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Dr. Peter Anthony, University Reviewer, Doctor of Business Administration Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2017

Abstract

South Carolina State Government: Organizational Succession Plans

by

Angela M. West-Barnett

MS, Columbia College, 2005

BS, Voorhees College, 2000

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

March 2017

Abstract

In the South Carolina state government, 43.4% of all full-time equivalent employees will be eligible to retire by the mid- to late-2020s. The potential loss of core organizational knowledge may occur as a result of the retirement of seasoned employees. Grounded by the transformational leadership theory, this qualitative case study explored the successful succession strategies of 8 Certified Public Managers (CPMs) in South Carolina state government organizations. Purposeful sampling led to selecting the 8 CPMs who each had more than 11 years of experience managing employees and each directly influenced the programmatic operations for their respective state government organizations. Data were obtained through individual semi-structured interviews and through state government organizational documents. Analysis included using codes to identify similar words and phrases, then recoding to categorize the codes into themes. Data transcriptions, coding, member checking, and methodological triangulation were used to strengthen the credibility of the findings. Thematic analysis identified 3 emergent themes within the data: succession implementation, succession continuity, and succession hindrances. The implications for positive social change include the potential for state government executive leadership to implement a succession program for all South Carolina state government organizations. The positive social change implications may provide standardization and structure for retaining core knowledge that could contribute to continuity, an increased focus on sustainable workforce capital, customer satisfaction, and social responsibility throughout communities in South Carolina.

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Dedication

For the continuous love, support, and encouragement you provided, I dedicate this doctoral study to my parents, the late Mr. James West, Jr. and Mrs. Marilyn N. West; to my children, Terrance Ramone West and Torrence Romane West; and to my husband, Robert D. Barnett. Additionally, this dedication extends to my family and dearest friends who supported me unconditionally throughout this doctoral journey. Thank you to each of you for believing in me through discouragement, for encouraging me to stay centered on my goal, and for never letting me lose hope in God's plan and my purpose.

Acknowledgments

To God I give all the glory for providing the purpose, the plan, and the position to have the fortitude to embark upon and complete this journey. To my committee chair, Dr. Brodie Johnson, my second committee member, Dr. David Moody, and Dr. Peter Anthony, my university research reviewer, there are not enough words to express my sincere appreciation and gratitude for your unwavering guidance, patience, and support throughout this journey. I would not have completed this journey without your knowledge and insight. I will forever be eternally grateful to you all for your encouragement.

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Section 1: Foundation of the Study

State government leaders should acknowledge the crucial role that employees play in sustaining the organizational mission (Smith & Umans, 2015). In the United States, a gap of 16.4 million workers exists between Baby Boomers and members of Generation X (Beauchamp & Barnes, 2015). As Baby Boomers leave the workforce, a decline in an experienced workforce is likely (Ng, Gossett, & Winter, 2016). According to a 2014 South Carolina Budget and Control Board (SCB&CB) report, the South Carolina state government faces a knowledge issue. The knowledge issue concerns the thinning of middle management ranks as experienced Baby Boomers leave state government organizations (SCB&CB, 2014).

Organizational managers develop employee knowledge to ensure the retention of core organizational knowledge (Bhattacharyya, 2014). To meet the challenge of replacing exiting Baby Boomers with qualified staff, South Carolina state government leadership can focus on employee training, development, career mobility, and knowledge management (SCB&CB, 2014). The absence of documented succession practices is a concern for executive leadership in South Carolina state government organizations (H. Keefer, personal communication, August 12, 2014). South Carolina state government leaders can do a better job of preparing for the future rather than reacting when changes occur (H. Keefer, personal communication, August 12, 2014). Succession planning may ensure organizational value by retaining and developing key organizational knowledge capital (Ryu & Lee, 2013). A succession plan can serve to capture the tacit knowledge, ideas, and experiences that older employees possess (Ryu & Lee, 2013).

Background of the Problem

The average age for a South Carolina state government employee is 46.17 years, with 43.4% of all state employees being between the ages of 45 and 59 years (SCB&CB, 2014). These seasoned employees will be able to retire in the mid- to late-2020s (SCB&CB, 2014). The anticipated increase in job turnover resulting from Baby Boomer retirement concerns leaders of the State Human Resources Division (South Carolina Workforce Plan, 2014). Organizational knowledge retention is a low priority for many South Carolina state government organizations (SCB&CB, 2014). Although each state organization provides a different service to the citizens and requires different approaches to succession planning, the core problem is the absence of documented succession practices for state government organizations (H. Keesler, personal communication, August 12, 2014).

There are 99 South Carolina state government organizations. I reviewed 10% of the state government organizational websites to determine whether knowledge retention or succession were a part of the organizational strategic plans. My review resulted in 1% of the organizational sites acknowledging succession planning or knowledge retention as a strategic objective. None of the websites had a detailed discussion related to succession planning or knowledge retention. The absence of documented succession practices does not indicate that succession practices are not occurring within the organizations. The purpose of this research was to explore the succession and knowledge retention practices within South Carolina state government organizations.

Problem Statement

The vacancy rate for state government senior management positions may surpass 80,000 annually by 2016 (Husar Holmes, 2012). More than 40% of South Carolina state government's 58,380 full-time equivalent employees are older than 50 years and will be eligible to retire between 2014 and 2024 (SCB&CB, 2014). The general business problem that I addressed in this study was the potential loss of core organizational knowledge and operational performance from South Carolina state government organizations due to a failure to strategically plan for succession. The specific business problem that I addressed in this study was that some South Carolina state government leaders lack strategies to improve succession planning within South Carolina state government organizations.

Purpose Statement

The purpose of this qualitative case study was to explore successful strategies South Carolina state government leaders use to improve succession planning within South Carolina state government organizations. Organizational leaders should be proficient in operational performance to make informed decisions that create value for the organization (Holmes, 2013). The orientation of succession can be toward employee development, performance, and career management (VanVactor, 2011).

I targeted South Carolina government certified public managers (CPMs) as participants for this case study because the CPM participants are state government organizational leaders at various state agencies in multiple geographic regions throughout the state who completed the CPM program. The CPM program is an advanced 18-month

management enhancement program designed to help improve leadership skills through rigorous group, individual, and classroom sessions. The program participants were managers chosen by the executive leadership of their respective organizations to go through the program. The participants represented a collective body of knowledge on South Carolina's state government continuity and business operations. The implication for positive social change or business enhancement might include the potential to serve as a succession planning reference guide for state government organizational leaders to preserve core organizational knowledge.

Nature of the Study

I selected the qualitative research method for this study. A qualitative method involves diverse perspectives or viewpoints (Montero-Martin et al., 2013), allows the researcher to explore how and what research questions (Koch, Niesz, and McCarthy, 2014), and focuses on diverse strategies of data analysis (Fielding, 2012). I interviewed eight South Carolina state government CPM participants to gain insight into their strategies regarding implementing succession practices within their organization. I did not choose quantitative research or mixed-methods research for this study, as these research methods were conducive for attaining the desired content and level of detail that the qualitative method ensures (Heyvaert, Hannes, Maes, & Onghene, 2013). The quantitative method relies on data and text and therefore does not allow for the robust extrapolation of information from the participants as is possible in the qualitative method (Heyvaert et al., 2013).

The case study design was appropriate for my study because the design enabled participants to share their firsthand knowledge and experiences of the research topic. The case study interviewing process supported one-on-one, open-ended, personal, and engaging conversation with the participants (Fielding, 2012). I rejected the ethnographic and the narrative research designs for this study. Ethnographic studies involve obtaining in-depth data from a specific cultural group (Houghton, Casey, Shaw, & Murphy, 2013). Narrative research involves obtaining insight into research participants and retelling or narrating the information chronologically (Houghton et al., 2013). I rejected the narrative design because my research goal was to obtain succession experiences from multiple participants, but I did not chronologically retell their stories.

Research Question

Research question: What strategies do South Carolina state government leaders use to improve succession planning within the South Carolina state government organizations?

Interview Questions

The intent of this qualitative case study was to explore the South Carolina state government organizational leaders succession strategies used to promote business continuity within South Carolina state government organizations.

1. What strategies have you used when implementing succession programs within your South Carolina state government organization?

2. Based on your strategies, what are the current best practices for assuring successful implementation of succession programs in South Carolina state government organizations?

3. What strategies connect succession programs and the leadership needs within South Carolina government organizations for such programs?

4. What strategies of a transactional and a transformational leaders' style relate to succession programs within your organization?

5. What is the greatest hindrance to successfully implementing succession programs within South Carolina state government organizations?

6. How could succession programs be implemented to ensure continuity within South Carolina state government organizations?

Conceptual Framework

The conceptual framework for this qualitative case study consists of the transformational leadership theory. McGregor Burns (1978) developed the transformational leadership framework that was later expounded by Bass (1985) and characterized by four leadership constructs: (a) individual consideration, (b) inspirational motivation, (c) intellectual stimulation, and (d) idealized influence (Bass & Avolio, 1993). Although the best leaders exhibit both transactional and transformational leadership characteristics, the focus of transformational leaders is employees' contribution to the success of achieving the organizational mission (Bass & Avolio, 1993). The transformational leader and employees' work relationship involves mutual trust, collaboration, and respect, and the transformational leader possesses organizational

knowledge to transform, inspire, and motivate the employee (Bass & Avolio, 1993). The transformational leader is a visionary who encourages the employee to pursue organizational goals with enthusiasm and initiative that transcends the self for the greater good of the organization (Bass & Avolio, 1993). The transformational leader is a long-term strategic planner (Top, Akdere, & Tarcan, 2015). Transformational leaders serve as ethical role models who influence, stimulate, and inspire by communicating a strong organizational vision (Bass & Avolio, 1993). For my study, the transformational leadership theory is appropriate because the theory embraces the tenets for leaders to explore their personal leadership style and their succession practices for advancing the organizational mission. The transformational leadership theory posits that these leaders are forward thinkers who plan, thereby influencing the future of the organization (Bass & Avolio, 1993).

Definition of Terms

The operational definitions include terms that are common or related to the core of this study; however, these terms may not be common or understood by everyone. My reason for defining the terms in this section was to support the reader with clarity and understanding of the study's contextual theme. I will use the following terms throughout this study:

Core organizational competencies: The operational practices or job functions pivotal to organizational success (VanVactor, 2011).

Employee development: The implementation of processes designed to equip employees with organizational knowledge for future roles and responsibilities (Wolf, 2013).

Succession planning: Organizational leaders identify core organizational knowledge, skills, and abilities and then prepare multiple individuals to perform those functions for the future (VanVactor, 2011).

Assumptions, Limitations, and Delimitations

Assumptions

Assumptions influence the decisions made throughout the research process because the researcher assumes they are facts (Mesel, 2013). The primary assumptions of my study were that state government leaders have succession knowledge and they have implemented succession practices within their organizations. Another assumption was that there would be a loss of organizational knowledge when Baby Boomers begin to leave the state government workforce. The final assumption was that participants would participate and provide honest responses to the study.

Limitations

The limitations of the study indicate the potential weaknesses of a study that could affect the results (Kirkwood & Price, 2013; Johnson, 2015). A limitation was that only CPM participants participated in the study. Another limitation to the study was that the CPM would be able to inform the study with their personal succession strategies.

Delimitations

Delimitations narrow the scope of the study (Fielding, 2012). The focus of this study was to obtain CPMs' perspectives related to succession practices of organizations. Although management's perspective is crucial, the research for this study only included CPMs in South Carolina state government organizations.

Significance of the Study

Contribution to Business Practice

Organizational leadership identifies and develops employees for business continuation and succession into vacated jobs. An organizational leader's position regarding succession can have a tremendous effect on organizational success (Raftery, 2013). If employees understand and connect to the organizational mission, they feel committed to achieving that success for the organization (Deconinck, Deconinck, & Banerjee, 2013). When employees participate in succession and knowledge retention initiatives, they contribute positively to organizational success (Dai, De Meuse, & Tang, 2013).

The data obtained through this qualitative case study may provide insights that contribute to future succession planning for state government organizational leadership strategic planning initiatives. The implications of this study might be beneficial to state government organizations in areas such as law, business management, and strategic planning because the results may provide direction and guidance for future organizational succession programs. The data from the study may provide insight into how organizational leaders might improve their succession programs. The results of this study

may fill the gap between current management practices and future succession practices within state government organizations.

Implications for Social Change

Applications to professional practice are essential for future organizational growth. Leaders are beginning to be adaptive and flexible when faced with changes that affect their daily operations (VanVactor, 2013). My study results might assist state government organizational leaders and provide support to the professions of law, leadership, and management in restructuring organizations' succession programs. From a business and management perspective, state government organizational leaders may use the results of this study to help change operational processes related to their succession practices. The results could provide guidance for new succession initiatives and offer insight for documenting the processes. From a legal perspective, the study results may enhance organizational leaders' decision to implement alternative methods of retaining knowledge and addressing succession planning. The personal implications of the study may help to enhance the practical succession knowledge of leaders in all organizations, as well as leaders' knowledge and understanding of the significance of succession programs to organizational success.

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A Review of the Professional and Academic Literature

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Transformational leadership theory is the basis for this literature review. The research topics included leadership, organizational culture, and knowledge management. The literature review briefly details the leadership theory to explain the formation of the transformational leadership theory. The professional and academic literature review

section of the study contains related sources from multiple databases and materials, to include books and professional articles.

Although university library databases provided the most substantial resources for the literature review section, state, and county library databases also served as a major reference source. Literature from databases such as ProQuest, Business Source Premier, ABI/Inform Global, Psychology, and Google Scholar provided a critical view of literature relating to the research topic.

The focus of the literature review includes 90% peer-reviewed articles that include articles related to organizational culture, transformational leadership, and knowledge management and succession. I included a few articles published prior to 2012 because of their relevance to the review. Various key terms used throughout the literature review include *leadership behaviors*, *organizational knowledge*, *core competencies*, *succession*, and *organizational culture*.

Leadership

The early research on leadership posits the role differentiation and individual interaction from leader to follower defines the leadership concept (Bass, 2008). The leaders' and followers' attributes, interpersonal behaviors, and cognitions affect the leaders' success (Bass, 2008). Leadership is an exchange between two or more members, which involves directing, motivating, and inspiring paths towards the achievement of goals (Bass, 2008). Bass indicated the importance of the leaders' behaviors and activities within the group process in defining leadership.

Leadership theories evolved in literature from the idea of the *great man trait* to a behavior or a combination of behavioral types (Metcalf & Benn, 2013). Metcalf and Benn characterized five categories of leadership theories: trait theories, behavior theories, situational theories, skill-based theories, and visionary theories. The trait theories relate to the psychological constructs of the leader (Metcalf & Benn, 2013). Trait theories characteristics such as honesty, integrity, self-confidence, intelligence, and charisma are personality traits that develop inconsistently to followers (Bedi, Alpaslan, & Green, 2016; Metcalf & Benn, 2013). Behavior theories describe how leaders interact with followers in various situations (Metcalf & Benn, 2013). Although the behavior theory does not consider the leadership environment, it is influential is predicting leadership success (Metcalf & Benn, 2013).

Fiedler's contingency theory posited that leadership behavior depended on the situation (Metcalf & Benn, 2013). Fiedler (1967) contended that the task-oriented needs, roles, and leadership style of the leader changed depending on different types and the complexities of situations. As the organizational environment or situation changed, the leadership style adjusted based on the circumstances (Metcalf & Benn, 2013).

In 1969, the Hersey-Blanchard introduced the situational leadership theory. Hersey and Blanchard posited that leaders should alter their leadership behaviors based on the followers' maturity, the situation and leader's relationship with the follower (Metcalf & Benn, 2013). The followers' willingness and ability measured their readiness, but the leaders' leadership style is not a contingent factor of this theory. The people-related approach to a situation affects the leaders' effectiveness (Metcalf & Benn, 2013).

Hersey and Blanchard separated the leadership behaviors into four categories to help

leaders and businesses operate more efficiently and effectively. These categories

explained four leadership quadrants. In telling, the leader is the dictator of the roles and

therefore tells the followers what, when, where, and how to perform various tasks. This

quadrant is a (high task-low relationship) leadership style. In selling, the leader is

supportive and offers directives to help followers achieve the goal (high task-high

relationship). The participating leader facilitates and communicates with followers and

they share decision-making authority (low task-high relationship). The delegating leader

is unable or unwilling to support followers who may or may not have the ability and

willingness to perform a task (low task-low relationship). Hersey and Blanchard posited

that no one leadership approach is appropriate in all situations (Metcalf & Benn, 2013).

