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A Model of Organisational Leadership Development Informing Succession Development: Elements and Practices

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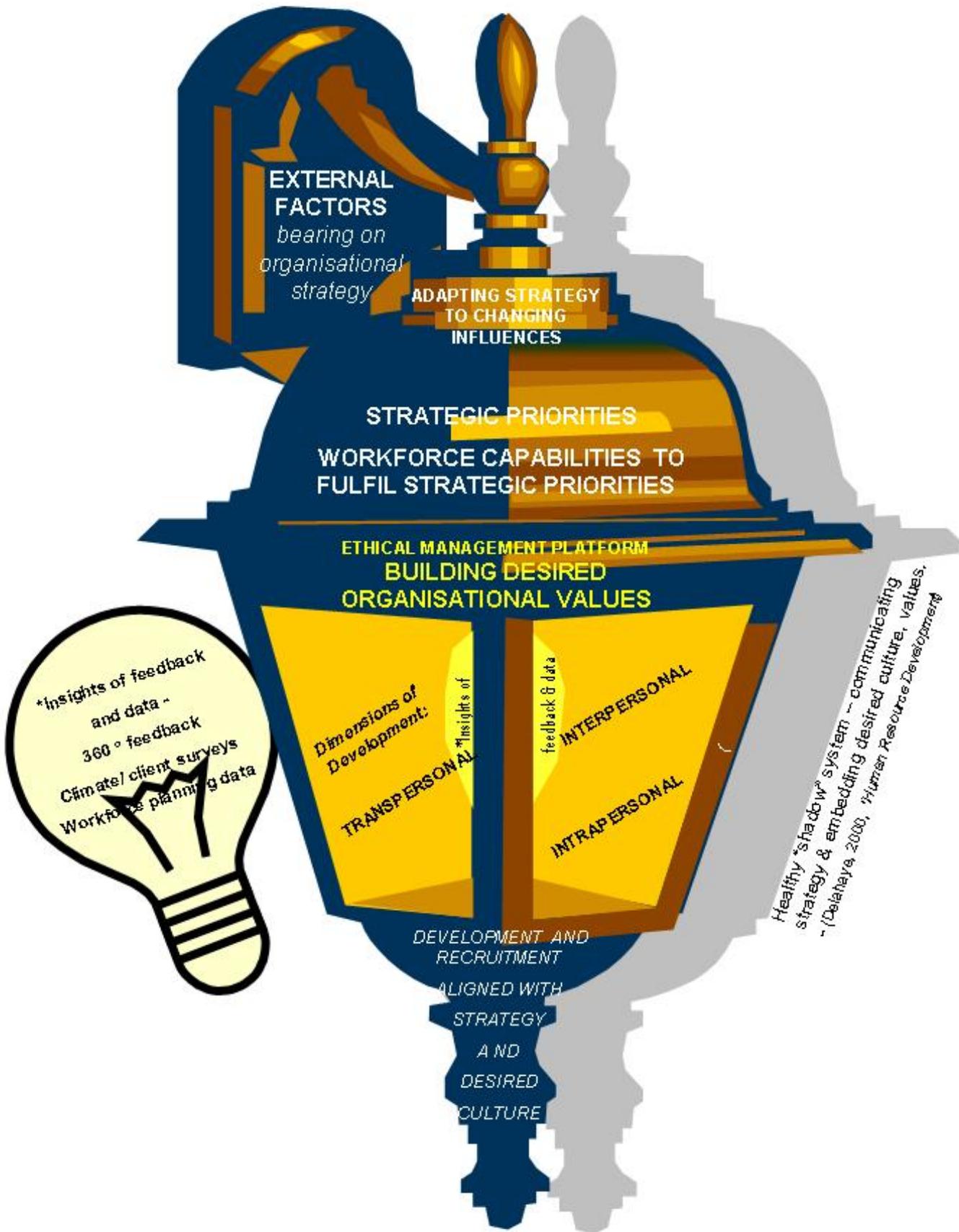Author(s): Glenys Drew and Lisa Ehrich

