the succession plan. They are being trained. It should not be taken separately. “ “History of schools, from lay to [REDACTED] to lay. Only Makati is consistently has a lay principal.” “A teacher who has imbibed the [REDACTED] spirit, strong sense of [REDACTED], it is just a matter of time na maging permanent sya. May mga teachers tayo na matagal na pero parang patay na baraha. “	among our young teachers is “who cares about [REDACTED]” “What is disheartening is if there are good programs started by the religious, sana it will be continued by the new set of administrators. May magandang program na existing at dahil sila na ang uupo magpapasok sila ng program nila. Walang connection, continuity. Nasayang ang naumpisahan kasi natigil. “ “May program dati for management team which is more on preparing them to become supervisors, nawala yon lalo na when it comes to principles and theories of leadership. Sa kanila trabaho lang at walang basis on why they are doing it. “ “In those six months, puede na yung papalit na magsimula ng shadowing. “ “Kung maliwanag na sa succession model na ang term ko is three years at after ng 2.5 years ay may magshashadow na sa akin, ready na ako. “ “Dapat developmental ang [REDACTED]	
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		formation particularly ang pagkaka-imerse ng [REDACTED] educator na talagang buong buo at magrereflect sa ginagawa nya. Dapat developmental kasi walang idea ang mga bago bakit napunta na dun an gating workshop. Ang nagiging tendency ay nadidisorient ang mga bago. Come out with a program for different levels in terms of tenure in school.”	
UNCLEAR POLICIES AND PROCEDURES	“Competence must be leadership skills. Include the leadership competencies.” “When is the right period to inform the next? Others it is one or 6 months. To me, a semester or 6 months? You cannot do that – o bukas principal na ako”. Smooth transition, simot transition.” “The position is rotary. When you come up with a program not to suit certain personalities. Dapat nakakabit lahat dyan. Take note, no one should stay there for a long time. Position is a position of service at babalik ka sa teaching. LEADERSHIP IS A POSITION OF SERVICE. And you	“On assigning members of the selection committee, who will assign? It was decided it will be HR.” “Dun sa competence, may mandatory skills na kailangan di lang leadership skills. Sa akin, nakaconcentrate lang yan sa leadership. Every position may kailangan pang ibang competence. “ “On term of office, di maliwanag at di nabibigyan ng halaga. Wala tayong document nyan. Nasa practice lang yan.” “Kailangan maliwanag bago iimplement ano ba yung term of office for all positions. Ang nangyari, kasi wala tayong makuhan kapalit, sya pa rin.	INSTITUTIONAL POLICIES, PROCESSES, AND PROCEDURES

	can revert to teaching.” “We might have internal policies na naka set. Example na dapat ang area coordinator ay may master’s degree (dapat) set by the institution. “We need to be specific in terms of the number of years. “ “Do these leaders understand the meaning of [REDACTED]? Tenure or years of service the same with [REDACTED].” “What are the other career opportunities for teachers after serving the highest position? Do we have reclassification system? “ “Maliwanag sa atin eh sa mga teachers? Sa iba eh. Tuloy-tuloy naman ang growth ko. “ “Post must be open and aapplyan.” “Communicate the policies.” “Term of office must be established. “ “Tenure is not a guarantee that one has imbibed the [REDACTED] spirit. An example is	Kaya may overstaying.” “Parang sinusunod lang natin yung term of office ng mga religious. Kung maliwanag ang term of office, alam nila na hindi sila puede mag-overstay sa position.” “Sa criteria, I want to add yung interpersonal skills. Although nasa leadership skills na sya, kailanga bigyan ng emphasis ang interpersonal skills. Lumalabas kasi sa remarks ng mga teachers yan pag nag-survey for the incoming principals. Teachers can be asked about the social skills about the nominees or their chosen candidate. Pumasok sya sa mga qualifications based sa criteria pero di nakikita yung sa interpersonal relationships. (relational skills. This should be highlighted. They will follow the leader because of his relationship. “ “Mataas ang qualifications mo pero ang sabi ng mga tao mababa ang EQ niya. “ “Basic leadership skills and other important skills should be	
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	one of the principals because he used to be a member of the congregation.” “What can be the best number of years for a principal can be in office? This is in consideration of the situation of the [REDACTED] schools. Hirap na nga tayo na mag-select?”	identified. “ “Meron din kasing position na kailangan yung supervisory experience. “ “Sa principal, dapat may supervisory experience na at least 3 years ka like naging subject area head.” “Except in School 2, yung reclassification sa ibang schools ay hindi ganon kaliwanag kasi iba-iba ang problema nila. I am sharing yung best practices ng school 2 sa ibang schools. “ “We agree that six months before assuming the position that the appointee will be informed of his new responsibility. Para yung culture at mind ng tao ay prepared na sila.” “If you’re talking of principals, it is 3 years and can be renewed for another term. Pero wala tayong black and white nyan. Parang nasa practice lang. “ “There was a time when supervisory experience was not observed or used when a faculty was appointed.” “In school 2,	
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		reclassification is clear because I went to every department and discuss with them.” “Since the principal works hand-in-hand with the assistant principals, if the principal has a 3-year term, it should follow be 3 years sa assistant principal para tuloy-tuloy ang trabaho sila. Only the subject area head na lang ang principal. Kung wala pang ipapalit after three years, yearly na lang ang renewal until such time na may kapalit na. But it will not exceed after two terms.” “Instead of competence, it should be skills. Yung position really demands people skills.” “Habang nakaupo ang principal, identified na nya ang papalit sa kanya. Since identified na, kung ano pa ang kulang, dun ang idedevelop ang successor nya. Nabubulaga kasi tayo sa appointment. “	
RELUCTANCE TO ACCEPT	“It can happen that this is an impression. Father gusto namin na [REDACTED] ang principal as there are teachers who are expressing that. But he said that we are already moving	“Yung iba nag-aaspire na maging head or principal pero pag nakikita yung trabaho at stress ng principal ayaw na nila. May konting fear. Yung iba naman confident. “	INSTITUTIONAL POLICIES, PROCESSES, AND PROCEDURES SPRITUALITY AND CULTURE