 The path-goal theory was first developed in 1971 and later updated in 1996 by

House. The path-goal theory is a situational leadership theory where leaders should

identify the organizational goals and then decide and direct the best path to support the

achievement of the goal (Metcalf & Benn, 2013). This situational leadership theory is a

task-related integration of motivation into leadership theory; however, it fails to explain

the relationship between the followers' motivation and the leaders' style (Metcalf &

Benn, 2013). House position was that leaders had the ability to influence followers'

performance. House stated that with the path-goal theory, the leaders' expertise lie in

their ability to assist followers in the day-to-day path of achieving organizational goals.

House characterized four leadership behaviors: the directive leader where subordinates

get specific guidance, the supportive leader supports and exhibits concern for

subordinates, the participation leader makes decisions based on consultations, and the considerations of subordinates while the achievement-oriented leader expects followers to achieve already established goals.

Eken, Özturgut, and Craven (2014) defined *leadership* as a blend of special traits, an act, or a behavior that influence followers to achieve a common goal. Lewin (1939) developed the leaders' behavior framework. The leaders' behaviors characterize three core styles or behaviors: authoritarian (autocratic), participatory (democratic) or laissez-faire. The autocratic leadership style is centralized and power-oriented (Eken et al., 2014). The autocratic leader takes total command of the team and makes all decisions for the team without soliciting the teams' input (Eken et al., 2014). The democratic leader solicits the teams' input and includes the teams' input in the team decision-making process (Eken et al., 2014). The democratic leader is committed, is involved, and desires a cohesive working relationship. The democratic leadership works in conjunction with others versus the autocratic leadership (Eken et al., 2014; Validova & Pulaj, 2016). The laissez-faire leader offers no guidance or direction to the team and is a passive leadership style. This leader takes a hand off approach to leadership and does not take responsibility when team decisions are not favorable for the organization (Eken et al., 2014).

Through rewards, punishment, and power to influence, transactional leadership focuses on the leader and follower exchanges required to accomplish objectives and tasks (Choi Sang et al., 2016). Choi Sang et al. indicated that transformational leaders minimize workplace anxiety by maintaining the required performance and directing followers' behavior toward achieving organizational goals. Transactional leaders serve to

advance their personal interests, and they concentrate on meeting organizational

objectives by increasing quality and production and reducing costs (Choi Sang et al.,

2016). The transactional and the transformational leaders both exhibit characteristics that

value cultural and diversity values. The transactional leader has bureaucratic power and

focuses on employee compliance through rewards and punishment (Choi Sang et al.,

2016). The transactional leader dictates and enforces authority over subordinates by

providing hands-on management oversight to task assignments (Choi Sang et al., 2016).

With the transactional leader, the employee completes tasks with limited flexibility in the

approach to performance of the task (Choi Sang et al., 2016). The transactional leadership

behavioral components are contingent reward (CR) and management-by-exception

(MBE) (Bass, 2008). CR is a positive transactional exchange between leader and follower

and occurs when the leader rewards the followers based on satisfactory performance.

MBE is a more negative (passive and active) performance transactional reward. MBE is a

corrective method used correct or reward performance situations (Bass, 2008). The

transformational leadership style associates with the leaders' ability to inspire and

motivate followers (Choi Sang et al., 2016).

Transformational Leadership

McGregor Burns (1978) introduced the transformational leadership concept.

Burns defined *transformational leadership* as a process where the leader and the follower

raise one another to higher levels of morality and motivation. The transformational

leadership theory characterizes the transformational leaders' attributes as honest, fair,

encouraging, inspiring, motivating, supporting, and empathetic (Burns, 1978). According

to Burns, transformational leadership is authentic leadership. These leaders challenge the followers to value responsibility and growth (Burns, 1978). Bass (2008) later modified Burns' transformational leadership theory. According to Bass, the role of the transformational leader includes increasing and elevating followers' motivation, understanding, maturity, and sense of self-worth. Transformational leaders serve as ethical role models who influence, stimulate, and inspire by communicating a strong organizational vision (Bass, 2008). Transformational leadership incorporates four key components: (a) individual consideration, (b) inspirational motivation, (c) intellectual stimulation, and (d) idealized influence (Bass & Avolio, 1993).

Individualized consideration is the ability of transformational leaders to help develop employee skills to accomplish organizational tasks (McCleskey, 2014; Mokhber, Ismail, & Vakilbashi, 2015). This transformational leadership component also encompasses problem-solving, teaching and coaching, setting performance expectations, and being a positive role model (Bass & Avolio, 1993; McCleskey, 2014; Mokhber et al., 2015). Transformational leaders encourage individual and team knowledge stimulation (Bass & Avolio, 1993; McCleskey, 2014). McCleskey stated the inspirational leader is a role model for employees and cares about their concerns and developmental needs. Inspirational motivation involves the ability of transformational leaders to articulate a clear vision for achieving goals to motivate, encourage, and inspire employees' individual behavior (McCleskey, 2014; Mokhber et al., 2015). The intellectual stimulation of transformational leaders enables the leaders to work well under pressure (Bass & Avolio, 1993; McCleskey, 2014). They possess great problem-solving

techniques that enable them to handle issues and challenges in a calm manner. The transformational leader also stimulates thinking in others by encouraging innovative ideas and views (Bass & Avolio, 1993; McCleskey, 2014). The intellectual stimulation component is essential for idealized influence (Bass & Avolio, 1993; McCleskey, 2014). Idealized influence enables transformational leaders to instill self-confidence in employees. Idealized qualities include devotion, openness, control, and endurance, which enable sound decision-making in any situation (Bass & Avolio, 1993; McCleskey, 2014).

Riaz and Khalili (2014) conducted a quantitative study measuring how transactional and transformational leadership influenced the decision process to manage knowledge in organizations. The full range leadership theory was the basis for the objective of the study (Riaz & Khalili, 2014). Supervisor and subordinates in service organizations were surveyed anonymously regarding the (a) role of leadership styles in rational decision-making, (b) role of knowledge management processed on rational decision-making, and (c) effect of knowledge management processes between leadership styles and rational decision-making (Riaz & Khalili, 2014). Riaz and Khalili concluded that transformational leadership has a significant positive correlation with transactional leadership, knowledge management, and rational decision-making. The researchers determined transactional leadership has significant positive correlation with knowledge management and rational decision-making (Riaz & Khalili, 2014). There was also a significant positive correlation between knowledge management and rational decision-making (Riaz & Khalili, 2014).

The transformational leadership framework provides insight into how the leadership practices affect organizational success. Transformational leadership is an influential form of leadership associated with high levels of individual and organizational performance (Bacha & Walker, 2013; Ryu & Lee, 2013). For organizations to thrive, the leaders should execute their current business operations and adapt those operations into tomorrow's environment (Ryu & Lee, 2013). Transformational leaders exhibit moral characteristic behavior towards others for organizational effectiveness by focusing on structural organizational values (Ryu & Lee, 2013).

The transformational and the transactional leaders both motivate followers to achieve organizational goals. Transformational leaders establish clear, specific, and challenging goals by providing followers with inspirational motivation and intellectual stimulation (Caillier, 2014). Transformational leaders to improve followers' valence performance use the organizational mission statement. Caillier examined the direct effect of public service motivation (PSM) on the relationship between transformational leadership and followers' performance.

The researcher administered nationwide surveys to local, state, and federal government participants (Caillier, 2014). Caillier concluded that mission valence strengthened the transformational leaders' and employee evaluations relationship (Caillier, 2014). The employee work performance increased with their attraction to and acceptance of the core organizational mission (Caillier, 2014).

Schuh, Zhang, and Tian (2013) examined the effects of transformational leadership from an ethical standpoint. The authors conducted a quantitative study to

examine what effect the ethical and unethical behaviors of transformational leader affected followers. Schuh et al. hypothesized that the positive and negative effects of the moral and authoritarian leadership behaviors would be more prominent for highly transformational leaders. The researchers addressed the moral behaviors of the authentic transformational leaders, whose behavior focuses on altruistic goals and high moral and ethical standards (Schuh et al., 2013). The authoritarian behaviors relate to pseudo-transformational leaders who are concerned with their own status, authority, power, and position (Schuh et al., 2013).

The researchers provided questionnaires to 228 subordinates and leaders from various organizations and industries (Schuh et al., 2013). The subordinates were asked to rate their leaders' transformational, authoritarian and moral leadership behaviors (Schuh et al., 2013). The followers' reaction to transformational leaders' behavior can be a mixed blessing (Schuh et al., 2013). The researchers concluded that moral transformational leadership behaviors do not always increase followers' loyalty and authoritarian behaviors can diminish followers' loyalty (Schuh et al., 2013).

Tonkin (2013) posited that authentic and transformational leaders seek to spark prosocial behaviors in their followers and identified job satisfaction as the mediating factor in that relationship. Tonkin examined whether authentic leadership behaviors influence predictive organizational citizenship behaviors or if transformational leadership behaviors were more influential. The mediating factors of followers' job satisfaction and altruism correlated into the research hypothesis (Tonkin, 2013). The independent variable

for the study was authentic leadership, which measured based on multiple characteristic leadership dimensions (Tonkin, 2013).

The research participants were asked to complete various on-line surveys to measure their leader's authentic leadership dimensions character (Tonkin, 2013). The theoretically substantive authentic leadership characteristics measured were self-awareness, morals and ethics, transparency, and balanced processing (Tonkin, 2013). Tonkin's hierarchical regression analysis revealed that the authentic leadership factors of self-awareness, transparency, and balanced processing had a significantly positive correlation to job satisfaction and altruism. Tonkin concluded that the leaders' morals and the ethical character failed to correlate to followers' job satisfaction and altruism. The followers remained committed to the organization despite their leader's moral and ethical character.

Moon (2017) conducted qualitative research to better understand the importance of organization citizenship behaviors and moral reasoning approaches on the foundational effect of transformational leadership style. The researcher purposed to contribute to the moral foundations of transformational leadership research. The care-reasoning mode emphasizes characteristics like autonomy, impartiality, and objectivity in the fair adjudication of conflicting rights. Moon stated that leaders who exhibited a "focus on others" care-reasoning mode positively correlated to the transformational leadership style (Moon, 2017). These characteristics relate to the four components of transformational leadership (Moon, 2017). Moon concluded that the transformation leadership climate

(TLC) positively encouraged employees' to perform work duties beyond their work requirements.

Lavigna (2012) explored transformational leadership as a value-based relationship between the manager and the employee in public organizations. As Lavigna posited, transformational leadership practices presented a motivation-values based framework for public service employee motivation, performance, and management strategies. Lavigna addressed and expanded on previous studies that measured the influence of management practices on employee motivation. With the ability to articulate meaningful goals and empower employees, the researchers concluded that leadership practices positively correlated between good leadership practices and employee performance (Lavigna, 2012). Transformational leaders challenge and inspire employees to achieve organizational goals beyond their expectations (Lavigna, 2012; Moon 2017).

The people oriented leadership styles of both transformational and servant leadership associates with organizational performance (Choudhary, Akhtar, & Zaheer, 2013). Organizational performance measurements include the return on asset, return on investment, return on equity, and net growth rate (Choudhary et al., 2013). The effect of the two comparative leadership styles, transformational and servant, on organizational performance outcomes was the basis for this ethical research. The intellectual consideration of both leadership styles is essential when addressing organizational problems (Choudhary et al., 2013). There are differences in that the transformational leadership influences the behavior and mindset of followers, while the followers' development and well-being are the focus of the servant leader (Choudhary et al., 2013).

Choudhary et al. used quantitative surveys to gather data from profit service-oriented study participants. Choudhary et al. concluded that although transformational leadership shows a more positive affect than servant leadership on organizational performance, both transformational leadership and servant leadership positively affect organizational learning.

Rowold (2014) posited instrumental leadership theory as an extension to empirical research on transformational and transactional leadership paradigms. Rowold stated effective leadership behaviors expand beyond the task-oriented and the people-oriented leadership behaviors. Instrumental leadership requires effective utilization if environmental monitoring, strategy formulation, and path-goal facilitation behaviors (Rowold, 2014). Environmental monitoring enables the leader to scan the external and internal environment to identify opportunities for growth and development and to provide adequate working conditions and resources to followers. The effective leadership paradigm must include the leaders' ability to set strategic goals (Rowold, 2014). It demonstrated that instrumental leadership is useful with regard to various indicators of effective leadership. Rowold concluded that instrumental leadership is an important leadership concept exemplified over well-established leadership styles.

Responsible leadership centers on a leaders' ability to use multiple leadership styles to influence organizational outcomes (Doh & Quigley, 2014). Doh and Quigley reviewed transformational, empowering, and servant leadership styles to determine the influence of various leadership styles on organizational stakeholder outcomes. According to Doh and Quigley, empowering leadership improves the employee motivation by

influencing the employees' individual creativity. Empowering leadership includes leadership behavioral practices that enhance and build on the individual traits and characteristics of the employees (Doh & Quigley, 2014) that benefited organizational performance outcomes. Servant leadership creates value for the organization. Responsible leaders commit to the organization; they have psychological ownership and high levels of trust (Doh & Quigley, 2014).

The responsible leader is aware of their corporate social responsibility (CSR) effect on stakeholders for public interactions and decisions (Joo, Moon, & Choi, 2016; Suk Bong, Ullah, & Won Jun, 2015). To exhibit ethical CSR practices, leaders must foster an ethical culture while providing employees with a definition of CSR responsibilities for the organization (Joo et al., 2016; Suk Bong et al., 2015). According to Suk Bong et al., the responsible leader is aware of the consequences of all stakeholder interactions. Similar to transformational leadership concept, the responsible leadership concept nurtures the interconnection of leaders and employees in public organizations (Suk Bong et al., 2015). The responsible leader is mindful of influence, attitude, and actions when interacting with stakeholders (Joo et al., 2016; Suk Bong et al., 2015).

Grant (2012) proposed that transformational leadership increases the employee vision and is most effective because of the interaction with followers. By modifying the connections between employees and the beneficiaries of their work, transformational leaders enhance the employee performance behaviors (Grant, 2012). The quasi-experimental study with governmental employees concluded that beneficiary contact strengthens the effects of transformational leadership because of the work interaction

(Grant, 2012). Organizational leaders should have proficiency in operational performance to make informed decisions that create long-term value for organizations (Grant, 2012). Grant suggested that the effect of relational job design and beneficiary contact influences the prosocial performance characteristics of employees.

To corroborate Grant's (2012) empirical work, Bellé (2014) conducted a completely randomized true experimental research design to explore the effects of beneficiary contact and self-persuasion interventions on the performance effects of transformational leaders. Bellé explored under what contingencies the two extra-task job characteristics enhanced the transformational leaders' motivation of public sector employee performance. The researcher used 138 nurses in a public hospital as participants for the true randomized field experiment (Bellé, 2014). Controlled groups observations tested the effect of transformational leadership manipulation on participants' job performance (Bellé, 2014).

Bellé (2014) concluded that the job performance was greater among nurses exposed to either beneficiary contact or self-persuasion interventions. Transformational leaders effectively motivated public employees when the employees sensed they were making a positive difference in another person's life (Bellé, 2014). The mediating effects of the transformational leaders' ability to enhance the job performance in public organization contingencies advanced through the study (Bellé, 2014).

Effelsberg, Solga, and Gurt (2014) challenged the transformational leadership theory of followers transcending self-interest by conducting a quantitative study to test the transforming capacity of transformational leadership. Effelsberg et al. posited that

transformational leaders enhanced followers' selfless pro-organizational behaviors (SPB) over followers' self-serving behaviors. Effelsberg et al. hypothesized that when given decision alternatives, followers task behaviors would center towards achieving organizational goals rather than satisfying their personal self-interests.

The researchers measured SPB engagements of organizational concern, pro-social orientation, and impression management motive through a self-report questionnaire that engaged participants in various decision-making tasks (Effelsberg et al., 2014). The participants' conscious and engaged decision-making choices were analyzed against components associated with transformational leadership, organizational identification, and control for the dispositional effects of honesty and humility (Effelsberg et al., 2014). Effelsberg et al. determined that when presented with the trade-off decision between pro-self-motivation and pro-organizational commitment distribution alternatives, participants willingly engaged in selfless pro-organizational behaviors. The researchers found that participants with higher transformational leadership characteristic behaviors displayed more selfless pro-organizational behaviors (Effelsberg et al., 2014).

Sustainable leadership requires a significant shift in mind-sets, values, and assumptions about the long-term benefits of how business works (Suriyankietkaew & Avery, 2014). Sustainable leadership practices ensure stakeholders value in immediate and overriding organizational goals (Bhattacharyya, 2014; Suriyankietkaew & Avery, 2014). Sustainable leadership practices require the support, guidance, and involvement of executive management to ensure the inclusion of social and moral dimension into what they do (Peterlin, Dimovski, & Penger, 2013; Suriyankietkaew & Avery, 2014). The aim

of responsible leadership is to balance the relationship between the environment, the community, and stakeholders while generating the social capital to keep people, profits and the planet in balance.

