

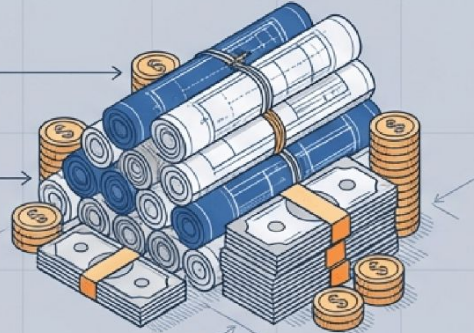
# Bridging the Leadership Development Gap

Moving from Classroom Concepts to Workplace Reality:  
An Evidence-Based Blueprint for Return on Learning (ROL).



Based on research by Baldwin & Ford (1988), Blume et al. (2010), and current organizational behavior studies.

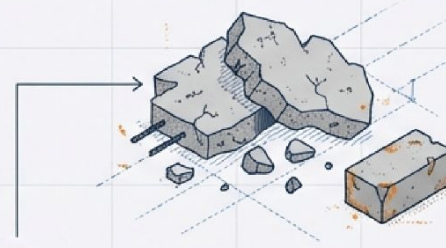
# High investment in development does not guarantee a return on performance



DIN 1451

## The Investment

Organizations invest substantial capital in leadership development to drive competitive advantage, engagement, and change capacity.



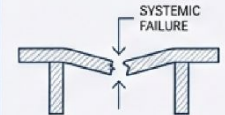
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## The Reality

Research consistently demonstrates that "learning transfer"—the application of skills to the job—remains disappointingly low.

**The Consequence:** This is not merely a learning challenge; it is a strategic liability. When transfer fails, organizations suffer from "scrap learning," cynicism, and an inability to adapt to complex environments.

*"Even well-designed programs produce limited impact when newly trained leaders return to unchanged systems."*

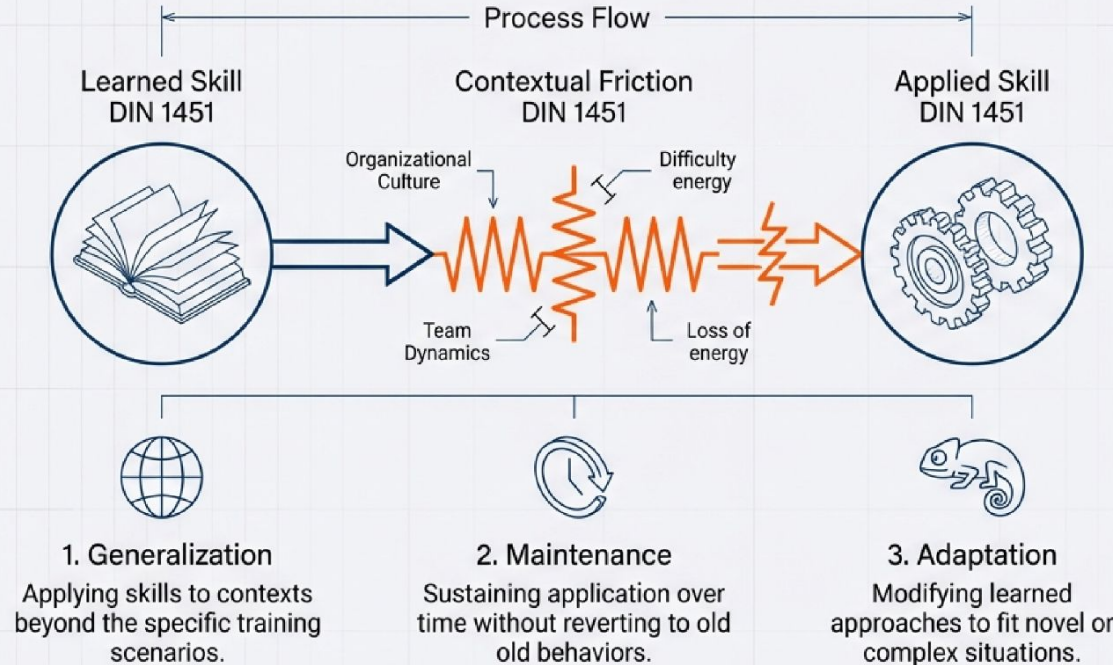


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# Leadership transfer is uniquely difficult because it is relational and context-dependent



## Definition:

Transfer of Training is the degree to which trainees effectively apply knowledge, skills, and attitudes to the job (Baldwin & Ford, 1988). Unlike technical skills, leadership capabilities vary by culture and team composition.