	forward. “Gusto” is subjective. “ “They do not apply because of the responsibilities. Less ang stress. At may consideration sa compensation.” “This is good (applying for principalship). Pangit yung walang nag-aaspire sa position.” “Reluctance to apply kasi ang image nila sa isang principal na [REDACTED]. Yung iba kasi kelan lang nag-lay ang principals unlike sa ilan tulad ng Makati may nakita na silang models.”		MOTIVATION
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INTERRELATEDNESS OF THEMES
ISSUES – INTERVIEWS – SUCCESSION PLANNING MODEL

ISSUES	Provincial Administrator	School 2 Administrator	Director for Pastoral Affairs	SUCCESSION PLANNING MODEL
LACK OF ACADEMIC QUALIFICATIONS	“Ang naging reality is naghabol. Sa akin, historically, it was a corrective measure kasi walang ready. Yung corrective measure dapat ba laging policy. “	“Years ago, nag-decide na open na ang positions sa lay. Because of that, nakikita na ang mga institutions ay nagpoproject na kasi hindi na [REDACTED] na ang heads. Who among your employees will occupy that position? Walang maipalit dun sa iba kaya ibinalik sa religious kasi walang succession plan. Akala kasi nila ganun kadali ibigay sa lay ang principal. Hindi nila alam may qualifications. Kaya dun pumasok may term ba? “		INSTITUTIONAL POLICIES, PROCESSES, AND PROCEDURES
SUPERIOR'S PREFERENCE AND DECISION	“Ginagamit lang ito pag may kaso. Ang alam ko ay alam na nila ito.” “The problem might be the religious who are not reading this manual.” “I don't care if lay or [REDACTED] yan kasi personality pa rin yan. When you select, it should be based on qualification and specification of the	“Aminado kami na this is the moment na dapat maging professional kami on these things because of the shifting of minds of the [REDACTED]. It is not anymore the clerical in the ministry, open na kami sa possibilities. Kaya lumabas na yung professionalism na institutional kailangan may plano. “	“Sa akin, ang problema minsan sa ating religious, saying naman di siya nagtuloy sa atin. Anong kabutihan ang binibigay natin sa kapwa, mabuti yan, mamumungahan, kesa sa atin yan o hindi. That's how we approach schools. Our school is an apostolate. It is not a business. Sa business, nag	INSTITUTIONAL POLICIES, PROCESSES, AND PROCEDURES

	position whether it will be a religious or lay principal.”	“Before responsibilidad lang ng provincial to dream about the institutiton. Back then, everyone was just waiting.” “Kaya ngayon pa lang tayo nagmomove tayo sa ganyang direction, they are really serious in doing these things. Ang ikinaganda nyan ay may bago ng point of view kasi may lay na. Sa mga meetings, may mga lay na. Nakapagbibigay na ang outsider ng opinion na nakakalabas na tayo sa box natin. “ “Inopen sa lay. Gawin lay ang principal by not preparing them. It happened in School 1 , inupo nila ay lay na hindi nila prinepare ang tao at nagkagulo-gulo. Discipline, motivation, enrollment bumaba sya. Because of that,natuto na tayo. Naghanda na. Tatlo na ang pinag-aaralan na tao para sa position. Sila na yung iikot sa position. “	invest ako, dapat may makuha akong profit sa kanya. Sa akin, investment ka, pa gang profit yan ay sa school man o hindi, ang importante ay nahubog mo ang tao. Masyado kasi ang pananaw natin ay tit for tat. Kaya may attitude ang tao na ayaw ko na kasi may responsibility ako. Dapat ang teachers lalo na ang mga may dream, they know that they will be helped to achieve that dream of leadership whether in our school or not. That is our contribution na sa kanila. “	
LACK OF TRAINING AND DEVELOPMENT	“How do you prepare future leaders of the	“On training and development. Kaya may form na ngayon	“On training and development. . . in fact 6 months	PROFESSIONAL GROWTH