According to Murari and Kripa (2012) servant and social oriented leadership behaviors support empowerment and information sharing. Murari and Kripa looked at the relationship between information sharing and leadership. The ability to transfer knowledge and skills across operational boundaries to gain operational effectiveness is a part of the core competency concept. Self-management and empowering leadership warrants better participation from followers because instead of just following rules or guidelines, they feel as if they are a part of the solution (Charles, Germann, & Grewal, 2016; Murari & Kripa, 2012).

Organizational Culture

Organizational culture is a pattern of shared basic assumptions learned by a group as it solves problems of external adaptation and internal integration (Schein, 2010). The cultural assumptions worked well enough and are valid, and therefore leaders teach them to new members as the correct way to perceive, think, and feel in relation to those problems (Schein, 2010). Organizational culture refers to the shared system of meaning that guides organizational members' believing, thinking, perceiving, and feeling, which ultimately directs their behavior (Schein, 2010).

According to Schein (2010), a deeper understanding of cultural issues in organizations is necessary not only for decoding what has happened or what is happening in the organizations, but also for identifying preferred issues for managers and leadership.

Understanding the affect of culture on knowledge and applying it to find a proportion between culture and knowledge are essential in each organization (Schein, 2010). Knowledge management influences an organization's strategic framework and influences other organizational aspects such as structure and management style (Schein, 2010).

The concept of organizational culture refers to general characteristics of an organization; characteristics include psychological and structural elements and affect employees' performance (Jain & Jeppesen, 2013). Culture constitutes an essential success factor in the knowledge management process (Jain & Jeppesen, 2013). The concept of organizational culture recognizes a key variable in the success or failure of knowledge management for managers (Jain & Jeppesen, 2013). The quality of the knowledge retained depends on how efficiently organizational leaders manage the knowledge (Jain & Jeppesen, 2013). Knowledge management involves the management, dissemination, and use of organizational knowledge (Dasgupta, Suar, & Singh, 2013; Jain & Jeppesen, 2013).

Culture is an idiosyncratic asset that accumulates over time and can become a source of competitive advantage if it has value, is rare, and is difficult for competitors to duplicate (Steiger, Hammou, & Galib, 2014). Organizational culture describes an organization's brand or trademark, which sets it apart from other organizations. Organizational culture is the predominant element shaping the internal environment of both private and government organizations and is pivotal to organizational effectiveness (Steiger et al., 2014). Organizational culture has been the overarching core description of how the organization operates and functions. This core description implies the

assumption organizational culture is representative of not only the whole organization, but also individuals. Organizational cultural attitudes affect organizational learning and contribute to organizational performance outcomes (Pučėtaitė, Novelskaitė, Lämsä, & Riivari, 2016; Rampersad, 2013). Culture has a direct affect on individual and group behavior (Steiger et al., 2014).

The wellbeing of employees enables organizational growth. Learning organizational cultures positively influence organizational performance by providing empowerment, strategic leadership, and continuous learning opportunities (Niemeyer & De Souza Costa Neves Cavazotte, 2016). In their study, Niemeyer et al. sought an understanding of the influence of leader-follower relationship and ethical leadership behaviors within organizations. Niemeyer et al. concluded there was a direct influence between the leader-follower relationship and employee productivity towards achieving organizational goals. The employee's organizational citizenship connection increased and they performed their job duties more readily when they experience a positive leader–follower exchange relationship (Niemeyer et al., 2016).

Organizational, individual, and group behaviors are the motivation behind the social characteristics of organizational culture (Li, Zhang, & Zhang, 2013; Steiger et al., 2014). Employees dictate the accepted cultural norms of an organization and follow the social norms of an organization even if the norms are inconsistent with the true culture of the organization. Organizational leadership must assess the relational affect between culture and employee commitment throughout various operational levels within organizations (Pučėtaitė et al., 2016).

Cultural attitudes, intelligence and tasks significantly affect performance (Pučėtaitė et al., 2016), and organizational culture affects organizational innovativeness capacity (Pučėtaitė et al., 2016; Steiger et al., 2014). According to Pučėtaitė et al., culture guides the direction of organizational behavior and norms. Management is a catalyst for directing, defining, and managing organizational culture as environmental changes challenge organizational viability (Jain & Jeppesen, 2013; Ramthun & Matkin, 2014). Organizational culture affects organizational learning and contributes to organizational outcomes (Rampersad, 2013). Culture is the individual fibers and interconnected threads forming the organizational performance tapestry and enabling it to function cohesively. Organizational culture defines the beliefs, ideas, behaviors, and attitudes of the individuals who work to achieve the mission and goals (Bezrukova el al., 2012; Rampersad, 2013). Each culture has value characteristics and structural dimensions for organizational operations. Each culture has rules of interaction and its own social order (Steiger et al., 2014). The core of an organization's begins with leadership practices (Suriyankietkaew & Avery, 2014). Suriyankietkaew and Avery described leadership as the influence one exerts over another to meet and accomplish organizational objectives.

For continuous growth, organizational leaders must help organizations change as change happens in the world (Imran, Rehman, Aslam, & Bilal, 2016). Organizational culture can be a significant obstacle against knowledge influence therefore, understanding the manner of interaction in organizational culture to achieve coordination between culture and knowledge is essential in each organization (Imran et al., 2016). Culture affects the manner of decision-making, management style, and behavior models

in organizations (Imran et al., 2016). When distributed freely, knowledge establishes

benefits for the organization (Bukari Zakaria & Mamman, 2015; Imran et al., 2016).

When organizational leaders share knowledge freely and transfer skills across operational

boundaries to gain operational effectiveness, they establish positive benefits for the

organization as part of the core competency concept that promotes learning throughout

organizational units (Bhattacharyya, 2014; Imran et al., 2016).

An understanding of the psychological influence of management's behavior on

employee behavior is necessary for empowerment programs to succeed (Gohar, Bashir,

Abrar, & Asghar, 2015). The effective implementation of empowerment changes into the

current organizational program requires managerial support, expertise, time, and money

(Gohar et al., 2015). These empowerment articles are necessary because they indicated

that the organization's culture and the organizational leaders should dictate employee

performance measures and their job responsibilities.

Dust, Resick, and Mawritz (2014) investigated the motivational effects of

transformational leaders by demonstrating the constraining and enhancing effects of

organizational contexts. The researchers sought to obtain a more comprehensive

understanding of the empowering influence of transformational leaders by determining

how mechanistic or organic organizational structures shape the relationships between

transformational leadership, employee psychological empowerment, and performance-

related behaviors (Dust et al., 2014).

The 306 participants from an upper-level, undergraduate organizational behavior

course completed on-line surveys and questionnaires designed to measure

transformational leadership, psychological empowerment, organizational structure, and employee task and citizenship performance (Dust et al., 2014). Dust et al. concluded that organic organizational structures were more effective in influencing the transformational leaders 'psychological empowerment of employees. Transformational leadership and employee job-related behaviors link by the motivational mechanism of psychological empowerment (Dust et al., 2014).

Government Organizations

Kellis and Ran (2013) stated to maintain democratic principles, public leaders must function in a dynamic and complex leadership environment and they must negotiate between the Scylla and the Charybdis of discretion and accountability. Kellis and Ran established a new public leadership theory that characterizes the principles of authentic, transformational, and distributed leadership. The public leadership theory purports the increasingly complex structures and interrelationships within and between public organizations, the increased levels of complexity, and the added constraints of a democratic system (Kellis & Ran, 2013). The public leadership theory also supports the ambiguous goals in which public leaders must grapple with, the different legal underpinnings and different core values (Kellis & Ran, 2013). Kellis and Ran established the public leadership theory to better equip public leadership functioning in a complex constitutional democracy.

Transformational and transactional leaders have different leadership motivations for followers (Riaz & Khalili, 2014). Riaz and Khalili stated that both transformational and transactional leadership styles are committed to organizational success.

Transformational and transactional leaders promote organizational knowledge management initiatives to individuals and groups within the organization (Riaz & Khalili, 2014). Riaz and Khalili investigated the role of knowledge management within the rational decision-making processes of transactional and transformational leaders in service-oriented organizations.

Riaz and Khalili (2014) determined that transformational and transactional leadership behaviors positively correlate with rational decision-making in service-oriented organizations. The researchers also concluded that rational decision-making processes positively enhance the knowledge management initiatives of both transformational and transactional leaders (Riaz & Khalili, 2014). Knowledge management initiatives are effective at promoting rational decision-making within service-oriented organization despite the overarching leadership initiative and style (Riaz & Khalili, 2014).

Transformational public service tenets focus on enfranchising, developing, and retaining the highly skilled knowledge-based professional workforce; and the distributed nature of public leadership positions characterizes the theory (Kellis & Ran, 2013). Kellis and Ran collected qualitative survey data to support their assertion a public leadership theory can provide a strong foundation for developing leadership roles and expectations in the public. The challenges of public management are specific to public leadership services and a public leadership theory would incorporate these leadership tenets (Kellis & Ran, 2013).

Leaders of public organizations should seek to achieve sensible improvements to their business processes by providing a learning environment in which managers can take a wide view of the work systems and make effective changes (Reosekar & Pohekar, 2014). Lean Six Sigma initiatives are specific, measurable objectives for change that organizational leaders are embarking on for the future. Lean Six Sigma initiatives streamline government waste in operational processes and procedures. Organizational leaders use Lean Six Sigma methodology to remove destructive, outdated, and costly processes and to introduce new cost-efficient innovative business processes that save time and labor (Drohomeretski, Gouvea da Costa, Pinheiro de Lima, & Garbuio, 2014). According to Bhattacharyya (2014), government leaders must have foresight and vision to meet future endeavors and objectives based on the customer needs and the core competencies of an organization's infrastructure.

Successful organizational performance begins with the moral and ethical organizational leadership. The driving factor for performance in government organizations relate to the performance management process in government organizations (Deconinck et al., 2013; Nasomboon, 2014). Failure to maintain an appropriate, ethical culture and provide employees with appropriate models of ethical behavior can have a high cost for corporations (Aboyassin & Abood, 2013; Nasomboon, 2014). The leadership behaviors should influence positive behaviors from followers (Aitken & Von Treuer, 2014; Nasomboon, 2014). Even though the transformational leaders' behaviors positively affect organizational performance the moral and ethical behaviors of all leadership styles are instrumental to successful organizational performance (Aboyassin &

Abood, 2013). The obligation of the leaders to present ethical and moral behaviors is essential to positive organizational performance (Deconinck et al., 2013).

In a quantitative study, Top et al. (2015) addressed the relationship between leadership, organizational trust, organizational commitment, and employee job satisfaction. Approximately 2108 public and private healthcare employees of government organizations received successive surveys on organizational commitment to employee job satisfaction and organizational trust (Top et al., 2015). The researcher concluded that although the influence was positive, there is a significant difference between the public and the private employees' perception of the transformational leaders' ability to effect organizational commitment and trust (Top et al., 2015). When employees understand the mission of the organization and believe their role toward the achievement of the mission is significant, they are more accountable and committed to the organization. The researcher found that there is a significant difference between the public and the private employees' perception of the transformational leaders' organization's mission can positively influence employee accountability (Top et al., 2015). Vertical growth opportunities within the organization motivate employees committed to staying with the organization (An et al., 2014; Cole & Harbour, 2015).

Government organizations have begun to implement concepts such as the balanced scorecard as part of their operating perspectives for long-term effectiveness (Bhattacharyya, 2014). The core competency concept of the balanced scorecard refers to the ability to transfer competitive skills across businesses (Bhattacharyya, 2014). Knowledge creation and knowledge management are essential for managing resources

successfully in organizations and for achieving sustainable success in the future (An, Deng, Chao, & Bai, 2014; Bhattacharyya, 2014). The balanced scorecard fails to account for motivated employees, which is a critical issue in the service sector, but it is a critical step in understanding organizational success (Bhattacharyya, 2014). The balanced scorecard helps organizational leaders develop boundaries within the existing infrastructure to help create and dominate emerging growth opportunities (Bhattacharyya, 2014). The balanced scorecard helps organizational leaders assess areas for improvement such as training, knowledge worker retention, and growth. Knowledge management improves organizational performance through designing, implementing, and applying tools, processes, systems, and structures for enhancing knowledge sharing (Bhattacharyya, 2014).

According to Reosekar and Pohekar (2014), Lean Six Sigma includes multiple dimensions of thought and uses. It is a management operational philosophy used to benefit all organizational stakeholders, including customers, employees, and suppliers (Reosekar & Pohekar, 2014). The commitment of executive leadership to guarantee the involvement of an employee in organizational decision-making is the cultural aspect of Lean Six Sigma. Continuous adherence requires a paradigm shift in leadership roles and practices at all levels of organizational management. Adopting Lean Six Sigma methods provides tools for strengthening weak areas and transforming the organizational culture (Arumugam, Antony, & Linderman, 2014; Drohomeretski et al., 2014; Reosekar & Pohekar, 2014). Leaders must establish an organizational system of new skills and practices and adhere to it for lean operating system continuity. Managers use many of

their values in their daily decision-making practices, which in turn help create the culture of an organization (Nasomboon, 2014). Greiling and Halachmi (2012) posited the focus of the NPM concept is on empowering lower level public employees because of their knowledge and understanding of business processes. The idea for empowerment is to improve organizational services and motivate employee behavior, thus improving work performance (Greiling & Halachmi, 2012). The NPM movement creates substantial improvements in the functioning of government organizations through better use of services to stakeholders. Although it has been effective in some areas of government, NPM failed to create a holistic cultural change in public management thinking and practices (Greiling & Halachmi, 2012).

The Lean Six Sigma, balanced scorecard, and NPM articles provide significance because they address the current organizational culture within government organizations and the effect the culture has on employee learning. Lean Six Sigma and NPM are business approaches that leaders of government organizations are embarking on to improve organizational performance. Employee empowerment and motivation help improve organizational knowledge and learning (Greiling & Halachmi, 2012; Reosekar & Pohekar, 2014).

Succession Planning

VanVactor (2013) stated each organization's business environment has a variety of inputs, outputs, processes, and exchanges among a multitude of vested stakeholders that must be respected. If not managed appropriately, turnover within an organization can be expensive and extremely disruptive. Succession management cannot be a fragmented

approach to transition (VanVactor, 2011). Succession concepts should be integrated across the breadth of an organization and into the multifaceted leadership initiatives (VanVactor, 2011).

VanVactor (2011) posited the focus of succession management best serves an organization by being oriented toward the development of employees, the continual evaluation of performance, the transfer of organizational activities, and career management. VanVactor presented a multifunctional collaborative communications model for leaders based on four tenets - condition setting, planning, execution, and process evaluation (VanVactor, 2011). Within each of these tenets are elements of communication, mentorship, leader development, and acceptance (trust) among stakeholders to ensure appropriate transition (VanVactor, 2011). Effective succession management planning involves three key factors: (a) alignment of a plan with organizational needs and resulting from leadership requirements, (b) understanding of the talent pool in terms of fit throughout the organization, and (c) integration of incoming personnel into established roles throughout an organization (VanVactor, 2011). The multifunctional collaborative communications model presented in this article provides application to a plethora of organizations for succession management formation (VanVactor, 2011). The orientation of succession should be toward employee development, performance, and career management (VanVactor, 2011). Succession and the requirements of succession define organizations' business plans (Cole & Harbour, 2015). Cole and Harbour stated inside succession is more profitable and sustainable for

organizations than outside succession. Many organizational leaders do not regard succession management in their strategic plans.

Kianto, Vanhala, and Heilmann (2016) emphasized the importance of managing knowledge and creating a structured process to ensure knowledge retention and a way to nurture employee job satisfaction during the cessation of one work period and the beginning of another. Kianto et al. conducted research that dealt with the emotional transfer of knowledge, and examine how KM can increase individual employees' job satisfaction, specifically due to employee retirement. In the study, he used managers and subject matter experts to define, plan, implement, and transfer key organizational knowledge. Kianto et al. found that managers did not have a problem with defining, planning, and implementing a knowledge transfer process. The researchers positively linked knowledge sharing to job satisfaction. The transfer of the knowledge is of core importance to knowledge retention programs and organizational continuity (McIver & Wang, 2016; Tangaraja, Mohd Rasdi, Abu Samah, & Ismail, 2016). However, the transfer of knowledge was the area management struggled with most (Kianto et al., 2016; Li, Zhang, & Zhang, 2013).