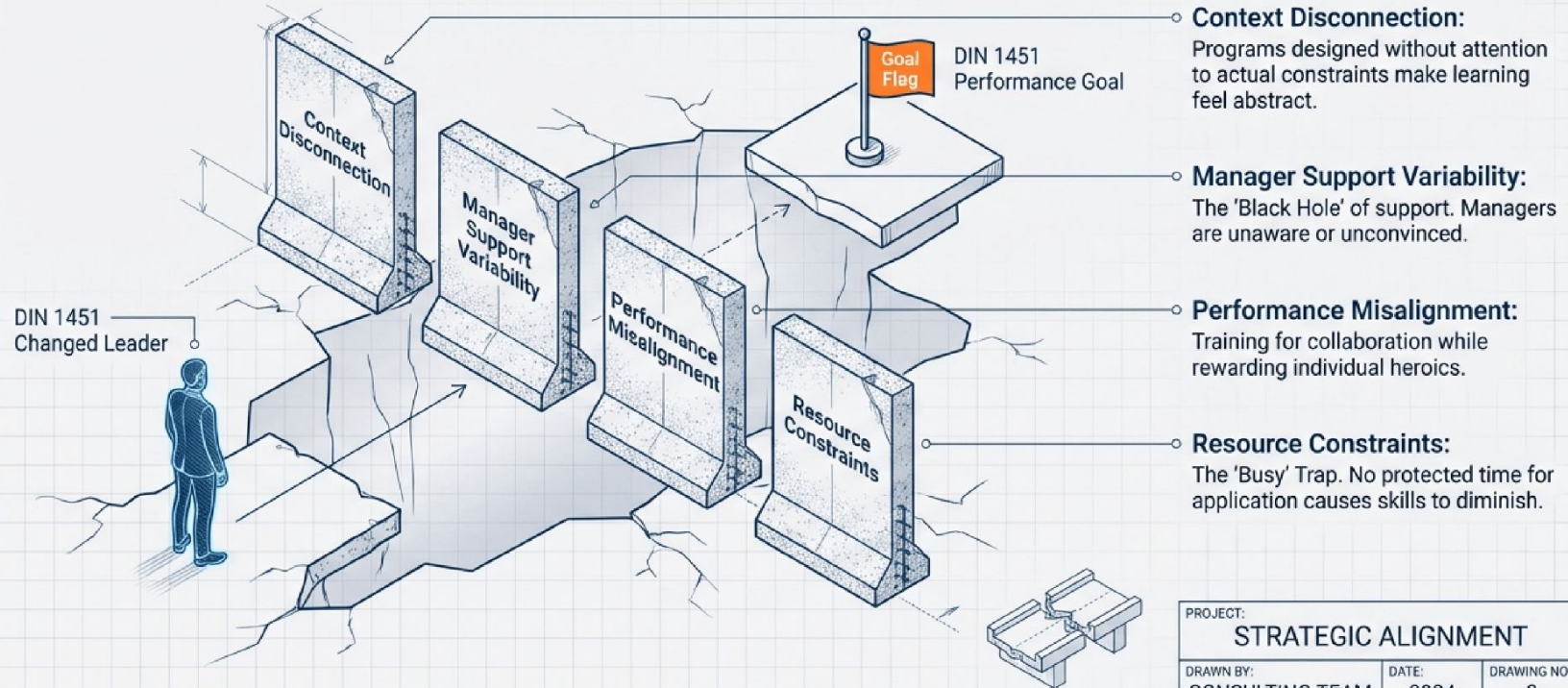
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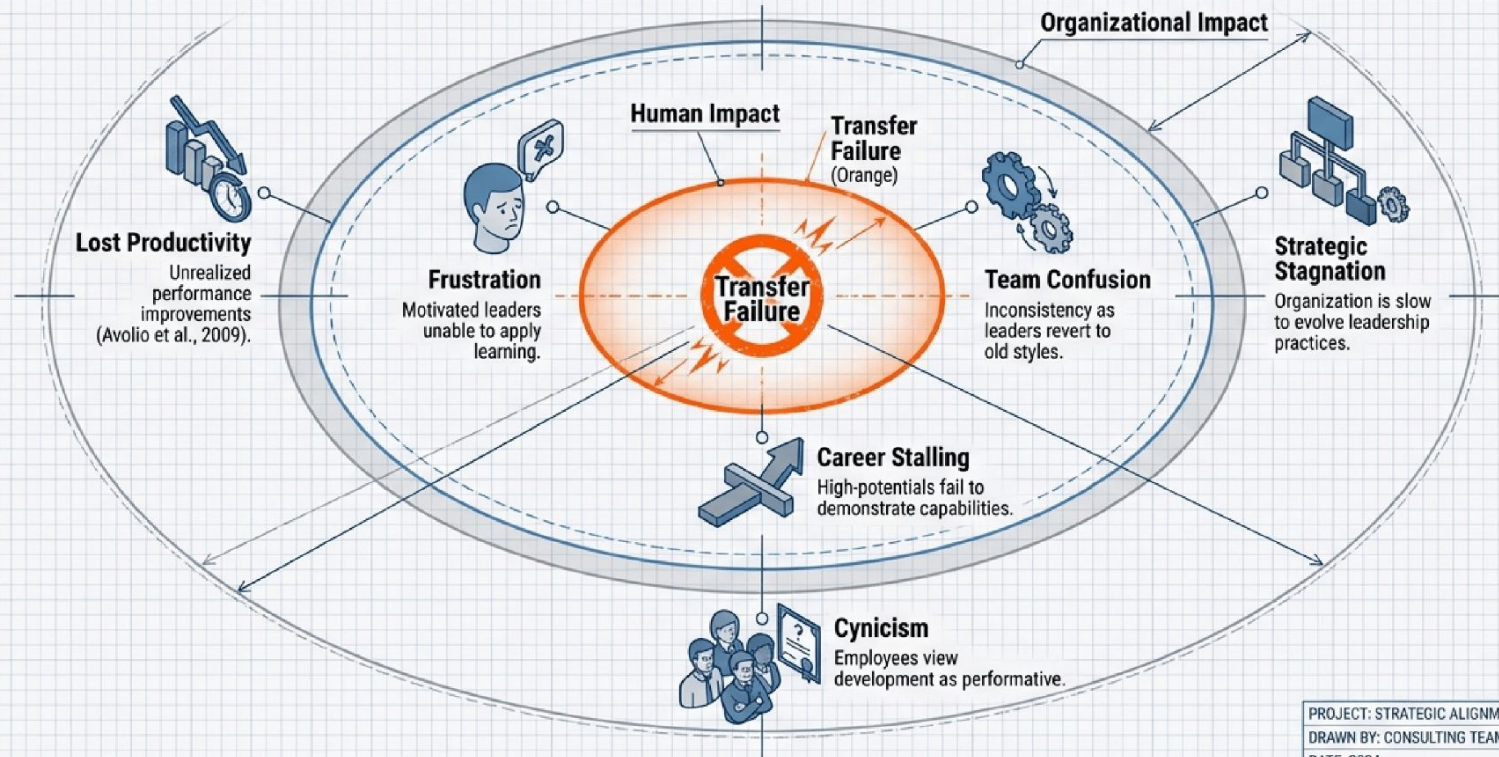