Introduction

It is noted from observations of Compton (2009), Richards (2008), Taylor and Bennett (2002), and others that succession leadership planning and development fails to receive adequate attention in the corporate sector (see Byham 2002; Richards 2008; Wellins and Byham 2001). This paper acknowledges a marked paucity of systematic succession leadership development in education organisations. The need would seem to be compounded at a time when substantial attrition in the leadership ranks is expected over the next five years, reflecting widespread workforce demographics (Busine and Watt 2005; Jacobzone, Cambois, Chaplain, and Robine 1998; Taylor and Bennett 2002).

The Lantern model has been developed in response to a perceived need to offer an integrated, systematic approach to organisational and succession leadership development. The model offers an organising framework for considering succession leadership development in a strategic, integrated way. The concept is based on organisational development and leadership literature which sees leadership development not as a series of 'tacked on' activities but as an organic 'whole of organisation' approach fostering the relevant knowledge, skills and understandings which support and 'grow' leaders as the organisation goes about its business.

This paper explores how such an ideal might happen, and it suggests that pursuing such an ideal is timely. The leadership baton is set to shift at an accelerated rate in universities, as for organisations broadly, owing to age-related attrition. Moreover, given the increased complexity and demands of the leadership remit in the education leadership environment, it would seem particularly opportune to explore a framework concentrating on engendering a positive, connected organisational climate capable of growing strategic leadership strength from within. Eight core elements of the model, derived from the literature and practice research, are explored. The Lantern model purports to 'cover the bases' of succession leadership development, with particular reference to the education environment. The model is next described.

The Lantern Model

EXTERNAL
FACTORS
*bearing on
organisational
strategy*

ADAPTING STRATEGY
TO CHANGING
INFLUENCES

STRATEGIC PRIORITIES

WORKFORCE CAPABILITIES TO
FULFIL STRATEGIC PRIORITIES

ETHICAL MANAGEMENT PLATFORM
BUILDING DESIRED
ORGANISATIONAL VALUES

*~Insights of feedback
and data ~
360 ° feedback
Climate/ client surveys
Workforce planning data*

Dimensions of
Development:

*~Insights of
feedback & data*

TRANSPERSONAL

INTERPERSONAL

INTRAPERSONAL

*DEVELOPMENT AND
RECRUITMENT
ALIGNED WITH
STRATEGY
AND
DESIRED
CULTURE*

Healthy "shadow" system ~ communicating
strategy & embedding desired culture, values.
~ (Delahaye, 2000, "Human Resource Development"

**Appendix: "Lantern"
model** – an Illuminated
Model of Organisational

A traditional Lantern image was chosen as a metaphor, reflecting the essential nature of organisational development and succession planning practice to provide an illuminated, well-connected organisational environment, clear on its external points of influence, and poised to assess and build its leadership strength strategically. The model emphasises that effective leadership development must involve the ability to seek and act upon relevant data and to engage and mobilise others in taking relevant action continuously to improve. While devised within the education leadership environment, the model has potentially wider application for organisations seeking an integrated approach to organisational and succession leadership development. The model is consistent with the view of Taylor and Bennett (2002) that succession management should not stand alone but must link with the business strategy and intended outcomes; and that capabilities identified for development, hence HR strategies such as recruitment and development, must flow from, and align with, the organisational strategic plan (Compton 2009). In its application, the model proposes an integrated, illuminated, communicative approach affecting all managerial roles and functions, fostered and modelled ideally at CEO level (Richards 2008). The Lantern model is designed to ensure that succession leadership development occurs in cognizance of the following major elements, each suggested as a key point of emphasis to foster organic leadership development in education leadership settings.