Effective knowledge management practices within organizations begin with the leadership commitment (Boyer, 2017). Effective organizational environments innovate and build their knowledge assets through successful knowledge acquisition, sharing, codification and utilization. Boyer posits that knowledge management should consist of critical enablers such as suitable organizational structures such as employee collaboration and teamwork, business strategy vision infrastructure, and executive support for the

successful knowledge-based organization. Boyer also posits that successful knowledge management implementation enhances the performance of the organization. Knowledge has inherently become an extremely valuable organizational asset that executive management increasingly recognizes that it is no longer sufficient to leave it unmanaged and underleveraged (Boyer, 2017). Leaders improve organizational performance through knowledge management practices (Boyer, 2017; Getha-Taylor, Fowles, Silvia, & Merritt, 2015). Organizational leaders should show commitment by charting the direction of their knowledge management activities by including knowledge management as part of the organizational vision and mission as well as developing a knowledge-friendly culture (Boyer, 2017).

Organizational competitive advantage and human capital reserves require strategic planning by management (Deconinck et al., 2013; Walker, 2014). It is imperative for organizations to recruit and train employees to move into leadership positions (Deconinck et al., 2013). These researchers believed that excellent training programs yielded a better return on investment compared to other employee development programs. Ethics is an essential aspect considered when exercising leadership in business organizations (Deconinck et al., 2013).

Dai and De Meuse (2013) tested the pipeline model of leadership development for succession by investigating leadership competency and organizational succession systems. The authors discussed the significance of following a thorough succession road map for leadership development (Dai & De Meuse, 2013). Dai and De Meuse stated succession planning and the identification and development of top organizational talent

are essential for organizational competitive advantage. Organizational leaders must effectively manage succession if succession programs are to succeed. Succession management includes the development of core organizational competencies (Dai & De Meuse, 2013).

Succession plans should identify the key accomplishments, skills, developments, knowledge, and activities requirements (Cole & Harbour, 2015) and should nurture a knowledge environment to sufficiently address future succession goals for the organization (Moustaghfir & Schiuma, 2013). A succession programs consistently ensures loyalty to an organization's culture. Succession planning ensures the retention of the most productive employees, and leadership vision determines the goals, strategy, and culture of the organization. Organizational leaders influence organizational resource capability goals for achieving knowledge management (Zelaya-Zamora & Senoo, 2013). The globalized work environment needs committed and empowered employees who require less control but more autonomy in meeting organizational needs (Mokhber et al., 2015).

For succession success, organizational leaders must ensure successors have the required knowledge, skills, and experience to perform the job. Emotional and personal relationships are essential for succession success (Raftery, 2013). Succession planning requires developing and nurturing employees' knowledge and skills. The focus of early research on the topic of empowerment was on the affect of the psychological aspect, not on the structural dimensions in which employees evolve (D'Innocenzo, Luciano, Mathieu, Maynard, & Chen, 2016). Recent interest in empowerment emerged while

global competition inspired the need to adapt to changing conditions efficiently (Ghosh, 2013; Joo & Lim, 2013).

A change in the individual mentality and within the group is essential for empowerment initiatives to succeed. The foundation of the organization is the knowledge, skills, and motivations of the employees (Gohar et al., 2015). The characteristics of an empowerment environment include innovation, access to information, responsibility, and participation (Gohar et al., 2015). Innovation promotes an environment of openness and willingness for employees to create and learn new business process initiatives for the organization. Access to information provides employees with the information necessary to perform at the empowerment level. Empowered employees think more meaningfully about their involvement in their work life, and they seek continuous improvement in their work processes (Gohar et al., 2015). Employees taking the initiative to extend their creativity beyond job requirements are increasingly necessary for organizations to function successfully (Gohar et al., 2015).

Organizational structure, resources and support, access to strategic information and organizational culture can affect employee empowerment initiatives (Kumar & Moorthy, 2015). Competence refers to employees' skills and abilities to perform in an empowerment environment (Kumar & Moorthy, 2015). To achieve high levels of engagement to work goals, employees must feel invested in the empowerment initiative (Kumar & Moorthy, 2015). Organizational structure, resources and support, access to strategic information and organizational culture can affect employee empowerment initiatives (Kumar & Moorthy, 2015).

Structural empowerment relates to the authority an employee is free to exercise relating to his or her position within an organization (Kumar & Moorthy, 2015). The redistribution of authority and knowledge and the delegation of decision-making power have the ability to affect organizational outcomes (Kumar & Moorthy, 2015). Employees show creativity and have more flexibility to take a risk in structural empowerment. With structural empowerment, the delegation of authority for decisions is paramount. Therefore, employees receive training and knowledge to make informed business decisions concerning specified organizational (Kumar & Moorthy, 2015).

Organizational leaders implement interventions to increase the psychological empowerment of employees, and psychological empowerment positively affects employee engagement (Kim & Kim, 2013). For empowerment implementation, organizational leaders must possess knowledge and understanding of the various business processes. Effective training programs, interventions (Kim & Kim, 2013), and constant nurturing are essential elements if empowerment initiatives are to matriculate and flourish within the organizational culture.

An organization's culture must set the foundation for how managers embrace empowerment initiatives. Without structure, empowerment programs vacillate, since each manager thinks and perceives business situations differently (Kim & Kim, 2013). Structural empowerment embodies a sense of employee pride and fulfillment in helping achieve organizational goals when exercised properly. Employees' behavior and attitude toward structural empowerment lead to psychological empowerment (D'Innocenzo et al., 2016). D'Innocenzo et al., (2016) believed managers are essential role models in learning

organizational environment. Their attitudes and behavior toward knowledge sharing and continuous learning provide a positive and encouraging environment for employees. Empowerment is a set of cognitions created by the work environment (D'Innocenzo et al., 2016).

Empowerment has a direct effect on employee attitudes that influences organizational outcomes (D'Innocenzo et al., 2016). Employees must believe that management is trustworthy or empowerment initiatives will not work (D'Innocenzo et al., 2016). The psychological approach to empowerment relates to an employee's willingness and desire within the roles of organizational structure, practices, and policies for the development of employee motivation and enhancing employees' feelings (D'Innocenzo et al., 2016). Empowerment initiatives allow employees to use judgment and feel that organizational leadership trusts their decisions (Bukari Zakaria & Mamman, 2015; Kim & Kim, 2013). Trust in management influences the effectiveness of employee empowerment programs (Kim & Kim, 2013). Empowered employees perceive they have greater decision-making authority and autonomy over their work (D'Innocenzo et al., 2016). Employees' ability to show initiative and to use discretionary citizenship behaviors is pivotal for the sustainable growth of successful organizations (Kim, Sutton, & Gong, 2013; Marsh, 2013). Empowerment engages employees and involves creativity and initiative on their part (Marsh, 2013). Although empowerment is a motivator and leads to positive attitudes toward organizations, it can lead to negative behavior (Marsh, 2013). Good communication is an essential element if empowerment initiatives are successful (Marsh, 2013).

Empowerment is a concept that benefits organizations and gives employees a sense of belonging. Gohar et al. (2015) defined empowerment as the perceived psychological state of employees based on four dimensions of meaningfulness, competence, self-determination, and influence affected by supervisors' empowering behavior. Empowered employees feel a sense of purpose or personal connection to their jobs. Meaningfulness describes how empowered employees feel about their jobs. Employee empowerment is relevant in an environment of knowledge workers (Murari & Kripa, 2012). It is increasingly critical for organizational leaders to respond rapidly to changes in the environment as empowerment help ensure business continuity during uncertain economic shifts (Marsh, 2013; Murari & Kripa, 2012). Employee empowerment represents a logical way to achieve objectives and eliminate extensive communication up and down the organizational hierarchy (Marsh, 2013). Organizational leaders must invest time and resources to implement empowerment program initiatives.

The empowerment climate sets the rules and boundaries in which employees must work and operate to advance the mission of the organization. The empowerment climate refers to managers defining the work environment, which allows employees to take autonomous actions; create a sense of control, influence, and competence; and affect the organization (Aitken & Von Treuer, 2014) to foster high levels of autonomy, discretion, challenge, and motivation so employees can make a meaningful contribution to the organization. The moral dimension of leadership gives better comprehension and contributes to a stronger and more successful leader–follower relationship (Aitken & Von Treuer, 2014; Kim & Kim, 2013).

Effective and efficient job performance occurs when employees have the ability to perform the task. Having the ability to learn and grow within the organization positively affects employee's behavior and attitude toward an organization (Dasgupta, 2015; Dasgupta et al., 2013). The organization benefits when the employee job performance is consistent with the organizational goals, (Lavigna, 2012; Dasgupta et al., 2013). Employee engagement affects organizations' bottom line performance (Dasgupta et al., 2013). The relationship between the organization and the employee is one of mutual respect when employee performance is harmonious with and advances the core organizational objectives (Dasgupta et al., 2013). Organizational success depends on employee success while employee success in contingent on organizational success. Organizational leaders' performance should consider the long-term organizational effect of the leadership decisions they make today.

Transition and Summary

The focus of Section 1 was the foundation of the study, the background of the problem, the problem statement, the purpose statement, and the nature of the study. The section also included the research questions, the conceptual framework, assumptions, limitations and delimitations, significance of this study, implications for social change, and a review of professional and academic literature. The overall goal of this section of the study was to highlight the succession and leadership issues facing South Carolina state government organizations. If state government leadership wants to ensure the viability of state government organizational knowledge, strategic succession planning is crucial. Succession planning positively affects organizational performance.

The focus of Section 2 of this study will be on obtaining substantive facts on the research topic. Section 2 contains a detailed description of the purpose statement, the role of the researcher, the participants, the method and design, population and sampling, the data collection technique, reliability, and validity. In Section 3, I will discuss the study findings.

Section 2: The Project

Succession planning ensures organizational sustainability by retaining intellectual

knowledge within an organization (Raftery, 2013). In Section 1 of this study, I focused

on the problem, purpose, research question, method, and design. This section includes

further clarification on Section 1. Section 2 also consists of and I explain the role of the

researcher, participants of the study, method and design, population sampling, data

collection and analysis techniques, reliability, and validity of the study.

Purpose Statement

The purpose of this qualitative case study was to explore successful strategies

South Carolina state government leaders use to improve succession planning within

South Carolina state government organizations. Organizational leaders should be

proficient in operational performance to make informed decisions that create value for the

organization (Getha-Taylor et al., 2015). The orientation of succession should be toward

employee development, performance, and career management (Jacobson & Sowa, 2015;

VanVactor, 2011).

I targeted government CPMs in South Carolina as participants for this

phenomenological case study because the CPM participants are state government

organizational leaders at various state agencies in multiple geographic regions throughout

the state who completed the CPM program. The CPM program is an advanced 18-month

management enhancement program designed to help improve leadership skills through

rigorous group, individual, and classroom sessions. The program participants were

managers chosen by the executive leadership of their respective organizations to go

through the program. The participants represented a collective body of knowledge on South Carolina's state government continuity and business operations. The implication for positive social change or business enhancement may include the potential to serve as a succession planning reference guide for state government organizational leaders to preserve core organizational knowledge. The findings may prevent inconsistencies in succession practices and stabilize the succession practices within all organizations.

Role of the Researcher

The role of the researcher is to listen to the participant actively to understand and document their perspective sufficiently (Anyan, 2013; Wisdom, Cavaleri, Onwuegbuzie, & Green, 2012; Yin, 2014). Researchers interview, observe, and facilitate data collection and analysis (Cater, Machtmes, & Fox, 2013; Paine, 2015). Researchers are also data collection instruments whose sole purpose is to understand central themes from the participants' perspective (Yin, 2014). Researchers should remain neutral during the interview process and refrain from interjecting any personal biases during contact with research participants (Yin, 2014). The process of epoché requires researchers to negate and minimize personal opinions, interpretations, beliefs, and perceptions during the participant interviews (Moustakas, 1994). Researchers must bracket their own feelings, ideas, and biases related to how they perceive the research topic to experience the perspective of the participant clearly and open-mindedly. As a certified civil mediator, I have received training and had experience in the process of epoché. To be an effective mediator, I must remain objective throughout the mediation process. I used my mediation skills to be receptive to participants' awareness and understanding of the research

phenomenon. I selected the case study design because the semistructured interview characteristics of the design supported my goal to extrapolate participants' personal perceptions of the research topic.

As the researcher, I must adhere to the ethical principles of the Belmont report. I followed the Belmont principles of respect for person, beneficence, and justice for human participants throughout the research process (Jetter, Yarborough, Cassady, & Styne, 2014; Moustakas, 1994; Murray & Fairfield, 2013). The informed consent and study introduction form included the purpose of the study to inform participants about the purpose of the study. I emailed an introductory participation request letter and informed consent form to each potential participant. The introduction request letters asked that each participant reply to the email with "I agree," indicating whether they were willing to participate in the study. Once I received an email confirmation and the signed informed consent form, I scheduled individual interviews with the participants.

The participants received a brief overview of the ethical procedures used to protect their confidentiality and the confidentiality of the data collected through the study. The participants also received assurance that the intent of the study was not to impose harm to them (Moustakas, 1994; Qu & Dumay, 2011). I indicated their participation was voluntary and they could withdraw from the study at any point throughout the research process. I explained that all research documents received an alphanumeric code. I replaced each participant's name with codes to ensure the ethical confidentiality of the study participants. I included the following traditional features within each interview: the data collection occurred in a natural setting location selected

by the participant and each personal, individual in-depth interview was either face-to-face or via telephone with the participants (Janghorban, Roudsari, & Taghipour, 2014; Johnson, 2015; Qu & Dumay, 2011).

I created a set of open-ended questions to obtain insight into the participants' experience and perception. I also created an interview protocol to ensure all participants received equal treatment regarding the interviewing procedures and the interview questions to enhance reliability. An interview protocol provides a researcher with consistency throughout the research process by serving as the guide for all in-depth interviews (Moustakas, 1994; Qu & Dumay, 2011; Ramthun & Matkin, 2014). Interview protocols help researchers standardize the research process to achieve saturation within the data (Moustakas, 1994). The interview protocol contained how and why follow-up questions to assist in obtaining depth and a richer understanding of the phenomenon. The purpose of the protocol was to eliminate researcher bias within the study (Moustakas, 1994).

Researchers should have an established, cohesive relationship with research participants to ensure a level of comfort during the face-to-face interview process (Qu & Dumay, 2011; Ratislavová, & Ratislav, 2014; Yin, 2014). As a South Carolina state government employee for more than 22 years, I am familiar with business operational practices, and I have experienced the affect organizational culture has on managers' succession planning. I purposely selected the CPM participants for my study because they are the state government organizational leaders who possess insight into the succession practices of their respective state government organizations. I chose CPM

program participants because I also participated in the CPM program, and the group developed professional working relationships. The participants were older than18 years and asked in person, by telephone, or through e-mail to participate in the study (Yin, 2014).

All data collected through this study is strictly confidential to this project. Researchers explore participants' shared insights and experiences to determine common themes and alleviate personal bias (Mayer, 2015; Moustakas, 1994). Researchers must maintain a subjective view and exclude their perception or personal bias within the study (Xu & Storr, 2012). To minimize personal bias within the study, all participants had the opportunity to review, evaluate, revise, and confirm their study content prior to completing the data analysis (Qu & Dumay, 2011; Sarma, 2015). I assigned each participant an alphanumeric code. For example, P1 refers to the first participant interviewed. The code P2 refers to the second participant interviewed, and so on. Instead of using their names, the code helps to ensure participants' confidentiality and security (Moustakas, 1994; Qu & Dumay, 2011). I maintain all material in a locked safe accessible only by me for a minimum of 5 years. On completion of the study, I will personally destroy all research material and the coding system.

Participants

Case study research encompasses a strategy of inquiry in which researchers explore the essence of personal experiences about a phenomenon, as described by the participants (Bettis, Gambardella, Helfat, & Mitchell, 2015; Ridder, Hoon, & McCandless Baluch, 2014). In this case study, I explored the themes and patterns of the

lived managerial strategies of the participants. Participant selection proceeded in accordance with proper purposive, nonprobability stratification-sampling techniques (Fusch & Ness, 2015; Mayer, 2015; Yin, 2014). Purposive sampling requires predetermined standards by which to select participants (Paine, 2015). The participant selection process was purposeful based on their unique characteristics or their experiences (Mayer, 2015; Yin, 2014). In the qualitative research process, the focus is on exploring the ideology that the participants hold about succession practices (Ridder el al., 2014). Researchers decide the number of participants selected to participate in a study (Fusch & Ness, 2015). I proposed that a minimum of 10 South Carolina state government CPM participants to participate in the study based on the Walden University program standards. However, only eight participants were able to inform this study because after multiple attempts, the last two potential study participants were too busy to commit to a scheduled interview. The CPM participants are the catalyst at the center of their organization's success. These individuals know the strategic goals of the organization and are able to articulate their views and opinions. The eight participants who informed the study were sufficient for obtaining data saturation within the participant responses. Saturation occurs when the data results consistently show redundancy in the data sources (Kwong et al., 2014). Data saturation occurred when I received no new information through the conversations with the research participants. I also did not reveal any new information when I reviewed the state government organizational websites to determine if knowledge retention or succession were a part of the organizational strategic plans.

