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HUMAN ENERGY MAXIMIZATION IN A CUSTOMIZED LEADERSHIP PROGRAM

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ABSTRACT

Sustainability and thriving are key terms that are driving how energy sources, such as solar, wind, water, and geothermal, generate survivability in the era of globalization. Rarely are those terms used to define human energy expenditures; however, human energy is the most readily available energy source for it serves as a primary catalyst in the fueling or degrading of the sustainability and survival of all other resources. Additionally, humans live, learn, and earn in spaces where they expend energy by mere existence. Most humans are unaware of the impact their personal energy has on the utility and fortitude of the spaces where they reside (Roberts, 2015).

For years, green energy campaigns focused on energy that is extracted, generated, or consumed without significant impact to the health or welfare of the environment. The planet has a natural tendency to regenerate green energy even when pollution occurs, if it does not eradicate the environment itself. Such energy also measures the utility of natural resources and can be applied this can occur with humans. Humans can overcome polluted experiences if the right resources are infused into their experiences, because it regenerates their talents, skills, abilities, hopes, and dreams (Roberts, 2015).

The research in this study explored how customization of a leadership development program using an innovative business model, termed the Human Utility Business™ (HUB™), can awaken latent human energy and inspire workers towards consistent high performance (Roberts, 2015). For this research, human energy was measured in the form of productive and/or transformed behaviors, relationship constructs or deconstructs, engaged learning, securing awards and recognition, employment, or leading themselves and other with minimal entropy.

Terms like "energy efficiency "and "renewable energy" were accounted as natural resources for sustainability in the HUB™ model to customize curriculum for a leadership development program. Participants were motivated to sustain (energy efficiency) and thrive (renewable energy) in their work performance and work relationships. The HUB™ model is heuristic and built on extensive partnerships and Lean Six Sigma™ methodology that ignited participants' passions and performances. The model is organic in nature and concentrates on the movement of individual energy as it interchanges within groups.

The strength of the HUB™ model was in measuring the utility of humans to adapt to diverse and inclusive environments while they become self-aware of how they relate to others at work. The HUB™ model inspired leadership and stewardship, which are core elements of a diverse and inclusive society. The HUB™ curriculum offered opportunities for participants to make informed decisions about their behaviors and purposefully decide on the impact their behaviors have on

those with whom they work. Possibilities of relationships that may appear now and in the future, were explored in the HUB™ curriculum using 3D simulation technology and role play. Participants could simulate real-time and possible work situations to intentionally make decisions to create preferred futures based on their and others' professional and personal expectations. The HUB™ content was not team building; it was purposeful amortization of the energy found in the life of each individual participant.

HUMAN ENERGY MAXIMIZATION IN A CUSTOMIZED LEADERSHIP PROGRAM

As indicated by Zuber-Skerritt and Louw (2014), leadership development programs can serve as a catalyst to reward the entire organization, not just the individual participants. Gurdjian, Halbeisen, and Lane (2014) reported that billions of dollars are being spent annually for employee leadership development programs but there is often a failure to see leadership capabilities in those that attend. Rowland (2016) wrote that leadership development programs have failed to produce results because most programs are academic-focused rather than experiential.

Experiential leadership programs, similar the one researched, use the HUB™ model. This model allows participants to immediately apply leadership behaviors, intuition, and critical thinking within their workplace environments. This active learning, applying, and assessing customized leadership had a different human utility business concept than what had been used previously when it was implemented within a university within the Southeast region of the United States.

Four years prior to the inception of the leadership development program, the university staff , within a department devoted to diversity and inclusion initiatives, created leadership curriculum focused. This program centered upon the enhancement of leadership knowledge through monthly workshops that were offered to women or those ethnically under-represented within management ranks of the university. The exclusion of other workers was done purposefully with the rationale to focus upon the enhancement potentials of female and/or under-represented groups. The workshops were based in theoretical leadership development and did not include experiential learning or learning outcomes that assessed the leadership potential of participants. Since there was no assessment established that allowed to gauge leadership potential or career movements of the participants, the investment of those who attended the workshops was more exploratory in nature.