In overview, the model proposes that succession leadership development occurs in cognizance of the multiple external influences affecting the organisation's operation. It advocates aligning leadership development and recruitment practices with the capabilities identified as critical to achieving desired culture and goals. The model depicts an organisational landscape illuminated by important relevant feedback and data for purposes of reflection and continuous improvement. The model proposes an organising framework for development in three dimensions (i.e. transpersonal, interpersonal, and intrapersonal). It recognises the importance of flexibility, innovation and adaptability to change (James 2002a, 2002b; Nohria, Joyce, and Roberson 2003) focusing on strategy, processes and people (Avolio, Bass, and Yung 1999; Buss 2001; Rao and Rao 2005; Schein 2003; Schein 1997). The elements of the model are discussed briefly in turn.

External Factors Bearing on Organisational Strategy

This first part of the model reflects the importance of the organisation remaining well connected with its external environment, and a need to gain updated information and data on external factors bearing on strategy and operations. For example, of the university environment, a number of writers (Coaldrake and Stedman 1998, 1999; Meek and Wood 1997; Ramsden 1998a, 1998b; Rothwell 2002) have identified significant changes affecting governance, funding, strategy, teaching and research. These authors signal the need to maintain a sound knowledge of current and anticipated changes in the organisation's external operating environment in order to prepare for the effects of change. This part of the model is relevant to the preparation of new leaders in that leaders must have a system in place to import and monitor evolving strategic contextual information that bears upon the work of their functional unit and the organisation (Horder 2000).

Opportunities and threats posed by a rapidly changing internal and external university environment

demand a more diverse set of leadership and management skills than previously has been the case (Mead, Morgan, and Heath 1999). Kotter (2002, 2) cautions: "[i]n an age of turbulence, when you handle [change] really well, you win. Handle it poorly, and it can …cost a great deal of money, and cause a lot of pain". James (2002b) recommends constantly monitoring to update strategy to take account of non-linear, unpredictable developments. Changes may relate to increased innovation supported by adequate risk management (Shattock 2003), acquiring specialist knowledge for sound governance, and creating and managing different partnerships for accessing support (funds for research and development where applicable) and carrying out core business (Drew 2006; Marshall, Adams, Cameron, and Sullivan 2000; Schein 1997). This part of the model advocates that having mechanisms in place to import and monitor relevant external data informing planning and practice is critical, and that this in-built attentiveness is vital to fostering a leadership calibre that is not insular but globally and strategically focused.

Adapting Strategy to Changing Influences

This component of the Lantern model refers to the notion that organisations need to build change capability in their leadership workforce if leaders are to mobilise and engage their people in harmony with the achievement of strategic goals (Taylor and Bennett 2002). Barnett (2004), Hamlin and Davies (1996), for example, argue that universities typically navigating significant change need to build adaptive capabilities in the workforce overall. Scott, Coates, and Anderson (2008) argue that academic leaders must know how to adapt, and how to foster adaptive capability in others, helping others in "making sense of the continuously and rapidly changing context" in which they operate (Scott et al. 2008, 27). Indeed, this part of the model recognises the critical remit of the CEO and leadership team to communicate clarity of purpose to staff including the rationale for change-not only change in strategic priorities but subtle changes brought about by the wider fundamental influences of globalisation, new technology, and changes in the nature of work and roles (Compton 2009). This part of the model suggests that the organisation's best asset may well be sound and timely communication on strategic change cascading through the ranks, and that this is best conceived as a leadership function modelled from the top but fostered at all levels.

Strategic Priorities

The positioning of 'strategic priorities' close to the top of the Lantern model reflects the pivotal role of leaders to foster the engagement of staff in strategic vision (Snyder, Marginson, and Lewis 2007; Tichy and Devanna 1986). Under the model, strategic vision and priorities are communicated from the top of the organisation through effective communication and an effective supervisory process (Hanna 2003; Oliver 2001). Snyder et al. (2007), studying the academic management environment, argue for supportive institutional strategies which dissolve boundaries and value overlapping connection points. At the same time, it is recognised that in universities a conflation of separate disciplines and ideological positions potentially challenges the concept of a sense of common strategic vision (Bellah, Madsen, Sullivan, Swidler, and Tipton 1991). This, again, calls for mindfulness to communicate clearly vision and goals and to forge trust within teams, as vital to organisational effectiveness *and* to leader preparation (Kotter 2002; Lamond 2001; Marshall et al. 2000). Similarly, the whole organisation should pay attention to building workforce capabilities supporting the fulfilment of strategic goals.