The CPM participants are state organizational leaders with South Carolina government organizational and business procedural knowledge. These leaders possessed insight into the succession practices of their respective state government organizations. I am familiar with the CPM program because I began the program with 54 other participants in September 2012. I graduated from the program in May 2014. I interviewed eight South Carolina state government CPM participants to gain insight about the strategies they use regarding succession planning.

Access to the study participants ensued through a professional relationship I have with the participants. The interview site was at a location chosen by the participants or conducted over the telephone. To ensure the participants have a minimal level of experience in the study area, each participant participated in the CPM program. The participants had comprehensive knowledge of the state government organization in which they work. The CPMs' perspective on how the organization's culture affects their succession planning may help other state government organizational leaders prepare for organizational sustainability.

Research Method and Design

The researcher selects the research method and design to compliment the facilitation of the research topic. I explored the succession strategies of state government organizational leaders by conducting semistructured, face-to-face and telephone interviews with the participants. I also review public organization documents on the South Carolina state government websites. Qualitative research involves a natural approach to understanding the participants' view of the research phenomenon (Tong et

al., 2012). In a multiple case study, qualitative researchers attempt to understand the essence of the natural human experience through the design of the data collection process (Mayer, 2015; Yin, 2014). Using multiple data sources for this study was appropriate for deriving themes from the study.

Research Method

The qualitative research method was suitable for this study. The qualitative research method involves philosophical assumptions and strategies of inquiry (Anyan, 2013; Sarma, 2015). A qualitative method involves diverse perspectives or viewpoints, and researchers can focus on diverse strategies of data analysis (Anyan, 2013; Fielding, 2012; Tong et al., 2012). I interviewed eight South Carolina state government CPM participants to gain insight about their strategies used regarding succession practices within their state government organizations. Fielding (2012) and Tong et al. (2012) asserted that, in qualitative research, using a theoretical lens helps with acquiring information about a problem or issue from the participants.

The quantitative method or mixed-methods research was not suitable for this study, as these research methods were not conducive for attaining the desired content and level of detail that the qualitative method ensures (Barnham, 2015; Heyvaert et al., 2013; Kaczinsky, Salmona, & Smith 2013). Quantitative researchers rely on data and text, which does not allow for the robust extrapolation of information from the participants like in the qualitative method (Heyvaert et al., 2013; Koch et al., 2014). Mixed-methods research was not appropriate because my study will not have a quantitative component.

I used the qualitative research method to explore the affect leadership has on succession planning. A qualitative method involves different perspectives ranging from ideological, to philosophical, to systematic, procedural guidelines (Rudnick, 2014). Qualitative research includes a naturalistic approach to understand phenomena in context-specific settings, such as real-world settings where researchers do not attempt to manipulate the phenomenon of interest (Tong et al., 2012). Qualitative research has empirical roots in humanistic, phenomenological, and relativistic philosophies and includes empirical psychology, social psychology, and social anthropology, as well as the disciplines of ethnography, linguistics, and semiology (Fielding, 2012). Instead of focusing on methods, qualitative researchers use differing approaches to understand the problem (Ridder et al., 2014).

Unlike the quantitative researcher who seeks causal determination, predictions, and generalization of the findings, the qualitative researcher seeks illumination, understanding, and extrapolation to similar situations (Koch et al., 2014). The quantitative research method is objective, whereas the qualitative method is subjective (Koch et al., 2014; Tong et al., 2012). The quantitative method includes numerical data and involves testing objectives by examining the relationship between variables while the qualitative method involves exploring the meaning individuals or groups ascribe to a problem (Anyan, 2013). I did not select the quantitative method for this study because this design does not include personal, in-depth interviews. The in-depth interviewing rationale of qualitative research provided greater emphasis on the participants' perspective about the phenomenon under study (Janghorban et al., 2014).

Qualitative research is mature, robust, and self-confident (Fielding, 2012). In this doctoral study, I explored state government organizational succession planning strategies. The study included self-created, open-ended questions (see Appendix A).

Research Design

The design for this qualitative study was the case study design. According to Sarma (2015) and Tong et al. (2012), the case study design is a qualitative method of inquiry and analysis. I interviewed state government organizational leaders in South Carolina about their succession strategies. According to Ridder et al., (2014), researchers use the case study design to immerse themselves into data gathering with intimate levels of depth and detail. The phases, methods, and processes of the research may change as the research proceeds. The primary objective of this research was to collect data on the problem and understand the phenomenon based on the participant's view (Janghorban et al., 2014). A characteristic of qualitative phenomenology case studies is they provide a holistic account of the topic (Ridder et al., 2014). Another characteristic of case study design is the emergent aspect of the process (Ridder et al., 2014).

The case study design requires open-ended research questions to provide insight into the experiences, practices, and beliefs of the participants (Fielding, 2012). The case study design was appropriate for this qualitative study because I asked questions designed to allow participants to share their firsthand knowledge and experiences of the research topic. The case study interviewing process supports one-on-one, open-ended, personal, and engaging conversation with the participants (Fielding, 2012). I did not select the ethnographic or the narrative research designs for this study. Although both designs have

qualities that would benefit the study, the ethnographic study requires insight from more than 20 research participants about the research topic (Houghton et al., 2013). Ethnographic studies involve obtaining in-depth data from a specific cultural group (Houghton et al., 2013). Each organizational structure and demographic location in this study will vary; therefore, the ethnographic study will not be appropriate (Houghton et al., 2013). Narrative research involves obtaining insight into research participants and retelling or narrating the information chronologically (Houghton et al., 2013). I rejected the narrative design because my research goal was to obtain succession experiences from multiple participants, but I will not chronologically retell their stories.

Population and Sampling

Participant selection in qualitative studies may not always follow established criteria (Moustakas, 1994). The focus of this qualitative phenomenological case study was to explore the strategies of 10 state government managers. I explored the strategies used regarding succession planning in South Carolina state government. A typical approach for finding a sample size in qualitative research is to use a purposive sample (Koch et al., 2014). Purposive samples reflect individuals chosen because they might provide an answer to the question (Fusch & Ness, 2015; Yin, 2014). Researchers fail to prescribe a maximum or minimum number of participants for synthesis (Koch et al., 2014). Marshall, Cardon, Poddar, and Fontenot (2013) contended that 25 to 30 participants are an adequate sample size to achieve saturation. Boddy (2016) posited that to achieve saturation, researchers could justify a sample size as low as one individual. Although there is no census among scholars on an adequate sample size for a qualitative

phenomenological case study, the Walden University Doctor of Business Administration Program criteria required a minimum sample of 10 participants or more for saturation.

Researchers select a population based on sufficiency and saturation of information (Faseleh-Jahromi, Moattari, & Peyrovi, 2014). Research population sufficiency is the connection to the research phenomenon that the population provides to the study (Faseleh-Jahromi et al., 2014; Moustakas, 1994). Researchers make the determination for selecting the participants in qualitative studies (Fusch & Ness, 2015). I started by selecting a purposive sample with the intention of interviewing a minimum of 10 CPM participants. Due to work commitments and after multiple attempts, I was only able to interview eight participants for this study. The final two participants were unable to confirm interview dates. The CPM participants were state organizational leaders with South Carolina state government organizational and business procedural knowledge. They also possessed insight into the succession practices of their respective state government organizations. I am familiar with the CPM program because I completed the program in May 2014.

I emailed the introductory participation informed consent form to total forty-seven CPM participants from my targeted group. I received participation agreements from twelve of the forty-seven CPMs. After I received the signed voluntary informed consent form from the participants, I contacted each participant by telephone to schedule the one-on-one data collection interviews. I used the interview protocol with a series of open-ended interview questions to guide the interview process and to attain an in-depth understanding of the participants' views. I conducted 30 to 45-minute interviews with

each study participant at a private site chosen by the participant. The participants provided information regarding their personal experience with succession planning within their S.C. state government organization. As the interviews proceeded, common themes emerged through an analysis of the data from each participant. Saturation of information occurs when researchers hear repetitive themes within the reported information (Kwong et al., 2014). Saturation occurred when the data analyzed from the various organizational leaders indicated a consistent theme or commonality related to the state government organizational succession practices used within South Carolina state government organizations. The personal interviews continued as a saturation pattern emerged within the information (Kwong et al., 2014; Tong et al., 2012).

Ethical Research

There is an acceptable code of conduct, social acceptability, and legal requirements to which a research design must adhere (Eren, 2013; Greenwood, 2016). Qualitative researchers should continuously review their processes to ensure adherence to the ethical practices of confidentiality, respect, beneficence, autonomy, and justice within their research (Greenwood, 2016). An Institutional Review Board reviews and approves the ethical standards of a study (Greenwood, 2016). I received IRB Approval No. 05-27-16-0199329 from Walden University to conduct the study. To ensure the ethical protection of the research participants, I followed each IRB ethical guideline.

To meet the ethical standards for participation in the study, I adhered to the Walden University Institutional Review Board's ethical and legal requirements to ensure no harm or foreseeable risks happen to the study participants. I also maintained the

participants' confidentiality and integrity by masking their identity and replacing it with an identifying research code. The informed consent form included an explanation of the voluntary nature of the study, the study's purpose and background, the role of the researcher, the intent of the study, the role of participants, and the confidentiality process (Qu & Dumay, 2011). The participants received a copy of the informed consent to read. I verbally explained the details of the informed consent and purpose of the study to the participants. The participants for my study were CPMs within South Carolina state government organizations. They are authorized organizational decision makers and they did not require organizational oversight to participate in the study. The participants had the opportunity to ask questions about my study or refuse to participate if they had any reservations or concerns about the study. I informed each participant that they had the opportunity to withdraw from the study without consequences at any point after the study began if they were not comfortable with continuing. Participation in the study was voluntary, and participants did not receive compensation for participating (Qu & Dumay, 2011). Participants' perceptions and the strategies they used provided valuable insight for organizational succession planning and knowledge retention.

Engaging in ethical procedures maintains the integrity of the study, minimizes harm, and protects the researcher and the participants (Eren, 2013; Greenwood, 2016; Qu & Dumay, 2011). I omitted the participants' names or personal identifying information because of the nature of the information they may reveal. After the participants consented to participate in my study and signed a consent form, each consent form received an alphanumeric coded to ensure ethical standards of privacy and confidentiality and to

ensure the identities of the participants remain private. To ensure ethical practices, the study participants verified and confirmed the accuracy of their information prior to data analysis (Qu & Dumay, 2011; Wahyuni, 2012). After each interview, I reviewed my hand written notes with significant emphasis on the interview atmosphere, the participant responses and the participants' demeanor during the interview. I sent the audiotaped interviews to REV Transcription Services (see Appendix D) and received a transcribed script of the interview. Prior to analyzing the data, I allowed each participant the opportunity to review, revise, and confirm the accuracy of their transcribed responses.

I used participants' research codes on consent forms, the protocol instrument, and the interview document (Moustakas, 1994; Murray & Fairfield, 2013). Instead of using names to identify participants, I used the research code that included a combination of the participant's number and the interview date (Petrova, Dewing, & Camilleri, 2016). The research code for participant one read P10614201601 (see Appendix A). Throughout Section 2 of my study, I refer to each research participants as P1 through P8. I have sole access to the coded research data and the participant's identity. I analyzed, retained, and stored all information obtained through the study in a locked safe and on a computer to which only I have access. I will retain the study information for a minimum of 5 years following the study completion date to ensure protection of the confidentiality rights of the study participants, after which time, I will destroy of all study documentation.

Data Collection Instruments

Researchers in qualitative studies are the primary data collection instruments whose sole purpose is to listen to, document, and record participants' perspectives (Qu &

Dumay, 2011; Xu & Storr, 2012). During the initial phase of the data collection, I

reviewed 10% of the state government organizational website documents to determine if

knowledge retention or succession were a part of the organizational strategic plans. As

the primary data collection instrument, I used semistructured interviews with open-ended

questions to address the research phenomenon with the participants (Doody & Noonan,

2013). According to Anyan (2013) and Wahyuni (2012), semistructured interviews give

balance to the process and encourage shared perspectives and experiences about the

phenomenon under study. Semistructured interviews involve consistent and systematic

questioning designed to elicit responses to identified themes (Paine, 2015; Qu & Dumay,

2011). The use of semistructured interviews, documentation, archived records, direct

observation, participant observation, and physical artifacts are acceptable in case study

research (Yin, 2014). I used findings from semistructured interviews, and public

government website documents to provide answers to the research question.

    As the data collection instrument, I used an interview protocol (see Appendix A)

for asking questions and recording responses during the qualitative interviews. The

protocol questions (see Appendix A) were consistent throughout the data collection

process to ensure the reliability of the instrument (Dasgupta, 2015; Qu & Dumay, 2011).

I created the interview protocol to guide and facilitate each interview. Section 1 of my

study included the interview questions.

    Researchers conduct one-on-one semistructured interviews to probe participants'

views and perceptions about incidents and to ask follow-up questions (Qu & Dumay,

2011; Ridder et al., 2014). In this interviewing method, researchers may request

permission for follow-up interview questions (Qu & Dumay, 2011; Ridder et al., 2014). To ensure all individual interviews were consistent throughout the data collection process, I used a semistructured opened-ended data interview protocol to elicit the succession strategies used by each study participant (see Appendix B). To ensure content validity in the study, direct communication with the participants served to confirm and verify the accuracy of their transcribed data (Harvey, 2015; Houghton et al., 2013; Ramthun & Matkin, 2014; Sarma, 2015). Replication and transferability of content are necessary in qualitative research (Boesch, Schwaninger, Weber, & Scholz, 2015). After each interview, I reviewed my hand written notes with significant emphasis on the interview atmosphere, the participant responses, and the participants' demeanor during the interview. I sent the audiotaped interviews to REV Transcription Services and received a transcribed script of the interview. Prior to analyzing the data, I allowed each participant the opportunity to review, revise, and confirm the accuracy of their transcribed responses. I conducted the study in a manner that future researchers can replicate.

The informed consent includes an explanation of the voluntary nature of the study, the study's purpose and background, the role of the researcher, the intent of the study, the role of participants, and the confidentiality process (Qu & Dumay, 2011). The participants received a copy of the informed consent to read and sign. I verbally explained the details of the informed consent and the purpose of the study to the participants. The participants for my study were CPMs within South Carolina state government organizations. They are authorized organizational decision-makers, and they

did not require organizational oversight to participate in the study. The participants had the opportunity to ask questions about my study or refuse to participate if they had any reservations or concerns about the study. The participants understood that they had the opportunity to withdraw from the study without consequences at any point after they began if they were not comfortable with continuing (Qu & Dumay, 2011). Although their participation in the study was voluntary, participants did not receive compensation for participating in the study. The strategies they used provided valuable insight for organizational succession planning and knowledge retention.

The interview protocol (see Appendix C) includes a heading, instructions for the interviewer, interview questions, and a final thank-you statement. The purpose for structuring open-ended interview questions was to expand on the participants' knowledge about the study phenomenon. During the interview process, I took handwritten notes (Eren, 2013). With the permission of the participant, I audio tape-recorded the interview to provide additional clarity when transcribing the data.

The other aspect of my data collection procedure included state government document reviews. Through this procedure, I reviewed 10% of the 99 state government organizational websites to determine if knowledge retention or succession were a part of the organizational strategic plans. All sensitive information such as names, places, and organizational activities received codes to protect individuals (Moustakas, 1994). I secured a signed cooperating partner confidentiality agreement with REV Transcription Services, Inc., (see Appendix D) to transcribe the interview data gathered during the study.

Data Collection Technique

The case study interview consist of two broad how and what questions designed to extract participants' thick, rich, subjective views related to the research phenomenon (Barnham, 2015; Moustakas, 1994). Data collection methods include conversations, narratives, documents, and observations (Barnham, 2015; Ridder et al., 2014). To record information from interviews, researchers make handwritten notes, audiotapes, or videotapes (Ridder et al., 2014). The foundational aspect of the data collection technique was the personal interviews I conducted with the study participants. I also reviewed the state government organizational websites to determine if knowledge retention or succession planning were a part of the organizational strategic plans.

The dynamics of the interview depends on the relationship between the researcher and the participants (Barnham, 2015; Ridder et al., 2014). The initial phase of data collection for my study began with an introduction and an explanation about my purpose for conducting the study and my role as the researcher. The participant agreed to participate in the study by replying, "I agree" to the emailed study introduction or by verbally stating their agreement during a telephone or personal request for participation in the study.

I explained the ethical procedures related to the study, the interview process, the codes and methodology for protecting participants' identity, and the confidentiality of their input, as well as assured the participant that no harm will come to them because of participating in the study. The participants received the informed consent form to read as I explained the voluntary nature of their participation, the compensation strategy, and

their rights to withdraw or refuse to participate in the study at any time. I asked the

participants if they had any questions or concerns related to the study or the process.