PROBLEM STATEMENT

A prior leadership development program at a university, in the southeast region of the United States, was not comprehensive nor contained measurable outcomes to measure the leadership advancement of program participants. Using the former program as a foundation, the University administrators created a minority faculty and staff initiative to in the advancement of these individuals into to leadership positions. However, the leadership development program was theory-based and lacked the practicality of the day-to-day nuances faced by leaders in the workplace. The problem is that there is not longitudinal leadership development program (LDP) research that links LDP participation to the energy participants use to manage and sustain their

leadership behaviors post program completion. Stone and Major (2014) noted that research related to university leadership development programs was not aggressive and several gaps exist. One thing that must be understood is the impact of LDP's at the individual and institutional level within higher education. As discussed by McRee and Haber-Curran (2016), there is a need to understand and study leadership development in higher education. Therefore, the current study seeks to fill those gaps.

The objective of this qualitative phenomenological study was to show how an effective leadership development program, using a novel human utility business model (HUB™), designed specifically for employees at a university helped in identifying the talent and promotion ability of the university's diverse workforce. The HUB™ focused on human energy embedded in employee performance. The model is organic in nature and concentrates on the movement of individual energy as it interchanges within groups.

SIGNIFICANCE OF THE STUDY

Overall Significance of The Research

The intent of the research was to provide university officials with data not yet explored at the institution in regards to the potency of using a customized leadership development program to energize the talent, aspirations, and career potential of all employees regardless of their demographic category. The results of the learning outcomes and the assessment of the program content could generate additional knowledge and future research on employee leadership development programs nationally and eventually internationally and add more information to the existing body of knowledge for organizational leadership. Research outcomes may also address a need for further employee development program models from an engrained employee perspective using a new business model, Human Utility Business™.

Significance of The Research To Leadership

Four significant leadership aspects were pertinent to this study. First, evaluating: a) the organization's unique stakeholders and their perceptions about their leadership potential; and b) university leaders and their influence on the culture and end results. Second, this study revealed if participants had preconceived leadership images of themselves and how that may be affecting their performance. Third, assessing the customized leadership development program to determine the viability of the content and activities and the resiliency of participant performance in leading self and others. Finally, a customized leadership-development program can be cost effective in terms of employee retention and talent management.

LITERATURE REVIEW

A review of the literature discussed the viability of a customized leadership development program using a human utility and human energy context. In general, leadership development program (LDP) literature strengthened the reasons for developing customized programs for the

current and emerging workplace. Few research was found with empirical data on a customized program with longitudinal results. No literature was available that demonstrated research or studies in a customized leadership development program with a concentration in the maximization of human utility and human energy. As discussed by McRee and Haber-Curran (2016), there is a need to understand and study leadership development in higher education. Leadership development programs have not been a priority in higher education leading to a dearth of research in this area (Stone & Major, 2014). Therefore, the aim of the current study is to research a leadership development program within a university setting.

Leadership development programs have foundations in the early 1980's via a grant from the W. K. Kellogg Foundation that emphasized the goal of enhancing participant knowledge and building leadership skills (Black & Earnest, 2009). Stone and Major (2014) discussed that LDP programs are important to an organization's success and long term viability in an uncertain environment. Leadership development is an essential function within higher education and important for all members of the institution, including faculty and staff (Robinson, Sugar and Miller, 2010). Leadership development programs give organizations a way to identify the leaders of the future in addition to training opportunities, tool development, and expanded mentoring opportunities (Parker, 2009). Black and Earnest indicated that one of the hallmarks of a leadership development program is the enhancement of leadership skills through group development. This skill development takes place in a multitude of areas. Singh and Dali (2014) noted that it is important to develop connections with all LDP stakeholders.

Clarke (2011) discussed that management careers are impacted in four areas including: (a) human capital, (b) individual, (c) personal, and (d) family factors and each area should be addressed by an LDP. An LDP program sends a strong message of support to participants and helps establish attitudes that are important to both the individual and the organization (Clarke, 2011). Steinhilber and Estrada (2015) commented that there is a need for leadership development programs to have strong study design, define the target population for the program, and have strong evaluation methods. Through a leadership development program, participants should learn from others, develop role models, consult the work of others in leadership competence development, and be evaluated regularly to increase self-awareness and make changes as necessary (Steinhilber & Estrada, 2015). Goldman, Wesner, Plack, Manikoth, and Haywood (2014) designed a study that demonstrated the value of the transfer of knowledge and behaviors that occur with LDPs. Participants in their study exhibited confidence and increased performance in terms of work tasks, conflict resolution, and relationship-building after participating in a one-year LDP. This research was conducted longitudinally to see if participants kept the pace of increased performance and confidence for an extended period of time after attending the one-year LDP. The importance of value creation in an LDP program is an important component and relates to the notion of human energy at multiple individual and organizational levels (Stone & Major, 2014).