	schools? In other schools, these are the qualifications, you qualify yourselves. Dahil alam na nila yon, ginagawa nila. Kaya lang ang nangyari sa atin sa situation, o eto na ang mga position, wala pa tayong ready. Pag-aralin na lang natin. Part ba ng succession planning talaga at responsibility din ba ng school na dapat gumastos din ba ang school. Iba yung other skills, preparing them for leadership kasi napili mo na. Yon puede. Pero yung MA, ano ang dating ng lima yung pumasok, sabay-sabay, lahat ba tayo pag-aaralin. Bakit ikaw lang, ako lang? Ano feeling ng iba? “ “On training and development. . . . Actually, i-clarify talaga at maging specific. Ang comment ng iba ay i-update. “ “Lahat gusto maging principal, dapat ba educational management ba? “ “Paano rin ang selection sa scholarships? Succession planning is seamless. “	at nasa department head yan at isinusulat na nila sina option a,b,c together with their qualifications. Kung wala pa sila sa mga qualifications na ito, ibig sabihin I have the responsibility to let this person study for this particular point of view. You are helping the person to be qualified for the position. Kaya yung budget nasa department head, dapat nasa utak nya na papaaralin koi to kasi sya ang susunod sa akin. As far as I know, ibinababa na yan sa kanila.” “Kaya I don’t know kung may portfolio ang teacher natin of his/her career. Ikaw dapat nakikita mo kung ano ang gusto mo. You will qualify yourself eventually for the position.” “Yung growing in your profession, kinukuha mo as a personal responsibility. Kailangan may dream ang bawat teacher. May patutunguhan ba ako. Kaya ang mga schools may mga five-year plan. As a department eto ang plan naming. As a	ba? Sa akin, may long range plan. Saka we give possibilities for leadership to all. “ “Tinitingnan mo a yung teacher. 3 years regular na sya. From that years na yan, bigyanna natin sya ng plano, career path towards leadership. Para lahat ng teachers ay may sense of belonging, challenge or dream na hindi lang dito sa school na ito. Hindi lang ako magteteacher puede rin akong maging leader. Ang HR dapat may leadership development program to prepare future leaders. Whether at the end maging leader sya o hindi, ok na yon. Inangat mo yung kanyang antas. “	SPIRITUALITY AND CULTURE
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	“You don’t need to wait for you to grow. Responsibilidad ba ng school na pag-aralin ang lahat?” “The school identifies and selects who among them will lead. In terms of growing in your own field (vertical articulation), MA in your field, sagot pa ba ng school yan?” “I agree na bigyan ng training on leadership. Training and development should not be under the HR according to them. Our reply is we document everything and see to it may training and development ang department. Ang department heads ang responsible dyan. We ask them to communicate with us. “ “Succession planning is clarity. Anybody pag clear ang criteria, kahit hindi ako nagpapaaral, hindi ako humihingi ng tulong sa school, I myself mag-aaral ako. Mag-aapply ako as asst. principal or principal. Then the council of work has the right to choose.	faculty ito ang plan ko. From there, nakikita nya na may plan para sa kanila ang institution. I am part of the progress plan of the school.” “Salesianity is important for the future leaders of the institution. I agree with using the LMP profile as basis in making the program.”		
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	“ “On the turnover, preparation yan eh. Even if you prepare people, lalo na yung magkakasing edad sa isang high position, dahil may term of office, wala masyadong na-prepare, seniority ang ginamit. Naging promotion kaya di mo maibaba. “ “Sa akin ang best succession planning, ay you have a pool. Example 3 tayo na may MA in EDM, isa sa atin na-appoint for six years, dahil tayo ang pool, we plan together, then yung isa naman. Tanggalin ang kultura na promotion at maging a position of service. Sa aming mga religious, may kultura na kami nyan. “ “Kung apat tayo, pag natapos ka dahil pagod ka naman. Yung isa naman and we continue our plan. It is still our plan, and not your plan. Kung may pool ka na, ready kayo. “			
UNCLEAR POLICIES AND	“Instead of create, clarify. I would say	“Here, may nakita ako pero di	“Ang kultura ng may term of	INSTITUTIONAL POLICIES,

PROCEDURES				PROCESSES, AND PROCEDURES
	implement kasi na nasa manual. School 2 overlooked the manual. The manual was done by the taskforce.” “There are policies in place as indicated in the manual like term of office. Kung tenure ang pag-uusapan, meron. There is a fixed term but other positions none. “ “On qualifications, people can update the manual. They are also indicated here in the manual.” “Meron na pero kailangan i-enrich ang ibang policies.” “Yung comments nila laging may hugot. It means na may pinagbabasehan. Tanggap ba nila yon o hindi, that’s another question. Does the head of the school honor this? Pag inimplement, dun makikita kung kailangn i-update or i-enrich. “ “Saan galing ang comment? Meron kasi may pinagalingan. The manual is dated 2007 but we started doing it in 2004.”	kumpleto lahat ng departments. At least, in my nine years, nakikita ko na nagiging priority na sya ng mga institutions. “ “Not documented. All positions are given to the HC. Siguro hindi naibababa sa HR, sa tao.” “Term of office. 1 term kung maeextend ng 1 term lang.” “Have a good compensation package. Dyan magkakaiba ang mga institutions.” “Dun mo makikita yung horizontal and vertical promotion natin. Even yung mga lowest employees are being encouraged to improve themselves para di ka nakukuntento sa situation mo at tinatapatan yun ng salary increase. Kung educator ka you love learning. Ikaw ang magbubuild ng sarili mo.” “Natuto na ang mga institutions natin. I am hopeful na from the learnings we’re going through now. Nakita nila yung realizations na we	office ay ngayon pa lang nagsisimula pa lang sa [REDACTED] schools. Most of the time, pag naganyan ka at masaya sa yo ang mga pari, sige mabulok ka dyan hanggang mag-retire ka. Wala naman kasing 3 years, 3 years. Ngayon nagsisimula na. “On [REDACTED] module. It has to be more in-depth and developmental. Sampung tao, pare-pareho na lang ang naririnig ko. By group, depending on tenure.” “Hindi dapat umulit. Nag-iincrease ka, nagdedevelop ang kaalaman mo, lumalalim. Ang tingin dapat let’s say sa preventive system ng isang teacher ay iba sa tingin ng mga mas matatagal na. Mas malalim sya, mas marami syang experiences na makukuwento at puede syang maging mentor ng mga bago. “ “Tenure is equivalent sa [REDACTED]. Di ka	