Workforce Capabilities to Fulfil Strategic Priorities

This part of the model argues the need for universities to identify and foster those workforce capabilities that are deemed critical to achieving strategic priorities, acknowledging that opportunities and threats posed by a rapidly changing internal and external environment in universities have demanded a more diverse set of leadership and management skills and behaviours than before (Mead et al. 1999). Various authors posit views as to some of the generic core capabilities that are thought to be critical to leading and managing in universities. A number of writers in the higher education field (see Coaldrake and Stedman 1999; Ramsden, 1998a, 1998b) argue that collaboration and innovation are vital acquisitions for both academic and general staff, as is the ability to adapt to change (Barnett 2004; Cohen 2004; Drew 2006; Pratt, Margaritis, and Coy 1999; Taylor 2001). Writing of succession management more broadly, Argyris and Schon (1996), Avolio et al. (1999), Compton (2009), and Taylor and Bennett (2002) maintain that effective strategic human resource management capable of fostering strategic engagement including the ability to adapt to change is crucial. Offering a suite of capabilities fostering engagement across the interpersonal activities of the organisation and with external parties is the Quality Leadership Profile (QLP) 360 degree feedback leadership survey. Scott et al. (2008) cite the factor structure for the QLP survey as representing a researched-set of capabilities including people involvement, strategic and operational effectiveness, service focus, community outreach, and (where applicable) academic leadership (Drew 2006).

This part of the Lantern model, in summary, recommends pursuing continuous improvement against a set of identified capabilities, and ideally covers a blend of strategic and operational and human centred behaviours. It recommends building critical mass in desired capabilities through feedback processes (Compton 2009; McCarthy and Garavan 2001; Taylor and Bennett 2002) designed to foster and embed relevant workforce capabilities and values.

Ethical Management Platform Building Desired Organisational Culture

In recent years, the subject of values and ethical practices in organisations has received considerable attention (Lowry 2006). In the Lantern model, an ethical management platform underpins both strategic priorities and workforce capabilities. It proposes that the organisation examines the extent to which codes and policies relating to ideal organisational culture (behaviour) are observable in practice. This part of the model refers to creating 'whole of organisation' mindfulness concerning the type of behaviours deemed to contribute to desired organisational culture, acknowledging that culture is formed through the tacit practices of people interacting with each other within the organisation (Bolman and Deal 2003; Delahaye 2000). There is an avowed link between attending to development of trust, respect and ethical dealing and the realisation of strategic goals (Cranston, Ehrich, and Kimber 2004, 2006; Singh and Manser 2007).

The argument here is that if ethical considerations are to form part of leader responsibility (Allen 2005; Barnett 2004; Parry 1999; Schein 1997), the organisation must have in place means by which somewhat tacit elements of organisational processes and culture are examined and consciously improved over time. As Richards (2008) found, some processes may be so embedded in organisational culture that they are taken for granted. This may include functional aspects such as the leader's perceived reliability to follow through on decisions. Drew (2009) cites the experiences reported by one academic leader having transitioned from a South-East Asian university to an Australian university. The leader suggested that effective leadership has cultural implications including a leader's perceived trustworthiness to act in a consistent, ethical manner, and to follow through on

commitments made (Drew 2009).

Seeking to increase synergy between espoused and actual behaviours within an organisation is critical to the Lantern model, consistent with Delahaye's (2000) argument that there are two basic systems of the organisation – the 'legitimate' and 'shadow' systems. The Lantern model fosters closer alignment between the 'legitimate' system (the statements embedded in the organisation's codes, policies and procedures as to how the organisation should operate) and the 'shadow' system (representing the extent to which desired culture and values are embedded in practice) (Delahaye 2000). As offered by Delahaye (2000, 88), the "legitimate system is responsible for the *intended* or *deliberate* strategy of the organisation", while the 'shadow system' focuses on domains of learning and learning transfer. This part of the Lantern model argues that leadership development that occurs aside from overall organisational commitment and attentiveness to fostering desired culture is hollow and pointless. It is said, cynicism tends to arise when stated development goals are viewed as nothing more than empty slogans (Latham 2003).