Rowland (2016) found that successful LDPs must be experiential and be comprised of content and activities that allow participants to have real-world experiences. The practical application of experiential LDPs replicates the precise context of what they experience in their particular work space (Rowland, 2016). Rowland (2016) stated that most LDPs that are not experiential, but are more academic and theory-based, which create the transfer of practical

application. The HUB™ model used in this study followed Rowland's (2016) experiential concept. Participants engaged in a three-year LDP that included activities that took place in the departments in-which they worked.

Stone and Major (2014) discussed that research related to university leadership development programs was not aggressive and several gaps exist. Research conducted by Zuber-Skerritt and Louw (2014), at a university in South Africa on a LPD for staff, was the closest research literature to compare with the research in this study using sustainability concepts. Zuber-Skerritt and Louw (2014) used participatory action learning and action research (PALAR) as their main method of research and concentrated on sustainability of the program and the participants to use what they had learned. Zuber-Skerritt and Louw (2014) based their research on: a) the facilitators expertise and experience; b) the sustainability of the program content derived from pre- and post-program feedback from participants; c) and sustainability of the participants to managed their leadership behaviors and careers and to influence their non-participating colleagues towards leadership behaviors during and after participants attended the program.

The results of the Zuber-Skerritt and Louw (2014) research was to create a strong case for a linear leadership development model that required participants to learn in a precise iteration of steps. Human behavior is not precise which may require viable LDPs to be more experiential as Rowland (2016) found. This study followed Rowland's (2016) example of experiential LDP content using the HUB™ model. The HUB™ model is pioneering work that concentrates on how human energy can be maximized in a customized leadership development program and the propensity for the resilience of that energy to create a system of leadership behaviors in individual contributors as they operate in a typical (not precise) collective workforce (Roberts, 2015).

In using the HUB™ model, consideration was given to how people are moving fluidly around the planet in both virtual and real space while cross-pollinating their energy and filling spaces with tasks and relationships they may not be mature enough or objective enough academically, emotionally, socially, or occupationally to handle. The convergence of people and their nuances was the focal point of mainstreamed diversity and inclusion content into HUB™ programming and services to increase the development of leadership socialization. The HUB™ model is organic in nature and collaborative in concept. The model examines the performance of human energy as it is absorbed and emitted by phenomenological experiences (Roberts, 2015). Workshops and activities for the HUB™ model were designed to intentionally awaken latent human energy and provide the right voltage that motivated participants to from low performance to high performance in the shortest amount of time. The HUB™ model is heuristic and built on extensive partnerships and Lean Six Sigma™ methodology to ignite peoples' passions and performances. The model concentrates on the movement of individual energy as it interchanges within groups (Roberts, 2015). Brandon, Joines, Powell, Cruse, and Kononenko, C. (2012) indicated that energy for performance can help participants of LDP programs achieve their best. The HUB™ model has a connection with leadership development programs in that, interconnectedness within groups is important to explore shared experiences within a program (Singh & Dali, 2014). Therefore, research understanding how the HUB™ model interacts with a leadership development program within a university is important.

METHODOLOGY

To fully understand how a customize leadership development program based in emerging leadership concepts of human energy portability provided the tools for promotion, required a depth of immersion beyond the quantitative method. To adequately address the research question, a qualitative phenomenological study using semi-structured interviews was used to understand the lived experiences of participants in the leadership development program.

Population and Sampling

The sample consisted of participants of the leadership development program between the years of 2013- 2016. These years span the inception of the program until a shift in the managing occurred. Those that participated in the corporate leadership development program during those years were invited to participate via email; regardless of Tier completion. A total of 17 leadership development program graduates agreed to participate in the survey.

Data Collection, Treatment, Validity, and Reliability

Data were collected through semi-structured interviews conducted both via face-to-face interviews and remote interviews (via Skype) due to the distributed network of some of the participants. The researchers chose to interview face-to-face when practical and Skype for participants that were not local to the researchers' area. Creswell (2009) indicated that for valid and reliable information, 5-25 participants are ideal, or until a hermeneutical circle is achieved; both of which were achieved. To streamline the interview process and to maintain reliability, one researcher interviewed and recorded the participants using standardized instructions and an interview protocol (see Table 1). To verify accuracy, member checking was utilized to verify the accuracy of the transcriptions and the research team's interpretations of the interview (Thomas & Magilvy, 2011).