	“Even the scholarship contracts can be found here. This is from the administrative point of view. Kung kulang from the academe point of view, sila na magsabi na i-enrich na ito.” “Kailangan ng strict implementation ng mga policies. We need to update our policies and become very clear to everyone. And bawasan ang mga negative reaction. Hindi yung wag nating sundin yung dati. Ano yung susundin natin? Ginagawa pa. Maasar nga ang employee. Bakit nga ako mag-aaral eh hindi naman ang marereclassify.” “Kahit may problema, as long as malinaw, tatanggapin yan. Kulang sa qualifications, pero sa other criteria, mataas sya. Call na ng head ng school yan. Ang problem lang sa ngayon ay nasa corrective measure pa rin tayo.” “Nakakatuwa minsan kasi I can deal with the	have to be serious with the documentations, manual, and yun ang utos from above to implement the policies. “ “We have so many beautiful policies but they are in the cabinet.” We learn from our shortcomings in terms of the policies. We are doing a re-organization. “Dapat lay na ang principal, administrators. [REDACTED] is the number one qualification. Dapat bukas ang pinto nya na maging cooperator and it means na [REDACTED] ka. Hindi ka [REDACTED] educator. You are part of the mission. It is not a job. You are cooperating in the mission of the congregation, of St. [REDACTED]. “ “Kaya ang hinahanap ang mission involvement. Maapketuhan ang decision nya. Dapat ang decision nya ay [REDACTED] decision.” “Kaya nilagay yung tenure, ayaw ng institutions natin na	magiging tunay na [REDACTED] educator ng 1 or 2 taon lang. “ “Paano nila ma-iimbibe ang [REDACTED] values in a two-year formation program. Dahan-dahan yan. You don’t form values in two years. It is a lifetime engagement.” “A [REDACTED] principal should be formed different from any other principals from any school system. He is an educator and evangelizer. Kapag lay, kailangan mong i-form sya.” “I agree that the formation should be anchored on the profile of a [REDACTED] educator.” “All our leadership programs should be for the mission. There should always be education and evangelization.”	
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	academic. Pag nag-meeting, o bakit walang manual. Ang sagot ko nandyan ang manual pero nag-aantay kami ng input ninyo. Ano ba ng mga latest qualification needed, ano ba ng mga kailangan ninyo? “ “Bakit sila nag-impose ng tool na mahirap gawin? Di po galing sa amin yan. Galing sa mga principals yan.”	mag assume ka na kasi matagal ka na dapat ikaw ang ilagay dyan. You have to qualify yourself. Dahil matagal na ako ditto karapatan ko na ako dapat dyan. Kailangan ipakita mo na you deserve to be in that position. Evangelizing – [REDACTED]. “		
RELUCTANCE TO ACCEPT		“Ready na kami ibigay ang position sa lay but nobody wants to accept kasi natatakot sila sa responsibility na ibibigay, if they are prepared or not, kung kakayanin nila o hindi.”		INSTITUTIONAL POLICIES, PROCESSES, AND PROCEDURES SPIRITUALITY AND CULTURE MOTIVATION

ISSUES	Former Principal School 2	Former Principal School 3	ELEMENTS OF SUCCESSION PLANNING MODEL
LACK OF ACADEMIC QUALIFICATIONS	“Yung sa master’s degree is already found in the MIPRS. Ang problema if yung candidate ay di qualified.”		INSTITUTIONAL POLICIES, PROCESSES, AND PROCEDURES
SUPERIOR’S PREFERENCE AND DECISION	“Bumabalik ako sa training and development kasi this is something for me the [REDACTED] are not keen enough to develop leadership positions among the lay people most especially in the regional areas.”		INSTITUTIONAL POLICIES, PROCESSES, AND PROCEDURES
LACK OF TRAINING AND DEVELOPMENT	“On training and development. I agree with it. The programs should be developmental. From among key teachers in the area, there should be an induction as well. You select the best person for the position. “ “In the pool, they are sort of being prepared psychologically and professionally towards leadership position. “	“On training and development. Need ang theories. I am more on mentoring. It so happened na nung first year ko nung principal ng School 2 that time who is a friend, every now and then nagcoconsult ako sa kanya. Yung dati kong Rector na naging principal din. Yung nakapagligid sa akin nakatulong sa akin. Actually kung iperepare mo lang yung basic, it will not need six months. It is	PROFESSIONAL GROWTH SPRITUALITY AND CULTURE