I also explained the importance of taking handwritten notes and audio tape

recording the research interviews to help ensure the validity of the data. I received the

participants' permission to take handwritten notes and to audio tape-record the

interviews. After a participant agreed to participate in the study and signed the informed

consent, I immediately applied a confidential participant code to the informed consent

and the interview protocol to ensure the protection of the participant's confidentiality.

The participant interview began with a notation of the date and the interview start

time. After documenting the participant's demographic information, I turned on the audio

device to record the participant's research code and the date and time of the interview for

the purpose of identification and data analysis. I began the research interview by telling

the participant that the questions asked throughout the interview relates to all leadership

positions held within any South Carolina state government organization. I instructed

participants to stop the interview any time they required additional clarification. During

the interviews, I took handwritten notes to detail the participants' responses. I probed the

participants with follow-up questions from the interview protocol to increase the richness

of their described perspectives.

On concluding the interview, I asked the participants if they would like to provide

any additional information they felt was pertinent to the research topic. I asked

participants if I could make follow-up contact with them to verify the accuracy of my

handwritten notes and the transcription of the taped session. I also thanked the

participants for their time and recorded the interview end time on the protocol form.

The research interview data remain in individual data folders with the confidential

research code placed on the outside of the folder. Once an interview was complete, I

immediately forwarded the audiotaped interview to REV Transcription Services, Inc. (see

Appendix D) for data transcription of the interview responses. Once REV Transcription

Services completed the interview transcription, and I secured a copy of the transcribed

interview within the participants' coded data folder. The data folder remained secure in a

locked file drawer until data collection was complete. On completing an interview and

after I received the transcribed interview responses from REV Transcription Services, I

contacted the participants again and gave them an opportunity to read their transcribed

report and to confirm the accuracy and validity of their results.

One advantage of the semistructured interview process is that consistent, thematic

interviews reduce bias and help generalize the study data (Qu & Dumay, 2011). One

disadvantage of personal interviews is that the timing of each interview depends on the

participants' availability to meet. Timely interview sessions concluded within 90 minutes

maximize data saturation (Wahyuni, 2012). I created open-ended research questions for

this study (see Appendix B). Through semistructured interviews with organizational

managers, I addressed detailed questions about their knowledge and perspectives of the

succession planning initiatives within their organizations.

Participants fully accepted the explanation of all data collections techniques

before signing the informed consent form. A digital voice recorder recorded the audio

portion from the individual interviews. Member checking enhances the validity of data (Moustakas, 1994; Yin 2014). After receiving each transcribed interview from REV Transcription Services, I forwarded a copy of the transcribed interview to the participant to verify and confirm the contents. The participants verified their data to ensure the accuracy of their perception and their input. I analyzed the data to determine recurring themes or commonalities. According to Moustakas (1994), researchers analyze the textural and structural descriptions of the data to determine significant statements or themes. Included in Appendix B is a copy of the open-ended questions I used during all participant interviews. REV Transcription Services, Inc. transcribed the data obtained through the interviews. The participants remain confidential and the data will remain secure for 5 years.

An interview protocol (see Appendix C) was necessary for asking questions and recording responses during the qualitative interview (Moustakas, 1994; Ridder et al., 2014). The interview protocol provided the structure needed to guide each participant interview and to ensure consistency throughout the data collection process. To organize and keep track of the research data, a cataloging system separated all research logs, notes, and journal entries obtained from the participants. Coding all research data served to ensure the confidentiality of participants' names (Moustakas, 1994; Ridder et al., 2014) and organizations. The cataloging system I implemented used codes to track all research data by assigning a participant code to all collected data. Participant one (P1) data received a combination code with the date (P10614201601). Each participant received the respective code as part of the data collection process. I secured the data together in

individual participant folders, and kept them in a locked file cabinet of which I have sole access. I destroy the password-protected computer program, USB drive, and all of the research data 5 years after the confirmation of all research results. After the collection of the website documents, the conclusion of all participant interviews, and the agreement from participants of the accuracy of the transcribed responses, I prepared the data for analysis.

Data Analysis

Data analysis involves collecting data based on asking prepared questions and developing an analysis from information supplied by participants (Anyan, 2013; Moustakas, 1994). The process of data analysis involves making sense out of text data provided by each participant. I coded each participant response with an assigned code P1 through P8. The participant responses referenced throughout the study reflect the P1 through P8 coding values. Data analysis also involved preparing the data for analysis, conducting different analyses, moving deeper into understanding the data, representing the data, and making interpretations of the larger meaning of the data (Johnson, 2015; Yin, 2014). My personal notes of the interviews indicated the participants verbal and non-verbal communication observed during interviews.

Precoding precedes content analysis (Ridder et al., 2014). My analysis began with a review of my hand written notes and the use of an excel spreadsheet to separate and segregate each participant response into common themes. After I had completed all interviews, and their transcription and verification were complete, I read and reread the

data. I identified, refined, and reorganized the data based on the common words and phrases consistently identified within the data.

I employed the use of NVivo10 data analysis software to analyze and synthesize data patterns within the participants' responses and the data obtained from the websites. Qualitative computer software programs help researchers code, organize, and sort information that may be useful in writing a qualitative study (Johnson, 2015). The NVivo software also has the research capacity of locating all text associated with discrete codes (Johnson, 2015). The NVivo10 software provided analysis of data content to aid in identifying themes to obtain an understanding of the South Carolina state government leaders' succession strategies.

Content analysis involves reviewing primarily text-based responses to open-ended questions to measure the semantic content or component of the message (Alexander, 2014; Mayer, 2015). The data analysis began with my transcription of my handwritten notes and with REV Transcription Services, Inc. transcribing the interview audio recordings into verbatim textual documents. I also read, reread, and analyzed my handwritten notes and the research data from the interviews. My purpose in reading and analyzing the written data was to determine a clear understanding of what the participants said and the meaning behind those responses. I created an Excel spreadsheet to align and review the interview responses and the data obtained from the state government websites. I focused on the research question as I read and reread the data multiple times to develop thematic phrases within the participant's words or phrases that were consistent or repetitive (Gibson, Benson, & Brand, 2013). Analyses of the participants' responses to

the open-ended questions and the data from the website documents helped me identify

consistent themes within the data. Saturation occurred when the data results consistently

show redundancy in the data sources (Kwong et al., 2014). Analyses of the data

determined consistencies and themes within the participants' responses and the website

data to provided justification for the study. The participants received the opportunity to

review their results for accuracy on completion of the data collection and analysis phase.

On completion of the interviews, triangulation of the research data occurred from

multiple perspectives, the interview audio, the public documents, and the handwritten

notes to obtain a deeper meaning of the data. Researchers triangulate data to establish the

validity of the research (Carter, Bryant-Lukosius, DiCenso, Blythe, & Neville, 2014;

Mayer, 2015; Moustakas, 1994; Yin, 2013). I used methodological triangulation to

determine points of view based on all research data obtained.

Throughout the study duration, I reviewed additional scholarly literature, studies,

and conceptual frameworks to determine any new information that might inform my

research project. Although new information became available after the acceptance of my

proposal, I identified no new concepts related to succession planning in state government.

The participants received assurance on completion of the research project that all

research material and data will remain secured in a locked safe to which only I have

access. I assured the participants on completion of the project that I would properly

discard all documentation. After processing all data and confirming the results, I will

retain all research material for 5 years. I will destroy all paper files and any electronic

data related to my study after 5 years.

Reliability and Validity

Reliability

According to Alban-Metcalfe and Alimo-Metcalfe (2013), qualitative research

reliability analysis lies in the consistency of the questions asked of each study participant.

Researchers' ability to repeat a study consistently to each participant enhances a study's

reliability (Boesch et al., 2013; Havenga, Poggenpoel, & Myburgh, 2014; Sarma, 2015).

The interview protocol ensures the reliability of the study if the researcher follows it

throughout the data collection process. Aligning the interview questions with the central

research question; documenting, storing, and securing the data; and protecting

confidential information will enhance the reliability of the research data (Barnham,

2015). I interviewed each participant using constructed interview questions in a protocol I

designed for this study.

Validity

To ensure content validity of the study, direct communication with the

participants to confirm and verify their experience and perspective is necessary

(Barnham, 2015; Ramthun & Matkin, 2014). Content validity measures the extent to

which the measurement instrument provides adequate coverage of the investigative

questions guiding the study (Mayer, 2015; Sarma, 2015). The interview should reveal the

participants' deepest experiences related to the research topic (Mayer, 2015). The validity

of the study confirms whether the findings are accurate, trustworthy, authentic, and

credible from the standpoint of the researcher and the participant (Johnson, 2015).

Triangulation establishes the validity of the research (Mayer, 2015; Moustakas, 1994;

Sarma, 2015). Triangulating the research data involves using multiple methods. Triangulating the audio version of the interviews and the data obtained from the state government websites will lead to a deeper meaning of the data (Carter et al., 2014; Yin, 2013; Yin, 2014). To establish validity within my study, I obtained data from the websites of various state government organizations for succession and strategic planning information. The researcher and REV Transcription Services, Inc. transcribed the recorded interviews.

Saturation occurs when the data results consistently show redundancy within the data sources (Kwong et al., 2014). An analysis of the data determined consistencies and themes within the participants' responses and the website documents to provide justification for the study. The research interviews and website documentation reviews continued until data saturation occurred based on an analysis of the consistencies and replications within the data from multiple sources.

Qualitative research validity includes the credibility, transferability, and confirmability of the study (Alexander, 2014; Boesch et al., 2013; Havenga et al., 2014; Sarma, 2015). Member checking through participants validating their data increases the credibility of the study (Alexander, 2014; Moustakas, 1994). To enhance the validity of my study, the research participants received a request to confirm (member check) the content of their data after the transcription of the taped version of their interview was complete. Each participant received a copy of the transcribed interview to review for accuracy and to make necessary revisions.

Transferability relates to how the researcher applies the data results to assist future researchers (Boesch et al., 2013). Confirmability of study results relates to the accuracy and neutrality of the data (Boesch et al., 2013). Although succession practices in state government organizations are the focus of this study, the foundational aspects of this study may apply to future research projects related to the implementation of succession practices within any organization.

An analysis of the data determined consistencies and themes within the participants' responses and the website documentation that provided justification for the study. The participants reviewed their transcribed interview results for accuracy on completion of the data collection and analysis phase (Fielding, 2012; Koch et al., 2014; Marshall & Rossman, 2016).

Transition and Summary

The findings from this study may assist with current and future organizational succession planning. The qualitative research method is an interpretive design that will accurately portray the succession practices within state government organizations. The participants and the data collection process will support a more thorough analysis of the issues facing organizations and the strategies required to sustain them into the future. Section 3 of this study includes an overview of my study, the results of the study, the application for professional practice, the implications for social change, and the recommendations for action and further study in the subject field. Section 3 also includes the reflections, the summary, and the study conclusions.

Section 3: Application to Professional Practice and Implications for Change

In Sections 1 and 2, I detailed how my study is important to state government organizations and provided the research approach and study design used to complete the research. In Section 3, I include an overview of the study, a presentation of findings, the application to professional practice, implications for social change, recommendations for action, recommendations for further research, reflections, and a summary and study conclusion.

Overview of Study

The purpose of this qualitative case study was to explore strategies South Carolina state government leaders use to improve succession planning. I collected the data to answer the research question: What strategies do South Carolina state government leaders' use to improve succession planning? Based on state government leadership, participation, and graduation from the CPM program, I selected participants for the study. I used six open-ended interview questions to engage the participants and extract information regarding their personal understanding of the research focus. In a qualitative study, the researcher can used open-ended interview questions to obtain data (Marshall & Rossman, 2016). I also reviewed, collected, and analyzed public state government documents as part of the data collection for the study. The responses to the interview questions aligned with and enriched the data obtained through the state government website documents.

I interviewed eight South Carolina state government CPM leaders who qualified as participants for my study. I used an interview protocol and asked additional questions

of all participants to obtain a deeper understanding of their experience with succession planning. The interview protocol helps validate the study and may enhance data saturation (Barnham, 2015). I requested permission to take hand written notes and to audio tape each interview.

I employed REV Transcription Services, Inc. to transcribe each interview response. I provided data analysis of my research notes, the transcribed interviews, and the data obtained from the state government website documents. To code the data, I uploaded the transcribed data into an Excel spreadsheet to separate responses and identify commonalities and themes. I also imported the coded data into NVivo10 for further analysis and further reaffirmation of thematic codes. Along with the coded data, I used the data analysis, and methodological triangulation to identify emergent themes within the data related to; the succession strategies used by South Carolina state government CPM leaders. I identified three emergent themes: (a) strategic succession practices, (b) continuity of succession programs, and (c) hindrances to implementing succession programs.

Presentation of the Findings

This section summarizes the interview responses to the semistructured interview questions and discusses the core emergent themes that address the core research question: What strategies do South Carolina state government leaders use to improve succession planning within the South Carolina state government organizations?

To triangulate my data, I used open-ended interview questions and reviewed public state government websites for documented succession practices and procedures.

Through the data analysis and coding of common relevant themes, I identified three emergent themes within the data. The first theme related to the strategies for implementing structured succession programs for all South Carolina state government organizations to ensure that succession practices are a part of the state government organizational mission. The second theme related to strategies to ensure the continuity of succession programs in South Carolina State government organizations. The third theme related to the hindrances to successfully implementing succession programs in South Carolina state government.

The conceptual framework for the study was transformational leadership theory. Burns (1978) developed the first transformational leadership model. Burns envisioned the transformational and transactional leadership behaviors at opposite ends of the continuum. Several years later, Bass (1985) expounded on Burns' idea. Burns depicted the transformational and transactional leadership behaviors as complementary. The transformational leadership theory contends that certain leadership behaviors arouse followers to an advanced level of devotion and integrity. A transformational leader acts as a catalyst, which turns ordinary employee commitment into extraordinary employee behavior towards achieving the organization's goals (Pradhan & Pradhan, 2015).

Transformational leadership incorporates four key components: (a) individual consideration, (b) inspirational motivation, (c) intellectual stimulation, and (d) idealized influence (Bass & Avolio, 1993). Individualized consideration is the ability of leaders to help develop, mentor, and coach employees.

The focus of the transformational leader encompasses their contribution to the success of achieving the organizational mission (Bass & Avolio, 1993). The tenet of the transformational leadership theory is that the transformational leader is a forward thinker who plans, thereby influencing the future of the organization (Bass & Avolio, 1993). Based on the website data and the interview responses, there was not an organizational requirement for succession planning. However, participants articulated their succession strategies within their departments. The second tenet of the transformational leader is that of a visionary who encourages the employee to pursue organizational goals with enthusiasm and initiative (Bass & Avolio, 1993). The participants discussed their organizational structure and their perception of hindrances that impeded succession practices within their organizations. Participants discussed the importance of identifying a need and taking the initiative to ensure the continuity of their departmental programs by creating successions programs that promulgated the organizational mission. A third transformational leadership tenet is the transformational leader is a long-term strategic planner (Top et al.2015) who transcends the self for the greater good of the organization (Bass & Avolio, 1993). Participant responses revealed strategies to strategically achieve long-term organization goals and create succession practices to ensure the continuity of organizational knowledge.

The confidentiality of the participants occurs through masking the participants' responses (Petrova et al., 2016). To maintain the participants' confidentiality, I used their assigned participant codes P1 through P8 to identify their responses throughout this section.

For this study, I interviewed eight research participants. The participants consisted of five females and three males. Sixty percent of participants were between 36-50 years old. Each participant was a career S.C. state government employee with 50% of respondents employed for more than15 years and 36% of respondents employed 20 years or more. The respondents' leadership level included 50% who were at the Director level, the supervisor and manager levels each claimed 25% of organizational leadership positioning. Seventy-five percent of the participants had 11 or more years of management experience and they supervised 11 or more employees while in those positions. I also reviewed 10% of the state government organization websites within South Carolina to determine if succession planning was part of the organization's strategic plans. The results of my documentation reviews revealed that only 1% of the organizational websites acknowledged succession planning or knowledge retention as a strategic objective. None of the organizational websites had detailed discussion related to document succession planning or knowledge retention practices.

I asked the participants to participate in the study because they have the ability to direct staff development activities. Through the interviews and the website documents, I determined that formal succession planning programs did not exist within the state government organizations represented, however, on an informal basis, leadership development activities were evident (Cole & Harbour, 2015). Transformational leaders focus on improving and aligning the organization members with the organization vision, mission, and goals (Top et al., 2015). Through the semistructured interviews with research participants, I found that two out of the eight organizational leaders confirmed

they had worked within a South Carolina state government organization that once had a formal succession program. P3 stated:

> Well at one time for our agency, we actually had a committee on succession planning, and we would meet on a bi-monthly basis, and that was maybe four years ago, and we'd change administrators, and then we'd start meeting on a quarterly basis, but I can tell you over the last two years, we haven't met period.