It is said, the culture or 'spirit' of an organisation becomes a narrative which tacitly is 'read' and interpreted as 'text' by organisational members and stakeholders (Brown and McMillan 1991). This part of the model suggests that organisations develop a code of behaviour, for example, the Culture Investment Portfolio (Drew 2009) as a guideline for building desired culture and values throughout the organisation. In respect of the university environment, a number of writers (see Hanna 2003; Longden 2006; Pick 2003; Shattock 2003; Stiles 2004) advocate that universities build effective change leadership *and* sound organisational culture, in order to navigate complexity and adapt successfully to changing needs. It is contended that across the organisation, the chief executive officer and team are the most influential in helping determine the type of organisational culture which will predominate within the organisation (Drew 2009; Locke 2007; Maurer, Mitchell, and Barbeite 2002; Meadows 1999; Taylor and Bennett 2002).

Insights of Feedback and Data

This part of the model, Insights of Feedback and Data, suggests consciously developing an organisational landscape that is well illuminated by relevant feedback, data and information that is important to core business. Some authors recommend heuristic tools such as 360 degree feedback leadership surveys for the purpose of fostering reflective thinking and action (Fedor, Bettenhausen, and Davis 1999; Lepsinger and Lucia 1997; London 2002; Rao and Rao 2005; Taylor and Bennett 2002). For example, according to research carried out in a study by Taylor and Bennett (2002), 71 per cent of 360 degree survey participants reported that they had made changes to their behaviour as a result of the feedback received. These changes are said to have included being more pro-active with ideas; more team oriented, delegating more, and improving interactive communication, listening and provision of feedback to staff. Use of 360 degree feedback tools in the sector has increased over recent years as universities have embraced a wider span of leadership challenges (Scott et al. 2008). According to Scott et al. (2008), academic leaders are handling and responding to changing contexts and complexity in a variety of ways, and part of that picture is the leader examining his/her own interpersonal effectiveness through feedback and other reflective processes. The Lantern model suggests that having in place systematic processes for gaining feedback on current leadership practice in the organisation assists the organisation to identify the most pressing development needs and to support and develop current and future leaders accordingly. Rothwell (2002) supports the notion

of conducting an audit of existing staff, linked to strategic priorities, to assess the organisation's access to suitable staff to fill anticipated gaps in the workforce.

The focus now turns to identifying, broadly, the capability development needs for leader development in the university sector. A number of authors (see, for example, Rao and Rao 2005; Schein 1997, 2003) argue that there are three separate but overlapping dimensions for an informed approach to organisational and leadership development. Those dimensions can be conceptualised as follows: (a) strategic organisational development; (b) effective interpersonal engagement around effective processes; and © personal reflective capacity and self-awareness. These three dimensions termed, respectively, 'Transpersonal', 'Interpersonal', and 'Intrapersonal', emerged as a useful framework for generic leadership development. These dimensions reflect the item and factor structure of the QLP, the 360 degree feedback instrument referred to previously. The alignment is of interest as the QLP was researched in and for senior leadership development in the education sector (Drew 2006; Scott et al. 2008).

The key capabilities revealed by research in the sector to develop the QLP align with the findings of Scott et al. (2008) concerning key capabilities relevant to leading and managing in the sector. According to the findings of the Carrick study reported by Scott et al. (2008, 72), those capabilities include: Empathising, Influencing; Self-regulation and Self-organisation; Flexibility and Responsiveness (similar to QLP items/questions under 'Staff Motivation and Involvement'); Diagnosis; Decisiveness; Strategy; Knowledge of organisational operations (similar to QLP items/questions under 'Strategic and Operational Management'); and Commitment to Learning and Teaching (similar to QLP items/questions under 'Academic Leadership'). The three dimensions of leadership development which evidenced themselves through the literature and research examined-'Transpersonal', 'Interpersonal', and 'Intrapersonal'-are discussed in turn.