	“Those who are next in line are being prepared through the years starting with their basic appointment as teachers because everybody is hoping to land in a position. It is a position of trust not authority. It is the trust given to the person because of the qualifications and capabilities.” “Those who are next in line are being prepared through the years starting with their basic appointment as teachers because everybody is hoping to land in a position. It is a position of trust not authority. It is the trust given to the person because of the qualifications and capabilities.” “The very essential of succession is no one will go on top will rise to the position without going through the ladder. From adviser, subject area head to assistant principal. Maybe substantially how supervisory is done. With that principle, the quality of the school depends on the quality of supervision, you improve the	really as you go along dun ka matuto. At least meron kang tukod for a year. Palaging may consultation. I did it on my own. I was just lucky na yung mga nakapaligid sa akin naging principal. I gathered all their ideas and from there I came up of my own. Ang preparation sa principals ay how to deal with people, communication skills. Ang kailangan dito talaga ay wisdom. It is like you teach all the theories and you will select the theory na applicable dun. Walang libro na nagsasabi na ito ang situation at ito ang theory na gagamitin mo. Papasok si judgment, eto ang mga theories na alam ko, alin dyan ang dapat kong i-apply. Kaya kailangan i-mentor. Pag pumunta ako sa mentor ko, I present the situation and my solution. Hindi ako humihingi ng suggestion sa kanila ng wala akong prinesent. After that I ask for their comments. If not, you will not be trained. “ Nakatulong din yung monthly meeting ng principals before. We can share and learn from others. Matututo ka talaga kasi nung	
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	quality of supervision as you go up the ladder. “When you talk of career pathing in education, I think that there were only two but now there are 3. Not all who are good in teaching are good in leadership. Vice-versa. Research can be included as a track that can be included. It can be included under training and development. “ “More than training and development, [REDACTED] formation must be there. This is the peculiarity of the culture. How can a very professional not really engage, imbibe [REDACTED] be an effective minister or agent of [REDACTED] the whole institution students, parents and teachers kung kulang sya sa elements ng [REDACTED]. “ “ Former principals can help as mentors and be called upon in the induction program. “	time ko kasi yung mga kasabay ko ay may malalim na experience na. “ “Salesian spirit is a big word. Sometimes people take it for granted. Personally, kumapit ako sa three pillars ng congregation – reason, religion, loving kindness. They have to give emphasis to these. Tuwing gagawa ka ng judgment, ito ang titingnan mo. Ma-aattain mo ang tatlong ito if you have attended all the [REDACTED] formations. Minsan sumosobra tayo sa bawa’t isa. Hindi sya nababalance. “ “They have to train everybody, teachers and staff to use them. “ “Yung mga naka-attend faithfully ng [REDACTED] formations sila yung mga umaattend ng mass, confessions, etc.” “Dati lahat ng teachers ng five years and below dapat umattend every month. Kaya lang ang consistency ng pag-practice ang naging concern. “ “Umattend ako ng formation for five years kahit paulit-ulit. Na-realize ko na hindi mo	
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		pala ma-aabsorb and maiintidnidhan ng isang taon lang. Paulit-ulit for five years para mas maintindihan at magawa. Kailangan to reinforce ang [REDACTED] formation kasi maganda ang nagawa sa akin. Yung iba dahil kulang sa formation o di na-imbibe, masho-chock ka sa morals at points of view nila. “	
UNCLEAR POLICIES AND PROCEDURES	“I agree with creating a selection committee. It is an objective process. There should be an outsider who should also look into the aspect appointment outside the academic world. “ “I agree with all these. Need to streamline like 6 years of principalship in our setting is too long. Policies should be institutionalized not something like negotiable whoever comes. “ “I agree that seniority or tenure does not mean that he did not imbibe the [REDACTED] spirit and charism.” “[REDACTED] must be considered if the person has a previous background or none.”	“On criteria, how can you test the leadership skills of a person kung hindi siya naging head? Connected sya. “ “Two years in supervision may not be enough. It should be raised to at least three years. “ “You’re taking a risk if you lower the criteria. “ “Ngayon, bumalik sa [REDACTED] ang principal? Will this apply to this [REDACTED]? “ “In terms of creating a selection committee, ginagawa namin yan but with the final approval of the Rector. The committee will just propose the possible candidates. Meron kaming process dito. Ilagay na the final approval of the Rector kasi may mga alam sya	INSTITUTIONAL POLICIES, PROCESSES, AND PROCEDURES

	I agree with the idea of term of office particularly rotation. Reverting the head to the leadership position because the experience is already a threshold. “ “The competence or supervisory experience is very essential to the succession. For example, a teacher who has been in the school for quite sometime will be appointed as assistant principal but never was assigned as class adviser, club animator. How will he infuse changes and development in the student activity program and how to handle classroom management if he/she does not gain that experience. What will he bring to the position?”	na di alam ng selection committee at meron din alam ang selection committee na di alam ng Rector. Through this may check and balance. “ “May process kaming sinusunod in terms of the aspects kung saan idedeliberate. Maganda ang may committee kasi balanced ang mga members. Usually, pinopost namin na open for application. Kung walang nag-aapply, magrerecommend ang department head. Ang membership ng committee ay institutional galing sa iba’t ibang department at may confidentiality yon. Healthy ang may ganito kasi may iba’t ibang point of view ang makikita mo. Maganda sya. Yun nga lang, natigil ito four years ago kasi inaayos ang selection process. But nasa policy pa rin naming na gagawa pa rin ng committee. Maganda sya pero matagal lang ang process. Based ito sa mga documents na submitted nila at from the HR office. If you have the criteria, kita mo sa documents nila. “ “Before clear sa amin. Ngayon ok lang ang	
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		nangyayari. Sa committee mas clear at di nabuburden ang nasa itaas. “ “On term of office, nung nagging principal ako, three years is not enough. Dahil wala naman course sa pagiging principal, pag inassign ka mangangapa ka. Lalangoy ka. As you go along dun mo malalaman ang gagawin like dealing with parents. Sa unang taon mo nag-aadapt ka pa lang. Second year, that will be the time that you start planning. Dito walang three years, kasi yearly. Pero ang recommendation ko sa term of office ay five years para makapag-deliver ka talaga. Five years ang maximum mo. Pag kinuha ka na principal at least matatantsa mo ang gagawin mo. Dati may mga lay na umabot ng more than 3 terms. Sa akin, ok ang three years at puede kang i-renew. Pero ang pagbigay ng contract dapat one year para matanggal mo even after one year kung may ginawa or underperforming. Kaya pag three years, feeling nya di na sya puede tanggalin. Safe dito na yearly. It is	
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		encouraging those in position to do better. “ “Pag sinabi na term of office three years pero ang contract yearly.” “Yung compensation package nasa kakayahan ng school. May possibility talaga na mauubos ang pool ng next in line, qualified leaders. Di nag-aadjust ang position sa tao. For example, wala talagang qualified. Ikaw pa rin ang iuupo pero may pay grade ang position. Kundi sya qualified at inupo sya, di nya makukuha yung full pay grade. Babawasan kasi kulang sa qualification. Kung ano ang qualification mo, ang ibibigay say o yung equivalent mo. Ang tawag dun ay honorarium and not position pay kasi di nameet yung qualifications. Yan yung sa package. “ “Clear ang process nung may committee. Ngayon nabago at manggagaling sa department heads ang recommendation. Sooner, pag natapos ang gaming organizational chart, babalik kami sa committee.” “Ang pinag-iisipan	
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		naming ngayon na x and y. Dito si teacher nag-gogrow din sa profession nya at di lang sa position. Career pathing yun sa teacher. May possibility na-attain mo ang highest rank sa teaching. Pero di ibig sabihin nyan na magiging performing ka sa position. It does not guarantee. Nag-grow ka sa career mo. Excellent kang teacher pero puede na magaling si supervisor. Dapat pag-aralan ang path ng teachers. Puede kang maging leader pero di ka puede maging assistant principal. It is not growth for me. It is about the opportunity given to you. Pagkatapos ko ng pagiging principal, balik ako sa teaching. Dapat ma-discover mo rin yung gifts mo. To discover yourself as revealed by God. “Teachers should realize na magaling kang teacher pero di ka leader material. Dapat malaman mo kung hanggang saan ako. Puede kang mentor ng bagong teachers.”	
RELUCTANCE TO ACCEPT	“Because of the image of a priest as someone in authority, even those qualified would rather not take the		INSTITUTIONAL POLICIES, PROCESSES, AND PROCEDURES SPIRITUALITY