P1 stated "We thought about succession but after a while it became matted down and forgotten. Eventually, the practice of succession was stopped." Other participants revealed that their organizations never had a formal succession program. As stated by P5:

> I don't have that much experience with succession. I think here it's just one of those things that people mean well, but they just don't get to it. It's just not at the top of the list. The management positions have been pretty stable; people just don't feel the sense of urgency to take those steps, or to have a formal process.

The participant responses to Interview Questions 3 and 4 received the least responses. Although many of the participants exhibited transformational leadership characteristics in their daily management practices, none of the participants initially knew the definition of or the difference between the transformational and the transactional leaders' style. Once I provided an explanation of both leadership behaviors, P4 stated "It's funny. I've got experience in both of those." P2 stated "From my experience, transactional leader behaviors depend on clicks, who you associate with." Several participants identified with the transformational leadership style. P5 stated "I really don't

have any experience with these. It's just not something that we do. I would say if

anything there's more of a transformational approach." P3 indicated, "The

transformational leader makes a connection that is deeper in value and loyalty to the

organization." As stated by P7, "I don't know that I can answer that to be honest with

you, I have not had that much experience, but mostly transformational."

The transformational leader focuses beyond the current organization procedural

conditions and creates a new vision for achieving the organizational mission. Cole and

Harbour (2015) discussed the facilitation of organizational knowledge and values through

formal succession planning. Despite not having formal succession programs within the

organization, several participants agreed that having a succession plan is important. P6

stated that, "Succession planning is an important topic within the organization." The

transformational leader commits to the organizational mission. These leaders exhibit

initiative when a potential organizational need exists. The identification of a need within

the department and the organization is an essential transformational leadership

characteristic. As P8 stated:

> Succession planning I think is extremely important for several reasons. You never
>
> know when somebody is going to leave. People can get another job or for
>
> whatever reason decide to no longer stay at a job. People retire daily, and I have
>
> learned from experience that if you do not have a succession plan in place, when
>
> people leave you are at a disadvantage.

In some instances, participants shared their desire to help others learn and prepare

for succession. P2 stated:

I have eight team members six of them want to remain in state government. To help develop them, any time I go to trainings or conferences I share information with them to keep them abreast of agency policy and procedures. I send team members to webinars and trainings to develop professional and personal goals.

Although participants believed that succession is important to the organization, P5 felt that succession is also serendipitous. P5 stated:

Succession planning is an important topic within the organization. Personally, I have participated in some discussions regarding succession planning for our particular organization or office within the organization. My personal experience with succession planning is somewhat serendipitous." Any planning specifically related to succession planning, I have not participated in documenting.

Along with describing succession planning as serendipitous, P5 also felt that state government organizations are comfortable with the way things are. P5 stated:

I think people are just comfortable with things, moving about the way they do. If somebody's retiring there's enough notice that people are able to do some training, or divide up the job, or whatever they intend to do with it. We've really just not been phased with a sudden departure.

Despite not having formal succession plans, the responses indicated above reflected how the participants viewed succession planning based on their perception of succession practices within their organization.

The participants also revealed their personal succession practices despite not having formal succession programs within their organization. The participants took it on

themselves to create succession practices that would ensure the sustainability of their respective departments within the organizations. The participants' personal strategies and their suggestions for implementing a succession program with the organization are part of the first emergent theme revealed within the data.

Emergent Theme: Succession Implementation Strategies

The first theme identified related to a variety of participant responses discussing strategies for implementing succession programs. The strategies included creating partnerships among state agencies, knowledge sharing, training, and cross training to ensure state government organizations position for events such as staff retirement and turnover.

The in-depth interviews with participants revealed their responses to questions 1, 2, and 6. The participants revealed their experience with strategies used and their perception of strategies needed to implement a succession program within SC state government. Participants discussed their strategies with encouraging and motivating staff to achieve and learn beyond their present positions. Organization knowledge attained through leadership adoption of new skills, and assertive attitudes leverage organizational results (Pradhan & Pradhan, 2015). The transformational leader takes the initiative to ensure the organizational goals and mission is a priority. As stated by P4, "I immediately had the agency audited to see where we were from all aspects of the agency, but one of the things that I noticed is that our people weren't ready to take that next step."

According to Dabke (2016), the transformational leaders' behavior seems to play a more significant role on leadership effectiveness. P4 stated "One of the initial plans was

to create a succession plan because there wasn't one that really existed when I first took over." The organizational commitment and integrity of these leaders encompasses the idealized consideration and inspirational motivation of transformational leaders (Pradhan & Pradhan, 2015). Among the succession strategies identified, P3 stated:

My experience with implementing succession planning is one that helps to establish the next realm or the next round of individuals who have presented the capacity to lead. Again my perception or expression is we're not here forever and if the going concern of an organization is to continue we've got to be able to look beyond our current abilities to do things and find other, very capable and desirable people to fill our shoes.

The participants discussed that training, cross training, coaching, mentoring, and interviewing were some of the strategies they used for succession and knowledge retention in the organization. According to P3, "I try to develop them by arming them with the appropriate types of tools, counseling, and coaching." Assessing the present needs of the organization and training current staff, helps prepare individuals for succession. P4 stated "I looked at my first line supervisor roles and I noticed that they needed a lot of training. We started getting them into specific skills training, just things that would help them prepare for the next step." P1 stated "As a leader, I believe in giving staff all of the resources, that is, knowledge, equipment and tools to learn, grow and build them up and help them to grow within the organization." P1 also stated "When I interview candidates for specific job vacancies, I am also assessing their skills and knowledge for potential succession into leadership roles in the future."

The primary theme in this category was training and cross training to share and retain core organizational knowledge. South Carolina state government as a whole should implement succession programs that encourage interagency, across departmental boundary, and departmental sharing of core organizational knowledge. As P4 stated, "I think when it comes to strategies and things, the real basis is partnerships, making sure that we're working hand in hand to help one another out and they kind of understand each other's responsibilities." This participant further stated that, "I think there needs to be some sort of a partnership state government-wide to where everybody understands what it means to have a succession plan." P8 believed that every organization could benefit from the sharing of information, issues, and strategies. P8 said:

> The same problems that we see at our agency, probably you'll see at every other agency. I think we might learn something from somebody in a different agency, the same issues we're having with our own, they're having with theirs. There might be some of these strategies that we're not aware of, we're not using here at our own agency, that somebody else is using at their agency that could assist us in doing better at succession planning.

Several participants indicated they were currently participating in succession practices as a management precaution to ensure departmental continuity and productivity. However, cross training should be at the core of succession practices. As stated by P8:

> We did a lot of cross-training and we're still doing a lot of cross-training in our area so that not one person knows how to do a particular job. Again, that's not just for retirement, people get sick, they'll go on extended leave. A lot of things can

happen so I think it's very important to make sure that you have multiple staff knowing how to do different job and job duties.

P7 stated:

A lot of times, decisions are made so quickly for reorganizations or people leaving that there's not an opportunity to prepare. Of course, there is never going to be the possibility to download somebody's brain all the way. When it gets closer to the person leaving, if it's known that they're leaving in advanced, I think they begin trying to pass off knowledge. It's just somethings, you learn from experience.

P5 stated "I think cross training, in general would be very helpful in terms of building the capacity and ensuring continuity."

Second Emergent Theme: Succession Continuity Strategies

The lack of succession planning can lead to increased costs, lack of continuity, and immediate negative effects on organizations (Jacobson & Sowa, 2015). To ensure continuity within South Carolina state government organizations, the participants discussed the strategies they felt essential for implementing succession programs.

To ensure the longevity and continuity of their succession strategies, participants discussed, in response to questions two and six, an over whelming desire to have formalized structured succession planning, practices, and procedural requirements as part of SC State government organizational strategic planning. P5 stated "I think it would be good within designated levels of management to possibly require that as part of the performance evaluation."

Participants discussed the identification of mission-critical core job requirements and creating a formal succession program where sharing information throughout the entire state government organization helps to ensure continuity. P5 said:

> I think it's important. I think with many state agencies there is ... When you look at the top layers, there are a lot of people that are, at least, eligible for retirement over the next five to eight years. I think it's important to begin taking steps to recognize the leaders that are going to be able to move into positions. By formalizing the approach and establishing measures for it, I think that's probably the best way to implement it.

> P5 also stated:

> We need training across departmental lines and also in some cases, within the department. Our agency is relatively small, so we have a lot of people who work in silos. Other people don't really understand what they do, but they're still mission critical work that if it doesn't happen it's going to have a big affect in the agency.

The organizational leadership must take an assessment of needs based on its' mission and goals and create a succession plan that actively ensures that employ and retain individuals with the specific skill sets. P6 stated:

> Actually, I think that for state government, any state government, to ensure succession continuity, there needs to be the practice of assessing what the needs are within the organization in fulfilling the mission, vision, goals, and objectives

and tying that to the skill set that new employees could bring to the table in order to attract that younger employee.

Sharing the same succession information with all state government organizations may add value to the program and increase the validity of the program requirements. P8 stated:

I think continuity is very important because we all work for different agencies and people always look at what people are doing. Again, if there were continuity then everybody would be able to have the same access or information regarding how to do successful succession programs or planning. It just makes some policies clear and I think people may value it more when they see that it's something that's done across the board no matter what state agency you work at.

P8 additionally stated:

I don't think there really is any continuity across the agencies. I don't think there's any continuity across just one particular state agency. For example, this current agency, depending on what program area you're in, what unit you work in. Some areas are very good at succession planning; some areas are not very good at it or have different strategies, so I don't think there's any continuity across the board.

Participants also suggested that the Human Resources departments within the organizations can play an important role in creating, documenting needs, ensuring readiness and adherence to succession planning objectives. P7 stated:

Somebody needs to document and then be aware that somebodies leaving or a reorganization is going to happen and being able to train the person that's coming

in. A lot of times, as you know, you don't even get to train somebody or hire

somebody to replace a person when you know that they're going to leave.

P8 stated:

I think the large job duties should be somewhere written down so a person who

comes in will know, at least, the items that they need to complete to be successful

in the position. Once again, of course, there's no way to prepare 100%, because

sometimes it's knowledge from multiple places that brings the next person must

have to be successful. At least we should have a manual for whatever area you're

in that tells you what the functions are and what the job duties are.

Third Emergent Theme: Hindrances to Succession Implementation and Continuity

P4 stated "I think when the leader is afraid of someone taking his job. That's the

biggest hindrance because that shows that they're not sharing everything that the next

person needs to know. I've always been a person that I could be gone tomorrow, so I'd

rather that person know what I know.

As stated by P8, knowledge retention and the lack of knowledge sharing is a

hindrance that employees use as job security. Those employees who fail to share their job

duties with others, feel they are more secure within the organization:

I think also another hindrance, people sometimes think when you're trying to do

cross training and teach people the job that you do, they think that you're trying to

take their job away from them. Sometimes people hold on tight to their

knowledge and the information that they know about their job, because they think

it's job security. You know, "If only I know how to do this, they need to keep me around." People are not always willing to share their knowledge with others. Sometimes people don't want to learn the job duties of someone else because it's not their job at that time. Like, "Why do I have to learn this if it's not my job?

Several participants mentioned the negative effect of the SC political system and the influence of cabinet appointed versus non cabinet appointed organizations. Those organizations without cabinet appointments are more stable and they have less succession planning. As indicated by P5:

Honestly, I think that depends on whether or not you work for a cabinet agency or not. I think agencies that are not part of the cabinet may have ... This is just my opinion, I think that agencies may have less succession planning because it appears to be more stability in the top. There's not likely to be much turnover in the top level position. You know the way the agency is going. With cabinet positions there's likely to be turnover every few years. Literally, the direction of the agency will change.

P4 stated "where I work with it being politically driven, people are here for four years and gone and so I think a lot of times those styles change as the different groups come in."

This participant indicated the views that the organizations' leadership holds about succession influences the succession practices. If the leaders are long-term and stable within the organization, they are less likely to think about succession planning.

I guess my perception is, I think for so long our leadership were people who have been here almost forever it seemed like, that there never seemed to really be a need for succession planning. People didn't leave positions. People would move into positions who already had experience in that area because they worked in that agency for so long. I think when you have a kind of leadership that have been here forever, they don't think about succession planning. I think as your leadership starts to change and people come from other agencies, states or arenas of employment, they start seeing more of a need for succession planning. I think it really does depend on your leadership and their perspective of how important succession planning is. (P8)

This participant described another hindrance that related to succession planning importance dependence on leadership focus.

It really depends how important it is to your particular leader. Every four years or so you'll see where there's different things that they focus on that are important. Succession planning or how we handle that is one of those things. For this particular agency it all depends on who your leadership is and what they find important at that time. (P8)

Another hindrance participants discussed was the allotment of time and effort to succession initiatives. P5 also stated:

I think here it's just one of those things that people mean well, but they just don't get to. It's just not at the top of the list. P6 stated "I think one of the greatest hindrances may be, well, if probably your greatest resource is time and people and

dedicating time and people to studying that, the need for succession planning and developing practices.

Participant 6 also identified the TERI program as a possible hindrance to state government succession planning. P6 stated:

Okay. I think it's difficult to achieve at this point in time or has been difficult to achieve at this point in time due to policies and practices such as the Teacher & Employee Retention Incentive (TERI) program. Which has, in my opinion, it is my perception that while there are a number of wonderful employees who have been able to remain in the state government and benefit from it through the TERI program, it has created a problem in the ability for people to move up and learn or gain the knowledge that those in the TERI program hold. Which, in fact, is a succession program and having that policy and it's my perception that there is not any practice put into place specifically for succession planning in that end. It's not formally done, let me put it that way.

According to P4, the leader who is people oriented are more likely to create and document a formal succession plan.

My perception is that a leader who has a people-oriented leadership bio, in other words, they are affable with their employees, they are approachable to the extent that it's reasonable to employees, are more likely to consider the necessity for succession planning. It would be my opinion that a documented or formalized succession plan would come about, as opposed to a person or a leader who is just caught up in the day-to-day. (P4)

According to P7, The organizational culture can be a hindrance if succession planning is unimportant and not promoted within the organization.

I think some of the hindrances in South Carolina are depending on the culture of the agency. If they find it important then it helps but if they don't think it's important you do succession planning, then you don't have that struggle making it seem like it's important to other people. Also trying to find time if you're trying to cross train and everybody has their own job duties and tasks they're supposed to be doing. You have to find time in your regular workday to get them cross-trained. (P7)

The culture of the organization can dictate what programs or initiatives are important. If the culture of the organization does not consider it important, as P7 indicated, "Time. Having the time to create it" and follow through with it is a hindrance to implementing an organizational succession plan for South Carolina government.

Applications to Professional Practice

The findings of this study are significant to professional business practices in various ways. Previous researchers addressed the significance of leadership succession planning for state government sustainability (Jacobson & Sowa, 2015). The findings identified in this study may provide a foundation for strategies that may be helpful to state government leaders. The objective of this study was to explore what strategies participants used to improve succession planning within their South Carolina state government organization.

The findings of this case study revealed the succession strategies from eight state government leaders. The findings from this study aligned with the transformational leadership theory and indicated that although none of the organizations represented in this study had formal succession planning requirements, the organizational leaders are forward thinkers who work to achieve the organizational mission by creating succession programs within their department. South Carolina state government leaders may apply findings from this study to create succession planning strategic initiatives for all state government organizational units.

Organizational leaders have the responsibility to ensure achievement of the organization mission. The absence of defined succession strategies can influence the successful achievement of that mission. State government leaders should seek strategies that may help them adequately prepare for workforce shortages and the future succession needs of the organization. Human resource managers provide vision and structure that facilitates a central role in the process of managing organizational knowledge (Church, 2014). Publishing the results of this study may provide the information that state government leaders need to enhance their current strategies or to develop new succession strategies. The research findings identified the succession strategies applicable to the development and implementation of a succession program within South Carolina state government organizations. Government leaders may apply strategies such as cross training, knowledge sharing, and mentoring and coaching as requirements to prepare the workforce for succession.

Based on the findings and themes identified in this study, South Carolina state government leaders and other stakeholders may find the recommendations for action useful. South Carolina state government leaders may find the succession strategies in the study align with the organizational mission and cultural needs to implement formal succession program requirements as a part of all South Carolina state government strategic plans. Succession planning is significant for state government knowledge management and sustainability (Jacobson & Sowa, 2015). Riaz and Khalili (2014) concluded that transformational leaders influence the knowledge management process within organizations. Transformational leaders focus on creating a new vision for achieving the organizational mission (Pradhan & Pradhan, 2015).