Table 1

Interview Protocol Questions

Order	Questions
1	What has the LDP program meant to you personally and professionally?
2	How has the LDP program impacted your time management, energy, and emotions?
3	In what ways have your leadership skills been impacted by the leadership concepts taught in the program?
4	Do you believe that the LDP program impacted your career potential? How?
5	Do you think the LDP program has given you the resources to be promoted?
6	Is there anything you would like to add about the program we haven't covered?

NVivo 10 was used to assist with the data analysis. To begin answering the research question, each interview summary was examined twice and relevant and significant phrases or sentences were identified and logged into the software. Common themes were then identified using NVivo and keyword searches were run to verify all themes were captured. After coding was completed, themes were collected and the frequency of occurrence of the theme in the interviews was noted. A word frequency analysis was performed against each segment of coded text to determine theme relationship which then allowed the themes to be classified into major groups. Finally, a conceptual framework was built from the themes and supported through excerpts from the interview.

ANALYSIS

The data yielded a substantial amount of information to answer the objective of the study which was to show how an effective leadership development program using the human utility business model (HUB™) designed specifically for employees at a university helped in identifying the talent and promotion ability of the university's diverse workforce. The research team coded and themed the interview transcripts at both the aggregate and participant level. The results yielded seven themes related to the leadership development program (see table 2). The themes bore a pattern related to the areas of personal growth, self-reflection, relationships. networking, planning, criticism, and communication. A brief description of each theme, along with interview excerpts provide an understanding of how the human utility business model (HUB™) designed for a university impacted the workforce.

Table 2
Leadership Program Identified Themes

Theme	Source (n=17)	References
Self-Reflection	10	15
Personal Growth	9	11
Networking	8	9
Planning	8	8
Relationships	7	9
Criticism	6	7
Communication	4	7

Theme 1: Self-Reflection (10 sources [58% of Respondents]/ 15 References)

The leadership development program at a university utilizing the HUB™ model indicated that self-reflection was an outcome of the program. Comments indicated that self-reflection led to self-improvement and increased the participant's leadership competence. Self-reflection also helped the participants understand the energy they used mentally, emotionally, and physically to create and lead themselves and others.

…it gave me an opportunity to look at myself. Find weaknesses you know. What to work on. How to improve myself. So, it has been important to me personally and professionally.

It was a lot of introspect [sic]. I got to learn more about myself and in learning about myself helped me learn how to be a better leader to my staff. Um…there's some tears during the sessions and stuff but I think it really helped bring out the best in me and the people who went through the program with me.

In these interview summaries, self-reflection helped the participant understand behaviors on a deeper level and how those behaviors translated within the workplace. Participants could see the impact of self-reflection in not only their own lives, but those of the other participants as well. The self-reflection resulted in personal and professional growth.

Theme 2: Personal Growth (9 sources [52% of Respondents]/ 9 References)

As observed from the interview summary excerpts, growth occurred both professionally and personally; which would be indicative of the whole leader concept of leading personally and professionally. Participants indicated that the program enhanced their growth and allowed them to communicate on a deeper level. Participants shared that limitations of self-awareness felt prior to them going through the program were diminished or gone and their perceptions of their potential enhanced significantly.

I totally came out of my shell, I have learned how to carry myself in a different manner, how to talk to people, and realize that each person is different and wear different hats because one person might…

I feel like I did a lot of growing personally throughout the program.

The interview responses indicated that participants experienced new levels of confidence and esteem, as they perceived their value and worth to themselves and others. The participant's statements showed that their perspectives were broadened by sharing the leadership development experience with other workers from a variety of backgrounds who worked throughout the organization. This experience also widened the narrow view they had of the worth of their individual contribution and that of their colleagues. By participating in the program with a variety of dimensions of diversity, their perspectives of what they thought they knew about themselves (self-awareness) and others expanded considerably.

Theme 3: Networking (8 sources [47% of Respondents]/ 9 References)

The interview summary excerpts indicated that participants learned more about the organization through participating with others in the program who worked a variety of roles globally. Their perception of the organization prior to attending the program had been limited to who they interacted with locally. By engaging with colleagues who worked throughout the organization, participants learned more about their organizational culture, the talent and work potential of fellow employees, and the functionality of leadership within their institution.

> I think that the program allowed me to connect more with fellow employees that I
> would not have had connections with in the past…
> The group made some awesome connections and relationships interdepartmental
> and that was one of the major benefits that I came out of the program with.