	position. ”		AND CULTURE
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APPENDIX M

INTERRELATEDNESS OF THEMES SUCCESSION PLANNING MODEL – ELEMENTS OF SUCCESSION PLANNING – ORAL TESTIMONIES, ISSUES AND CONCERNS

STEPS IN SUCCESSION PLANNING MODEL	PROPOSED ELEMENTS OF SUCCESSION PLAN	ORAL TESTIMONIES ISSUES AND CONCERNS
VISION-MISSION	VISION-MISSION • “There is a need to have a succession plan for the success of the vision-mission. All personal agenda and pride must be put aside for the vision-mission of the institutions.”	VISION-MISSION • “All our leadership programs should be for the mission. There should always be education and evangelization.” • “We believe in the vision-mission of the school and the teachings of the founder. Kaya nga nandito pa kami after more than ten years of service. Lahat ng plano pati ang tungkol sa leadership ay naka-align sa vision-mission ng school.”
UNDERSTAND THE SCHOOL ORGANIZATIONAL CULTURE	SPIRITUALITY AND CULTURE • “Dapat lay na ang principal, administrators. Spirituality is the number one qualification. Dapat ang lay principal ay bukas ang pinto na maging cooperador and it means na part ka ng	SPIRITUALITY AND CULTURE • “Inopen sa lay. Gawin lay ang principal by not preparing them. It happened in School 1 , inupo nila ay lay na hindi nila pinarepare ang tao at nagkagulo-gulo.

	congregation. Hindi ka lang educator ng congregation. You are part of the mission. It is not a job. You are cooperating in the mission of the congregation, of our founder.” • “Dyan naglalaro ang family spirit. Inaayawan mo. Later on ma-rerealize mo na identified ka na dun. Overruled na rin yung idea na mahirap ito, di ko ito gusto. So, sa spirit ng system matatakpan ‘yung mga ganon. Kulang ito di properly remunerated. Kaya yung personality, qualified ka. May experience ka pero yung heart mo wala dun. Konting shake lang ng situation, bibitawan mo na. That’s how you understand the responsibility.”	Discipline, motivation, enrollment bumaba sya. Because of that, natuto na tayo. Naghanda na. Tatlo na ang pinag-aaralan na tao para sa position. Sila na yung iikot sa position. “ • “My idea is to get what that person likes for his her career. Kasi may lumabas na tumatanggi kahit maganda performance. Na achieve yung peak of performance. Probably the position would not elevate, kung san siya ilalagay, yung career nya what could be our scheme or our action so that we could know this. It’s all about the perspective of the person ito napagaralan, we have dialogue, talks, but that is not enough because that person still leaves, that person still refuses some of the tasks yun siguro ang kulang in terms of the planning, the involvement of the person whom we are assigning in that plan.”
BUILD A SHARED VISION	VISION-MISSION SPIRITUALITY AND CULTURE • “There is a need to have a succession plan. Ang pinapangalagaan natin ay ‘yung shared vision-mission natin. Dahil sa pride, di tinutuloy. A succession plan can secure that.” • “Yung growing in your profession, kinukuha mo as a personal responsibility. Kailangan may dream ang bawat teacher. May patutunguhan ba ako. Kaya ang mga schools may mga five-year plan. As a	SPIRITUALITY AND CULTURE • “Kaya ngayon pa lang tayo nagmomove tayo sa ganyang direction, they are really serious in doing these things. Ang ikinaganda nyan ay may bago ng point of view kasi may lay na. Sa mga meetings, may mga lay na. Nakapagbibigay na ang outsider ng opinion na nakakalabas na tayo sa box natin. • “Tinitingnan mo ay yung teacher. 3 years regular na