Top et al. (2015) posited the transformational leader is a long-term strategic planner. According to Cole and Harbour (2015) organizational knowledge and values are facilitated through formal succession planning. Government leaders may apply the strategies identified in the first and second themes to help ensure that knowledge development and knowledge retention opportunities are strategically structured for the sustainability of each state government organization. The factors identified in the third theme may indicate which stakeholders state government leaders may engage for succession plan endorsement in an effort to mitigate repulse once a formalized succession program is implemented. Government leaders may find the themes and strategies identified in the study in alignment with the culture and climate that exists within other organizations. The application of the thematic strategies identified in the study may lead to long-term operational success for all state government organizations.

Implications for Social Change

This study findings, conclusions, and recommendations may serve as a foundation for positive social change. State government organizational leaders may use the recommendations from this study to approach succession planning on a holistic basis to ensure consistency within all state government organizations. Leaders may use the information and recommendations from this study to help improve current succession practices and to guide the implementation of others. The findings may also serve as a foundation for a standardized succession-planning program (SSPP) for South Carolina state government and other organizations.

Findings from this study contribute to existing literature and body of knowledge by identifying core strategies used and suggesting new ones. This study's findings may serve as a basis for social change by affecting how South Carolina state government leaders develop succession plans for all organizations. The findings can help influence the implementation of knowledge retention strategies of core organizational knowledge. The implementation of these strategies may affect social change by affecting the interpretation of strategic succession strategies for long-term organization viability.

This study may be valuable to society by influencing leaders to address the current processes and procedures and make improvements that may add long-term value to state government programs by ensuring the retention of core organizational knowledge. Data collected and analyzed identified a relationship between having a structured program and ensuring that practices are consistent throughout all state

government organizations. A strategic approach to succession planning may also improve the quality of the approach to organizational learning and knowledge sharing.

Recommendations for Action

I recommend government leaders implement succession strategies to ensure continuity within all state government organizations. South Carolina state government leaders may use the identified themes to prepare a formal succession program that applies training and knowledge sharing initiatives to fill current gaps. The leaders may use existing processes and implement new requirements applicable to every state government organization. A comprehensive workforce plan integrates development activities, training, key skills, and other characteristics required for promotion, recruitment, and selection (Jacobson & Sowa, 2015). In light of this research, I recommend the establishment of a succession workforce committee to address the succession planning needs of South Carolina state government organizations. The succession workforce committee would address the SSPP strategies, needs, and meet the following requirements.

1. The SSPP workforce committee should consist of Human Resource experts and state government leaders representative of a cross section of the various state government organizations.
2. The SSPP workforce committee must focus on succession program requirements for the entire South Carolina state government organization while maintaining the integrity of each individual organizations' mission.

3. The SSPP workforce committee must focus on creating formal, written succession planning policies and procedures, to include:

    a. establishing career paths with educational, work skills and personal development training requirements,

    b. program transparency and employee performance requirements

    c. sharing organizational knowledge through internal and external departmental cross training

    d. sharing knowledge requirements across organizational boundaries, and

    e. create state government succession partnerships to share information about successes and failures,

4. I also recommend that a formal SSPP be created, communicated, and implemented in a manner that ensures consistency and accountability throughout the organization.

    a. Review organizational core objectives

    b. Analyze and identify core knowledge gaps

    c. Develop and implement human resource strategies

    d. create a distribution plan to share and educate organizational leaders

    e. obtain executive leadership buy-in and approval

The findings from this study may benefit state government leadership, state government stakeholders, workforce and leadership development, and the community. I further recommend that the findings from this study be applied to address succession planning from a Mellinnial and a Generation X perspective. Through an understanding of

the strategies presented in this study, state government leaders may enhance current

strategic succession planning initiatives. I will provide a high-level summary of the

results of this study via e-mail to research participants. I will also distribute the results of

this study to a broader audience by publishing in scholarly journals, presenting at

academic conferences, and publishing in business journals. I plan to publicize the results

of this study via speaking platforms and leadership development seminars with central

themes related to succession planning.

Recommendations for Further Research

The focus of this study was to explore the succession strategies implemented by

South Carolina state government leaders. To inform my case study research, I selected

eight CPM state government leaders as participants to provide their content rich

perspectives on succession planning. Future researchers should conduct additional

research to advance the findings of this study and address limitations identified in this

study.

Limitations in the study include reasons why the researchers may not generalize

the findings from the study (Parker & Northcott, 2016). One potential limitation of this

study is that participants may have withheld thick descriptions or provided limited

responses to interview questions. A recommendation for future research is to include

questions requiring more thorough explanations than the open-ended interview questions

used in this study. A second limitation in this study was the use of CPM only to inform

the study. A recommendation for future research is to expand the research to include the

perspectives of other state government leaders and human resource management leaders.

As these recommended succession strategies are applied within the organizations, future researchers may consider how the succession demographics and social demands of the organizations may change the focus of their research.

Reflections

A formal succession program within South Carolina state government organizations may be paramount to the organizations' continued sustainability. South Carolina state government is a public service entity that serves the citizens of the state of South Carolina. The services that these organizations provide are essential and require knowledgeable workers who understand and have a commitment to ensuring the accomplishment of the organization's mission. Prior to starting this study, I had worked within state government and managed employees. One of the things that I was passionate about as a leader was ensuring that my departmental mission critical operations continued during periods of attrition or if an employee left the department. I conducted cross-training and knowledge transfers as part of the departmental learning initiatives. These learning activities ensured that the performance of department operations was consistent. Before conducting this study, the only preconceived notion I had was that other managers had their own departmental succession strategies. I did not have any other preconceived notions regarding this research topic or regarding what the research data would conclude. While conducting the study, I ensured that my personal biases and beliefs remained unknown and I relied on the collected data to address the research question.

The participants who volunteered for this study met my expectations and provided descriptions of their personal succession strategies. Each participant felt it was an honor

to be asked to participate in the study and they were enthusiastic about sharing their personal succession strategies. Beause some participants did not have personal succession strategies to share, a majority of the semistructured interviews took place within the 1-hour time allotment. Throughout the data collection, I kept each participant engaged with the interview process while I remained neutral and unbiased. I remembered to bracket my known biases throughout the study. The participants also remained enthusiastic throughout the member checking process. I asked no questions and obtained no new data relating to the research topic.

Through the review of previous literature, authors of numerous articles have described the importance of succession planning to organizational sustainability. The data obtained within this study presented key themes that addressed the core research question. I am optimistic and I believe that the recommendations and conclusions from this study might assist state government organizational leaders with addressing the formal succession planning needs of every South Carolina state government organization.

Summary and Study Conclusions

Succession planning involves assessing the organizational requirements and preparing individuals for future organizational needs (Jacobson & Sowa, 2015). Succession plans and initiatives should be a part of every state government organizations strategic plan. The amount of state government organizational knowledge retained for the future is incumbent on how SC government leaders preserve and maintain core organizational knowledge now. The strategic role of human resource management executives focuses on the keen role these executives have in the effective planning and

implementation of the policies and decisions that are aligned with the organizations'

mission. The succession plans should be a part of the governments' strategic plan.

Leaders should conduct a gap analysis to determine the core operating procedures within

each state government organization and then create a succession plan to preserve this

knowledge. The specific business problem for this study was some South Carolina state

government leaders lack experience when implementing succession strategies within

South Carolina state government organizations. The purpose of this qualitative case study

was to explore how the South Carolina state government leaders' implemented

succession strategies within South Carolina state government organizations. The central

research question was; what is the South Carolina state government leaders' experience

when implementing succession strategies within South Carolina state government

organizations? Eight CPM from South Carolina state government organizations

participated in the interviews and a review of public interview documents supported the

study. I also used methodological triangulation to validate multiple data sources.

On completing the data analysis, three core themes emerged. The findings

concluded that transformational leaders should adopt and develop strategies to ensure that

the organizational mission remains the key objective to maintaining organizational

sustainability. The findings of the study may contribute to positive social change by

inspiring leaders to use the succession strategies presented in this study to assist other

organizational leaders with creating new strategies that may enhance and preserve their

current organizational practices for future generations.

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Appendix A: Qualitative Interview Prescreen Protocol Questions

THE QUESTIONS BELOW WILL BE ASKED OF EACH RESEARCH PARTICIPANT IN ORDER TO OBTAIN DEMOGRAPHIC INFORMATION FOR THE STUDY and TO PROVIDE CONSISTENCY FOR THE STUDY.

PARTICIPANT CODE: _____

Date: _____   Time: _____

(1). What is your gender?

Male (01) _____   Female (02) _____

(2). What is your age group?

18-35_____ (01) 36-50_____ (02) 51-65_____ (03)

(3). Are you a career employee within South Carolina state government (OVER 10 YEARS OF EMPLOYMENT)?

YES (01) _____   NO (02) _____

(4). How long have you been employed with your current organization?

0 - 10 YEARS	(01)	_____
11 - 15 YEARS	(02)	_____
16 - 20 YEARS	(03)	_____
21 OR MORE YEARS	(04)	_____

(5). How many years of management experience do you have?

5 YEARS or FEWER	(01)	_____
6 YEARS to 10 YEARS	(02)	_____
11 YEARS or MORE	(03)	_____

(6). How many employees have you supervised at once within this organization?

1 - 5	(01)	_____
6 - 10	(02)	_____
11 or more	(03)	_____

(7). What is your current leadership level within the organization?

LOWER   (01) Supervisor _____
MIDDLE __   (02) Manager _____
HIGH   (03) Director _____

Appendix B: Data Collection Instrument for Semistructured Interviews

Interview Date: Participant Code:
Interview Place: Interview Start Time:

The purpose of this interview is to obtain insight in to your personal strategies as a manager within South Carolina state government organizations. Please provide as much detail as possible when answering the questions.
Interview Questions:

1. What is your experience with implementing succession programs within your South Carolina state government organization?

2. Based on your experience, what is your informed perception of what succession strategies might be implemented to ensure continuity within South Carolina state government organizations?

3. What is your experience or perception of, the connection between succession programs and the leadership needs within South Carolina government organizations for such programs?

4. What is your experience or perception of a transactional and a transformational leaders' style as it relates to succession programs within your organization?

5. What is your experience or perception of the greatest hindrances to successfully implementing succession programs within South Carolina state government organizations?

6. Based on your experience, what is your informed perception of how succession programs might be implemented to ensure continuity within South Carolina state government organizations?

Thank you for taking the time to assist with conducting this study.

Your assistance and feedback will provide valuable insight in to the impact cultural norms within the organization influences management's ability to attain organizational goals.

A copy of the research results is available to research participants if desired.

Appendix C: Interview Protocol

The purpose of this interview is to obtain your personal knowledge and experience with succession planning in any South Carolina state government organization that you held a leadership position.

    a. The questions do not specifically pertain to your current organization but pertain to your overall experience in various South Carolina state government organizations.

Questions:

1. What is your experience with implementing succession programs within your South Carolina state government organization?

    a. What is your perception or experience of succession programs in your organization?

    b. What are the succession strategies you have personally practiced within your organizational department?

    c. How have the current strategies worked for you?

2. Based on your experience, what is your informed perception of what succession strategies might be implemented to ensure continuity within South Carolina state government organizations?

   a. Based on your experience, what are the best practices for implementing succession programs?

   b. What is your perception of the impact of succession programs to the overall organizational mission?

   c. Can you tell me more about this?

3. What is your experience or perception of, the connection between succession programs and the leadership styles within South Carolina government organizations for such programs?

   a. Can you elaborate on this?

4. What is your experience or perception of a transactional and a transformational leaders' style as it relates to succession programs within your organization?

    a. Can you elaborate on this?

5. What is your experience or perception of the greatest hindrances to successfully implementing succession programs within South Carolina state government organizations?

    a. Can you elaborate on this?

6. Based on your experience, what is your informed perception of how succession programs might be implemented to ensure continuity within South Carolina state government organizations?

    a. Can you discuss this in detail?

Appendix D: Nondisclosure Agreement

CLIENT NON-DISCLOSURE AGREEMENT

This CLIENT NON-DISCLOSURE AGREEMENT, effective as of the date last set forth below (this "Agreement"), between the undersigned actual or potential client ("Client") and **Rev.com, Inc.** ("Rev.com") is made to confirm the understanding and agreement of the parties hereto with respect to certain proprietary information being provided to Rev.com for the purpose of performing translation, transcription, video captions and other document related services (the "Rev.com Services"). In consideration for the mutual agreements contained herein and the other provisions of this Agreement, the parties hereto agree as follows:

Scope of Confidential Information

1.1. "Confidential Information" means, subject to the exceptions set forth in Section 1.2 hereof, any documents or other text supplied by Client to Rev.com for the purpose of performing the Rev.com Services.

1.2. Confidential Information does not include information that: (i) was available to Rev.com prior to disclosure of such information by Client and free of any confidentiality obligation in favor of Client known to Rev.com at the time of disclosure; (ii) is made available to Rev.com from a third party not known by Rev.com at the time of such availability to be subject to a confidentiality obligation in favor of Client; (iii) is made available to third parties by Client without restriction on the disclosure of such information; (iv) is or becomes available to the public other than as a result of disclosure by Rev.com prohibited by this Agreement; or (v) is developed independently by Rev.com or Rev.com's directors, officers, members, partners, employees, consultants, contractors, agents, representatives or affiliated entities (collectively, "Associated Persons").

Use and Disclosure of Confidential Information

2.1. Rev.com will keep secret and will not disclose to anyone any of the Confidential Information, other than furnishing the Confidential Information to Associated Persons; provided that such Associated Persons are bound by agreements respecting confidential information. Rev.com will not use any of the Confidential Information for any purpose other than performing the Rev.com Services on Client's behalf. Rev.com will use reasonable care and adequate measures to protect the security of the Confidential Information and to attempt to prevent any Confidential Information from being disclosed or otherwise made available to unauthorized persons or used in violation of the foregoing.

2.2. Notwithstanding anything to the contrary herein, Rev.com is free to make, and this Agreement does not restrict, disclosure of any Confidential Information in a judicial, legislative or administrative investigation or proceeding or to a government or other regulatory agency; provided that, if permitted by law, Rev.com provides to Client prior notice of the intended disclosure and permits Client to intervene therein to protect its interests in the Confidential Information, and cooperate and assist Client in seeking to obtain such protection.

Certain Rights and Limitations

3.1. All Confidential Information will remain the property of Client.

3.2. This Agreement imposes no obligations on either party to purchase, sell, license, transfer or otherwise transact in any products, services or technology.

Termination

4.1. Upon Client's written request, Rev.com agrees to use good faith efforts to return promptly to Client any Confidential Information that is in writing and in the possession of Rev.com and to certify the return or destruction of all Confidential Information; provided that Rev.com may retain a summary description of Confidential Information for archival purposes.

4.2. The rights and obligations of the parties hereto contained in Sections 2 (Use and Disclosure of Confidential Information) (subject to Section 2.1), 3 (Certain Rights and Limitations), 4 (Termination), and 5 (Miscellaneous) will survive the return of any tangible embodiments of Confidential Information and any termination of this Agreement.

Miscellaneous

5.1. Client and Rev.com are independent contractors and will so represent themselves in all regards. Nothing in this Agreement will be construed to make either party the agent or legal representative of the other or to make the parties partners or joint venturers, and neither party may bind the other in any way. This Agreement will be governed by and construed in accordance with the laws of the State of California governing such agreements, without regard to conflicts-of-law principles. The sole and exclusive jurisdiction and venue for any litigation arising out of this Agreement shall be an appropriate federal or state court located in the State of California, and the parties agree not to raise, and waive, any objections or defenses based upon venue or forum non conveniens. This Agreement (together with any agreement for the Rev.com Services) contains the complete and exclusive agreement of the parties with respect to the subject matter hereof and supersedes all prior agreements and understandings with respect thereto, whether written or oral, express or implied. If any provision of this Agreement is

held invalid, illegal or unenforceable by a court of competent jurisdiction, such will not affect any other provision of this Agreement, which will remain in full force and effect. No amendment or alteration of the terms of this
Agreement will be effective unless made in writing and executed by both parties hereto. A failure or delay in exercising any right in respect to this Agreement will not be presumed to operate as a waiver, and a single or partial exercise of any right will not be presumed to preclude any subsequent or further exercise of that right or the exercise of any other right. Any modification or waiver of any provision of this Agreement will not be effective unless made in writing. Any such waiver will be effective only in the specific instance and for the purpose given.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed
below by their duly authorized signatories.

CLIENT   **REV.COM, INC.**

Print Name: _____   _____

By: _____

                                    By: _____

  Name: Name: ███████

  Title: Title: Account Manager
  Date: Date: July 13, 2016
Address for notices to Client: Address for notices to Rev.com, Inc.:

_____   251 Kearny St. Suite 800
_____   San Francisco, CA 94108
_____
_____