The participant statements like the above demonstrated that they had very little interactions with others outside of their immediate and local areas of the organization prior to attending the program. The program consisted of employees throughout the entire global organization. By getting to know their colleagues who worked nationally and internationally, they could understand better who worked in the organization and how they could engage with workers more distant from their local work environment.

Theme 4: Planning (8 sources [47% of Respondents]/ 8 References)

The interview summary excerpts indicated that the participants used the time management tools learned in the program to plan their preferred futures. The responses contained statements that demonstrated that participants learned new ways of managing their time to get the future results they desired but had not achieved prior to attending the program. Strategically planning the present time and managing that time well was meaningful to them according to the interview summaries.

> Time management…what I learned is to be able to plan better.
> The other concepts were really laying out a plan and that makes a big difference
> from not wasting time and helps you to use your time more wisely and we learned
> how to do that and many different ways. There are a lot of different ways of doing
> things.

Comments in this theme showed that learning to effectively plan and manage time was important to the participants. Their interview statements showed that having a variety of time management tools and planning techniques helped them be more creative in planning desired outcomes. The responses demonstrated that strategic leadership, which includes strategic planning, was an important lesson learned by participating in the leadership development program.

Theme 5: Relationships (7 sources [41% of Respondents]/ 9 References)

The interview summary excerpts indicated that securing lifelong friends at work was an important outcome of attending the leadership development program. The interview responses contained statements that though securing people to trust and befriend was not a listed program outcome, it was something that they experienced and was one of the most meaningful experiences of participating in the program. Their statements indicated that securing new friendships was one of the key reasons they enjoyed attending the program each month.

> I have made a lot of lifelong friends which I didn't expect to do. The type of friends where you don't have to see them every day or talk to them every day but when you do, you are right where you left off. To me that is a true friend. That I got out of it and I did not anticipate that. I did not expect to form true friendships out of the program and that to me was a bonus.
> …but it is the lasting relationships is more than sitting around the conference table or a particular meeting. Or working on a project and moving on. I now feel I have a team of people here who I have questions or one to bounce ideas off of, they are there. That is the most meaningful part of the experience.

The statements about workplace friendships showed that before participating in the program, the participants' circle of friends at work were limited to who they knew locally. By participating in the program with colleagues from around the world, participants could draw from the wellspring of behaviors and talent throughout the organization. The implications of this recurring theme are that individuals who get the opportunity to engage with people throughout the organization have a better opportunity to build lasting relationships, which is an ideal leadership competency.

Theme 6: Criticism (6 sources [35% of Respondents]/ 7 References)

The interview summary excerpts indicated that some of the participants expected more career movement after completing the leadership development program. Their interviews contained statements of having little support from higher-level leaders who did not feel that the program was worthwhile. Participants who made statements in this theme felt that there should have been more screening in who could attend the leadership development program.

> I think we are still in the infancy stages. I don't see a lot of correlation between the program and your actual promotability at work. I will be very candid to say that don't think that we did enough screening as well.
> As a matter of fact, one of the leaders in my chain of command, did not have a positive image of the program and thought it was a waste of my time. I am still in the same position that I have been in, and do not feel it has helped me at all.

The comments above demonstrate that some of the participants felt that a certain employee "type" should have attended the leadership development. The employee "type" as indicated in the interview statements was defined as employees who aspired to a higher level of leading self and others, or those selected by higher-level managers. The participants who commented about who should attend the development program did not see value in people learning leadership at a variety of roles within the organization. These statements fit the leadership and elite theories that purports that those who see themselves as power holders or leaders might use the energy embedded in their perception to decide who else should have opportunities to become power holders or leaders (Zuba, 2016).

Theme 7: Communication (4 sources [23% of Respondents]/ 7 References)

The interview summary excerpts indicated that participants became more self-aware of their communication styles and engagement with their leaders and colleagues. Before participating in the program, the participants stated that they were unaware of how their communication behaviors affected their relationships and promotability. Learning how to communicate effectively was a key component of the leadership development program they attended.

> …you can't communicate the same way with every single person; everyone's different. So just communicating with every single person in a way that's gonna make them feel more comfortable was one of the biggest things that helped me in the program.
> Communication was one of the things I started working on. Mainly upward communication. When I did the 360 review, the results were people on my level and below me had a very different view than the people above me. So I came up with the conclusion…which is true…that I do not communicate with them.