Dimensions of Development-'Transpersonal' Dimension (Strategic Organisational)

This next section covers the 'Transpersonal' or the strategic organisational dimension of development. With the prefix 'trans' meaning 'across' or 'beyond', 'transpersonal' recognises the wider strategic issues which tend to affect organisational strategy and operations. In the model, the transpersonal refers to the dimension of leadership that covers knowledge of and engagement with the external environment. In the context of the university environment, key issues include balancing academic advancement and business effectiveness, and recognising the complex and potentially competing challenges that are part of contemporary academic leadership (Drew 2006). These include such dualities as managing innovation and risk, research and commercialisation, maintaining quality and the demands of an increased administrative burden (Kinman 1998; Winefield, Gillespie, Stough, Dua, and Hapuararchchi 2002). Managing these complexities involves understanding and effective communication within the wider university and stakeholder environment. Effective engagement in a respectful, amenable culture is widely recommended for universities (see Coaldrake and Stedman 1998; Drew 2009; Ramsden 1998a, 1998b; Schein 1997; Shattock 2003). If it is agreed that development of organisational culture turns largely upon interactive behaviours in organisations, this calls for leaders to reinforce desired behaviours in their own behaviours and relationships, and it has implications for leader development. The following suggested dimensions of development are suggested and are argued briefly in turn.

Dimensions of Development-'Interpersonal' Dimension (Engagement and Collaboration)

A growing body of research attests that effective interpersonal relationships, said to be fundamental to leadership (Compton 2009; and others), are especially needful in situations of change and complexity, and where competing interests potentially challenge trust and harmony. Complexity and competing interests in universities may include delivering on sound principles of pedagogy and research while pursuing efficiencies in a global environment of mass education (Coaldrake and Stedman 1999; Szekeres 2006); the differentiated ways in which students engage with the university, demanding more flexible arrangements for teaching (Longden 2006; Snyder et al. 2007); and competition associated with gaining funds for research and carrying out research and development (Cohen 2004; Mead et al. 1999; Stiles 2004; Whitchurch 2006).

The increased need for partnering effectively across multiple sectors (Carless 2001; Stiles 2004; Taylor 2001) calls for high order interpersonal skills along with discipline knowledge and administrative know-how. It is said that two sets of capabilities that are required equally span human centred attributes of empathy, self-regulation and self-organisation and the more instrumental aspects of organisational knowledge, competency managing budgets and strategy and the like (see Compton 2009; Drew, Ehrich, and Hansford 2008; Giroux 2005; Poole 2004; Pratt and Poole 1999). It may be agreed that self-awareness lies behind successful interpersonal relations. The intrapersonal (self-awareness) dimension is considered next.

Dimensions of Development-'Intrapersonal' Dimension (Self-awareness; Reflective Capacity)

A body of literature suggests that development, if it is to be successful, begins with the individual as a reflective thinker and action-taker towards continuous improvement. The 'Intrapersonal' dimension of the model refers to building the individual capabilities of leaders to reflect on and develop their leadership capabilities, and their personal robustness in order to succeed in complex environments including that of higher education leadership. An expanded definition of what is meant by the 'intrapersonal' dimension of leadership is assisted by Bhindi and Duignan (1997) who argue that understanding of self is a critical feature of authentic leadership and that authenticity refers to discovering the self through relationships with others, emphasising trustworthiness, genuineness, and ethics. Barnett (2004) offers that the way forward for the self lies in having personal confidence to operate in environments that are characterised by uncertainty; a pedagogy which Barnett (2004, 257) describes as "knowing what the next step is, and having the confidence and commitment to take it". This involves personal robustness to face and recover from set-back in the leadership role, and to learn from mistakes. Again, realising this for leaders involves an overall, wider commitment to developing organisational culture fostering this type of learning in on-job situation, rather than relying upon a particular 'leadership development' strategy to hone such capabilities, as it were, in a vacuum, indifferently from the dominant overall culture.