	department eto ang plan naming. As a faculty ito ang plan ko. From there, nakikita nya na may plan para sa kanila ang institution. I am part of the progress plan of the school.” • “A principal in our schools should be formed according to the teachings of the founder and different from any other principals from any school system. He is an educator and evangelizer. He must take part in the mission early on leading to his commitment to serve the school and students.”	sya. From that years na yan, bigyanna natin sya ng plano, career path towards leadership. Para lahat ng teachers ay may sense of belonging, challenge or dream na hindi lang dito sa school na ito. Hindi lang ako magteteacher puede rin akong maging leader. Ang HR dapat may leadership development program to prepare future leaders. Whether at the end maging leader sya o hindi, ok na yon. Inangat mo yung kanyang antas. “
SET AND IMPLEMENT POLICIES AND LEADERSHIP STANDARDS	INSTITUTIONAL POLICIES, PROCESSES, AND PROCEDURES • “Policies should be institutionalized and not something like negotiable whoever comes.” • “On qualifications, people can update the manual. They are also indicated here in the manual.” • “Sa principal, dapat may supervisory experience na at least 3 years ka, like naging subject area head ka.” • “Kahit may problema, as long as malinaw, tatanggapin yan. Kulang sa qualifications, pero sa other criteria, mataas sya. Call na ng head ng school yan. Ang problem lang sa ngayon ay nasa corrective measure pa rin tayo. “	OBJECTIVITY OF DECISION - UNCLEAR POLICIES AND PROCEDURES • Kasi, halimbawa, I don’t know kung part ng plan ng congregation yung nangyari sa odea before yung satti na may mga nangyari sa teachers ng [REDACTED] schools, na pinag-aral unfortunately ang nangyari sa kanila after mag-aral karamihan umalis. Back to zero. Ang alam ko sila ang ineeye sa succession plan. Dahil sa kawalan ng document at di maayos na proceso. So laging back to zero. Or worse ang laging basehan kung anon a lang nangyari nung nakaraan based on experience na lang ang nangyayari.” • “Basing on experience, have we had the criteria, or the structure is in place, established, there will be no

		issues most especially on the [REDACTED] preference. Kung nakita nyo pare-pareho ang mindset natin. To be frank about it, meron tayo pero pumapasok ang [REDACTED] preference. I agree na dapat kung ano ang nasa criteria yun ang susundin kahit sino ang papalit. Dapat sundin. Kasi kanya kanya silang implementation.” • “Parang constitution ng bansa, kahit gano kaganda kung ang nag-iimplement di ipapatupad wala pa ring kuwenta. Minsan yung preference ni [REDACTED] nakakadistort. Dun ko sya nakikita na kahit na may in place na plan kaso napakalakas ng influence deciding power ni [REDACTED] nadidistort yung objectivity nung plan. Kung aware lang ang EPC na may succession plan, makaka create sya ng more harmonious leadership.” • “Ang malungkot tuwing may dadating nababago. Kailangan sacred ito at aware lahat ng tao, pag may bidang dumadating, binabago. Kailangan aware lahat tayo at inoown lahat natin. Step-by-step procedure, yung standards. Puede i-adapt. Implementation ang problem.
PROVIDE PERSONAL AND MORAL DEVELOPMENT PROGRAMS	SPIRITUALITY AND CULTURE • “More than training and development, spiritual formation must be there. This is the	SPIRITUALITY AND CULTURE – LACK OF TRAINING AND DEVELOPMENT • “Dapat developmental ang

	peculiarity of the culture. How can a very professional not really engage, imbibe the charism of our founder and be an effective minister or agent of evangelizing the whole institution students, parents and teachers kung kulang siya sa elements ng spirituality. “ • “Napansin ko na madalian na lang ang program. Wala ng depth. Dahil video, after a few minutes, wala na. You have to imbibe the charism and spirit of education of the founder. Yung dati old school ang style pero na-iimbibe mo.” • “On spirituality module. It has to be more in-depth and developmental. Sampung taon, pare-pareho na lang ang naririnig ko. By group, depending on tenure.”Hindi dapat umulit. Nag-iincrease ka, nagdedevelop ang kaalaman mo, lumalalim. Ang tingin dapat let’s say sa preventive system ng isang teacher ay iba sa tingin ng mga mas matatagal na. Mas malalim sya, mas marami syang experiences na makukuwento at puede syang maging mentor ng mga bago. “ • A [REDACTED] principal should be formed different from any other principals from any school system. He is an educator and evangelizer. Kapag lay, kailangan mong i-form sya.”	[REDACTED] formation particularly ang pagkaka-imerse ng [REDACTED] educator na talagang buong buo at magrereflect sa ginagawa nya. Dapat developmental kasi walang idea ang mga bago bakit napunta na dun an gating workshop. Ang nagiging tendency ay nadidisorient ang mga bago. Come out with a program for different levels in terms of tenure in school.” • “Sa akin, ang problema minsan sa ating religious, saying naman di siya nagtuloy sa atin. Anong kabutihan ang binibigay natin sa kapwa, mabuti yan, mamumunga yan, kesa sa atin yan o hindi. That’s how we approach schools. Our school is an apostolate. It is not a business. Sa business, nag invest ako, dapat may makuha akong profit sa kanya. Sa akin, investment ka, pa gang profit yan ay sa school man o hindi, ang importante ay nahubog mo ang tao. Masyado kasi ang pananaw natin ay tit for tat. Kaya may attitude ang tao na ayaw ko na kasi may responsibility ako. Dapat ang teachers lalo na ang mga may dream, they know that they will be helped to achieve that dream of leadership whether in our school or not. That is our contribution na sa kanila. “ • “More than training and development, [REDACTED] formation must be there. This is the peculiarity of the culture. How can a very
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		professional not really engage, imbibe [REDACTED] be an effective minister or agent of [REDACTED] the whole institution students, parents and teachers kung kulang sya sa elements ng [REDACTED]. “
PROVIDE LEADERSHIP DEVELOPMENT PROGRAMS	PROFESSIONAL GROWTH • “Wala sa culture ang professional growth. It is not the position. It is in the profession. Ang gusto mo is growth. Yung position is add-on. And you want to grow in the profession. Seeing you, the admin rewarded you the position.” • “In other schools, these are the qualifications, you qualify yourselves. Dahil alam na nila yon, ginagawa nila. Kaya lang ang nangyari sa atin sa situation, eto na ang mga position, wala pa tayong ready. Pag-aralin na lang natin. Part ba ng succession planning talaga at responsibility din ba ng school na dapat gumastos din ba ang school. Iba yung other skills, preparing them for leadership kasi napili mo na. Yon puede.” • “On training and development – totoo lahat yan at paulituli ang mga issues. Induction for new teachers but none for new heads? Induction program for heads – need to have a systematic (what to be prepared). Ano ang mga stages or gagawin? What are the components? Shadowing or mentoring may not be too formal. It must be programed, formal. “ • “All our leadership programs	PROFESSIONAL GROWTH – LACK OF TRAINING AND DEVELOPMENT • In the absence of a succession plan, may mga narinig ako kaso di nag-materialize dahil sa limitations na nabanggit. Ang point na nakikita ko is we make the most of what we have. Finding people to take position sa administration. Meron naman kaming somehow na ginu-groom. We are grooming people even though wala silang masyadong training pero nakafocus dun kung sino ang ineeye naming kahit na wala pang appointment ineencourage slowly na sila. Such that sabihin natin pero somehow pero may mga taong na we are trying to help out. It’s not really a total loss. Wala tayong magawa. “ • When I was invited to go for La Salle, I was informed na parang that I will be the next SAH. Kaya magkakaiba kami ng experience. Na inform ako dun na ako yung ineeye na next. “ • “One of the reasons kung gusto ko urgency of need, dun maiidentify kung sino ang papalit at urgent kasi kailangan itrain na sya. He