One of the key elements that reoccurred in each theme was communicating effectively with leaders and other colleagues. Being in the program with a diverse group of fellow workers from different parts of the organization and leadership span of control challenged their communication behavior and style. Their normal way of communicating had been limited to who they worked with and normed with daily in their work environment. Having the opportunity to experience people with whom they were unfamiliar allowed them to use effective communication tools and communication energy to build lasting relationships, lifelong friendships, and express themselves to be understood.

DISCUSSION

The purpose of the research was to show how an effective leadership development program designed specifically for an organization's employees helped in identifying the talent and promotion ability of the university's diverse workforce using a business model focused on human energy embedded in performance. The findings indicated that there are several positive outcomes to employing a HUB™ model in workplaces and specifically a university setting.

Theoretical Applications

As discussed by Van Wart (2004), good leaders know themselves. The findings of the current study added to that body of research through the outcomes derived from the participants of a whole leader concept model. Through self-reflection and personal growth, participants in the leadership development program increased their self-worth and esteem. Matzler, Bauer, and Mooradian (2015) found that self-confidence and self-esteem are important components of leadership. McGurk (2010) indicated that it is important to take time out for self-reflection on one's own leadership and this separated good and great leaders. The findings of the current study would add support to these finding. Second, the current study added to the literature related to communication and networking. The findings indicated that an outcome of the current study was related to increasing communication effectiveness at all levels of the organization. As stated by Men (2014), workplace communication plays a vital role in developing employee attitudes, increase esteem, create relationships, and build organizational culture and values. The findings of the current study support this notion and demonstrate that increased communication can remove silos within the workplace as well as creating the aforementioned attitudinal outcomes. This adds to the growing body of literature on the importance of workplace communication at all levels of the organization. Finally, Zuber-Skerritt and Louw (2014), leadership development programs can serve as a catalyst to reward the entire organization, not just the individual participants. Steinhilber and Estrada (2015) commented that there is a need for leadership development programs to have strong study design, define the target population for the program, and have strong evaluation methods. Rowland (2016) indicated the need for experiential learning as part of leadership development programs. The findings of the current study found congruence with the findings of Zuber-Skerritt and Louw, Steinhilber and Estrada and Roland on the importance of leadership development programs and experiential learning to increase leaders' skills. The study adds to the body of literature on leadership development programs.

Practical Applications

The results indicated that there are several positive outcomes of the research that can relate to the university setting and other workplaces. Practically, the current study showed that by using an experiential learning model as part of a leadership development program, growth can occur. This is important for human resource managers as increasing the quality of interactions in the workforce and building a strong corporate culture is important to employee happiness and effectiveness (Men, 2014). Therefore, human resource managers may want to use the results of this study to develop their own leadership development program. Second, the results of the study show the importance of leadership development at all levels of the organization. The leadership development program was unique in the sense that it was open to employees at all levels of the organization. Regardless of role, employees could participate and the result showed the reduction of silos within the university setting. This is important for university leadership that seeks to increase engagement among faculty and staff. Finally, the results of the study serve as a strong example for the whole-leader concept. As indicated by McGurk (2010), self-reflection is one of the keys to strong leadership. The results of this study could be used by leaders at all levels to

advocate for and show employees the importance of self-reflection. Through strong self-reflection, critical thinking, communication, and the development of strong workplace relationships, a strong culture can be built within any organization.

RECOMMENDATIONS FOR FUTURE RESEARCH

There are several recommendations for future studies. First, the data indicated that self-reflection and personal growth are important within leadership development programs. Future studies should specifically focus on these outcomes and offer recommendations for how to develop and build these components in a leadership development program. Second, the study focused specifically on those participants that either completed or were currently in one of the leadership development tiers. Future studies could focus on co-workers and leaders of the participants to investigate if and what kind of impact the leadership development program had on both the participant and the workplace. Finally, this was the first study to study a human utility business model within a leadership development program at a university. Future studies should investigate the merits of such a program in other settings.

CONCLUSION

As indicated by McRee and Haber-Curran (2016), there is a need to understand and study leadership development in higher education. The objective of this study was to show how an effective leadership development program using a novel human utility business model (HUB™) designed specifically for employees at a university helped in identifying the talent and promotion ability of the university's diverse workforce. The results indicated that there are several outcomes by employing a HUB™ model within the university setting and that the model works to develop the whole leader which has a positive impact on the workplace.

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