Chapter 91
Cultivating Leaders from Within: Transforming Workers into Leaders

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ABSTRACT
This chapter examines the practice of internal recruitment and internal advancement of administrative personnel within higher education. The purpose of this chapter is to determine the perceived success of one campus’s approach to internal promotion from the view of the promoted. Additionally, the chapter discusses the rationales for promotees’ views in relation to current literature and provides a contextual analysis of best practices related to internal promotion within higher education forums. The data analysis indicates that even within a single campus, practices vary widely, with little consistency or predictability. There is a correlation between the perceptions of job efficacy to support and access to mentoring from higher-level administration.

INTRODUCTION
In the field of administration, more often than not, the predominant theory regarding promotion is based solely on past accomplishments, an interview, and the “vibe” that is portrayed when he meets with senior administrators in the organization. How often do we find ourselves examining candidates and attempting to choose between the lesser of two evils, or possibly wishing that the candidate with the best interview had just a bit more experience in one area or the other? A revolutionary concept to sweep through administrative theory recently is that of “advancement pools.” Critics may argue that advancements pools are breeding grounds for like-minded individuals who hope to close the door of opportunity on outsiders, or even certain groups within the organization. However, used in the appropriate manner, advancement pools can generate a new kind of leader specifically tailored to the needs of the organization of which they are a part (Bisbee, 2007).

This chapter will address the intricacies of the initiation of an advancement pool within the college setting. In addition to an extensive review of literature regarding best practices in recruiting for leadership as well as the implementation of an advancement pool, this chapter will discuss the perceptions of newly advanced leaders at a moderately sized, public institution of higher edu-
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