	should be for the mission. There should always be education and evangelization.”	will be trained. Dapat may urgency of need. Nalimutan ko lang ang term. “ • Kailangan na ito. I have been here for 13 years at naging part na rin ako ng team, and in key position before. Pero I have learned the all the tricks in the position sa sarili ko lang, through experience. Nandun yung apprehension bakit ikaw ang tinawag. Kasi parang kulang na kulang ang preparation. “ (School 2) • Based sa aking experience, pag naappoint sa position dahil nga matanda ka at yung bata na magagaling hindi pa regular parang wala kang choice kundi tanggapin. Wala naman kasing ibang hahawak ng position. Parang hindi ako. Siguro pasok ako sa years of experience. Nung magbalik ako sa pagtuturo nag change ang mindset ko then hahawak ka. Feeling mo hindi ka enough. Kulang. Kaya lagi akong tanong ako ng tanong. Nandyan sya to mentor me. Walang turnover. Gagawa ka uli. Sige APSA ka na. Walang papel na ibinigay. No mentoring. In general lang sa SATTI, maganda kasi full course sya. Pero yung pag nandun ka na iba na. na-appreciate iba na pag nasa position. “ MOTIVATION • “Ready na kami ibigay ang position sa lay but nobody wants to accept kasi natatakot sila sa responsibility na
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		ibibigay, if they are prepared or not, kung kakayanin nila o hindi.” • “I was just wondering all of us in general. Do we really like to succeed dun sa mababakante? Dun sa sagot nila na none, I answered reluctance to accept. Based on what I heard, what I’ve seen, there was a time that the position of principal was offered to the deputies, ayaw nila. Even the position of subject area head, ayaw din. Walang may gusto. I was just thinking that in the public school, the teachers would study and pay the expenses on their own. They said na I will pay because in the end these points for me there will I become next in line, I will be ready. Sa amin po, kahit umattend ng seminar for free, there is always reluctance on their part. I have seen positions offered to different persons, they are always reluctant. It took time for these people to say yes. Yet all are reluctant, I am wondering why? Kung tutuusin for me, this is an affirmation for me that I am doing something good that’s why the school is elevating me. Pero bakit ayaw? More often than not, they are reluctant. We could have a succession plan, if no one wants to succeed, it will be useless. What about that position? How come no one will aspire? Most of us teachers mas kuntento pa magturo, rather than sa
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		position na hindi kami nagtuturo.”
SELECT AND APPOINT ACADEMIC HEADS	QUALIFIED AND COMPETENT ACADEMIC HEADS • The very essential of succession is no one will go on top will rise to the position without going through the ladder. From adviser, subject area head to assistant principal. Maybe substantially how supervisory is done. With that principle, the quality of the school depends on the quality of supervision, you improve the quality of supervision as you go up the ladder. • Sa criteria, I want to add yung interpersonal skills. Although nasa leadership skills na sya, kailanga bigyan ng emphasis ang interpersonal skills. Lumalabas kasi sa remarks ng mga teachers yan pag nag-survey for the incoming principals. Teachers can be asked about the social skills about the nominees or their chosen candidate. Pumasok sya sa mga qualifications based sa criteria pero di nakikita yung sa interpersonal relationships. (relational skills. This should be highlighted. They will follow the leader because of his relationship. “ • “We push them to qualify. I’m happy that the issues came out.”	PROFESSIONAL GROWTH – LACK OF ACADEMIC QUALIFICATIONS • “Nandun yung apprehension bakit ikaw ang tinawag. Kasi parang kulang na kulang ang preparation.” • “Based sa aking experience, pag na-appoint sa position dahil nga matanda ka at yung bata na magagaling hindi pa regular parang wala kang choice kundi tanggapin. Wala naman kasing ibang hahawak ng position. Parang hindi ako. Siguro pasok ako sa years of experience.” • “Basing on experience, Have we had the criteria, or the structure is in place, established, there will be no issues most especially on the [REDACTED] preference. • To be frank about it, meron tayo pero pumapasok ang [REDACTED] preference. I agree na dapat kung ano ang nasa criteria yun ang susundin kahit sino ang papalit. Dapat sundin. Kasi kanya kanya silang implementation. “Actually, based on qualifications. Experience nya. Sinunod ko lang naman yung sa dating HR. Pag ito ang principal, nandun yung criteria, qualifications, in the

		last three years. Ganun lang sya kasimple. Nandun yung possibleng papalit. Kung ayaw nila sa nakalista dun, hahanap sila ng iba. From the highest to the least qualified.”
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Date of Expiry: September 25, 2020