With this caveat in view, why is it valuable to increase self-awareness throughout the organisation? Self-awareness is said to be crucial to "influenc[ing], motivat[ing] and enabl[ing] others to contribute to the effectiveness and success of the organizations of which they are members" (House 2004, 15). Self-aware individuals tend to identify situations where more will be achieved by meaningfully connecting with others (based on relationship-building) rather than relying upon rules and regulations (Butler, Cantrell, Flick, and Randall 1999). Pierce and Newstrom (2000) agree that increasingly organisations are modifying the role of yesterday's manager, changing the role to that of a leader charged with the

responsibility of gaining follower recognition and acceptance. They reconceptualise the 21st-century leader role as in the manner of teacher, coach and supporter. This concurs with Parry's (1999) findings that respect for the individual is crucial if the leader is to gain the best from others, and is consistent with the findings of Rafferty and Neale (2004) regarding the apparent importance to staff of a supportive and encouraging leadership style.

It is noteworthy that the transitioning academic leader from a South East Asian to Australian university setting reported by Drew (2009) considered a supportive, developmental climate to be the single most influential factor in navigating transition from one environment to another. Somewhat similarly, a sample group of university leaders' responses to research questions on what they saw as effective leadership in the university environment, and how leaders learn (Drew et al. 2008) suggested strongly the value of setting up mechanisms for leaders to voice their learning experiences and share their challenges. This presupposes a supportive institutional environment acknowledging the benefits of informal and formal networks to help ensure that these interactions to take place. This part of the model reflects the view of these and other authors attesting to self-awareness as a basis for effective leadership thinking and practice.

The preceding discussion has reflected the intent of the Lantern model as one of illumination to shed light on the organisational landscape, import and apply important operating information such as feedback from stakeholders and data on leadership practice for the purposes of continuous improvement; and to pursue potentially the three key overlapping development dimensions identified. The final part of the Lantern model promotes an integrated approach, in turn, to recruitment and development. Critical to the model's 'whole of organisation' approach to developing current and future leaders is the assertion of Collins (2001), Rao and Rao (2005) and others that having in place the right people is the organisation's most valuable asset. This is particularly so when some studies reporting that new leaders feel isolated in new roles (Daresh 2006; Richards 2008).

Development and Recruitment Aligned with Strategy and Desired Culture

It is argued that the notion of integrating recruitment and development conceptually is critical if the human resource function is to offer maximum strategic advantage. Conceptually connecting the various functions of recruitment, orientation, support of new staff, employee relations and all facets of core and support business to the notion of continuous development is argued as pivotal to organisational effectiveness. In summary, this part of the Lantern model acknowledges the importance of the organisation recruiting people whose values align with desired culture, and assisting all staff in appropriate, aligned development accordingly. The concept, overall, resonates with the Integrated Model of Strategic Human Resource Management described by Compton (2009) where the external and internal environment helps shape the organisation's internal competencies in terms of skills, knowledge, attitudes, values and behaviours considered to be required for the future, and where competencies are linked to recruitment, retention, performance management and succession.

Implications for Leadership Development

The model has been described as offering an integrated approach to organisational leadership development informing succession leadership development, with particular reference to the education sector. As such, the model places onus on current leaders to act in ways which bring others along in keeping with strategic goals and the positive, ethical culture that supports goal achievement. Taylor and

Bennett (2002) and others cited in this paper assert that succession leadership development calls for a 'top down', fully integrated approach involving the CEO, to embed a development ethos into all functions of the organisation. The Lantern model puts the onus on the CEO and senior executive leaders of organisations as initiators of action for this to occur. Affirming the role of the CEO to take the strategic long view and integrate succession development practice within the organisation is a key implication from the study. An implication of the model calls for a strategic human resource development approach to consider carefully the complex environment of change in which the organisation operates in order to import knowledge and data relevant to the organisation's core business. Under the model, then, development is organic. It is aimed at acquiring and communicating knowledge concerning the organisation's interface with its external operating environment, building adaptive capacity for changing needs. Steering the growth of strategically aligned workforce capabilities is best activated 'from the top' of the organisation. This paper argues that in imperfect situations, development becomes 'organic' when most senior imprimatur exists for the kind of culture, strategy and values that the organisation wishes to promote and, over time, realise.

The model strongly suggests an accent on communication, clarity and connectedness in order that staff might better understand and embrace desired direction, strategy and culture, and so be best placed to embrace change where needed. The Lantern model similarly exhorts education institutions taking a global approach to respond effectively to opportunities and issues relating to the public good (Carlin and Neidhart 2004). Here, education leaders may wish to emphasise a consideration of values and ask the hard questions about the kind of values that their organisations tacitly reify, collectively, in the global sphere. Ranasinghe (2001, 1) states that "[i]t is time for those of us who care about the future of humanity to give serious thought to how genuine education may be preserved and renewed". Likewise, Trakman (2007, 4) exhorts the place of the academy to contribute to the common good, "serv[ing] as agents of change" in their organisations and in partnership with industry and commerce.

Conclusion

The Lantern model emphasises the importance of achieving clarity at an organisational level so that succession leadership development is approached in an integrated manner in cognizance of the main factors expected to influence the organisation, and of needs revealed by the gathering of relevant data on aspects such as workforce planning information, perceptions on organisational culture and on leadership behaviours, aimed at exacting continuous improvement, individually and corporately, and ensuring an integrated approach to both recruitment and development.

The model argues the benefits of fostering *throughout* the organisation sound strategic understanding through 'transpersonal' communicative practice, interpersonal effectiveness, and the 'intrapersonal' considerations of self-awareness and personal resilience. It is argued that the effectiveness of this approach in successfully fostering the development of leaders depends on current leaders modelling positive behaviours and practice in these dimensions and other dimensions deemed by the organisation to be critical. It may be agreed that practices that are rewarded and reified within the organisation are those that gradually build organisational culture. Leadership preparation further may be enriched with mentoring and other formal and unstructured opportunities for sharing challenges and increasing understanding about how different organisational units operate. Authors such as Filan and Seagren (2003), London (2002), Pounder (2001), and Scott et al. (2008) advocate such an approach, while Compton (2009) and Maurer et al. (2002), specifically emphasise the importance of

organisational support for an integrated development approach as this builds the confidence and trust necessary for individuals to identify their development needs and engage in 'on job' practice improvement.

Finally, this paper advocates that there has never been a better time to reconsider what leadership means, or should mean, in the contemporary university setting. It advocates that there is no settled state, so the requirements for leadership are likely to be constantly changing, and that it may be strategically imperative to place a framework around organisational and succession leadership development so that leadership development has the chance to occur organically as the organisation goes about its business. The concept is as exciting as it is challenging for those wishing to invest in quality and strategic human resource practice. It involves demonstrably supporting university leaders in roles for which, otherwise, they may be ill-prepared. The concept of the model entails senior executives modelling sound communicative and supportive practices, and requiring the same of the next level of senior staff so that all members are connected in organisational vision and are valued for the contributions that they make. The concept aligns with Collins' (2001) research findings that the most successful leaders of organisations demonstrating sustained outstanding success exhibited a rare combination of humility (involving listening to others' voices) and strong professional will to see goals accomplished.

To act for systematic, integrated succession leadership development is to exploit a valuable opportunity to refresh the leadership cadre in timely fashion as an act of preparation or readiness, and to refresh it in a way that is most meaningful and most conspicuously aligned to desired outcomes for the organisation. The Lantern model approach places onus for genuine leadership to be displayed by all current leaders so that succession leadership development, in the context of pursuing overall organisational effectiveness, is reconceptualised as a pervasive nurturing stem rather than an outlying branch dependent on whim and perceived 'additional resources' to nurture it.

Acknowledgement

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