# The 'Lone Wolf' Fallacy: Sending changed leaders back into unchanged systems



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# Structural weakness creates ripples that damage culture and execution



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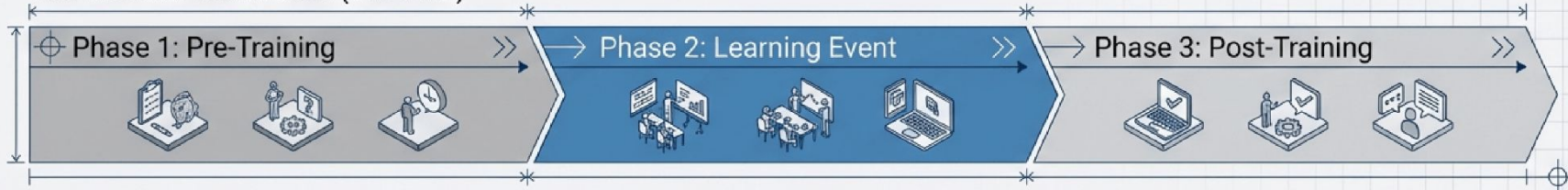
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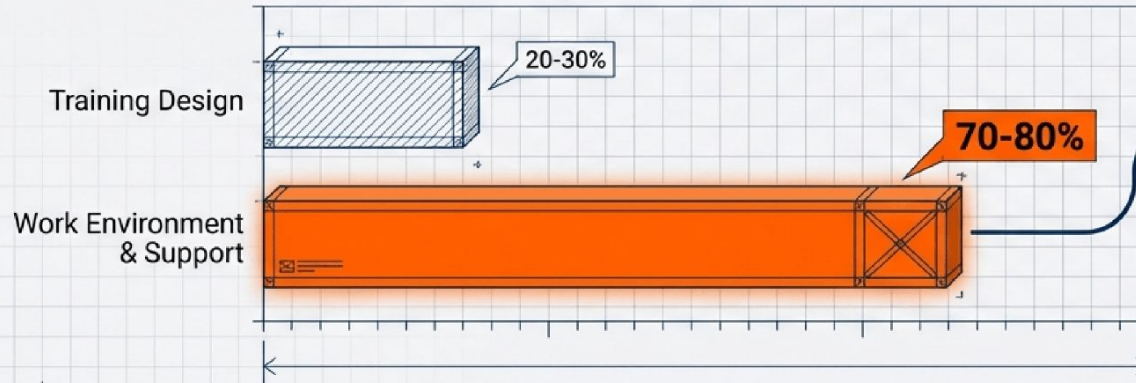


# Work environment influences transfer more than the training design itself

## The Transfer Continuum (DIN 1451)



## Influence on Transfer (DIN 1451)



### Key Insight

Meta-analytic research (Blume et al., 2010) suggests that environmental factors often exert stronger influence on transfer than instructional design.

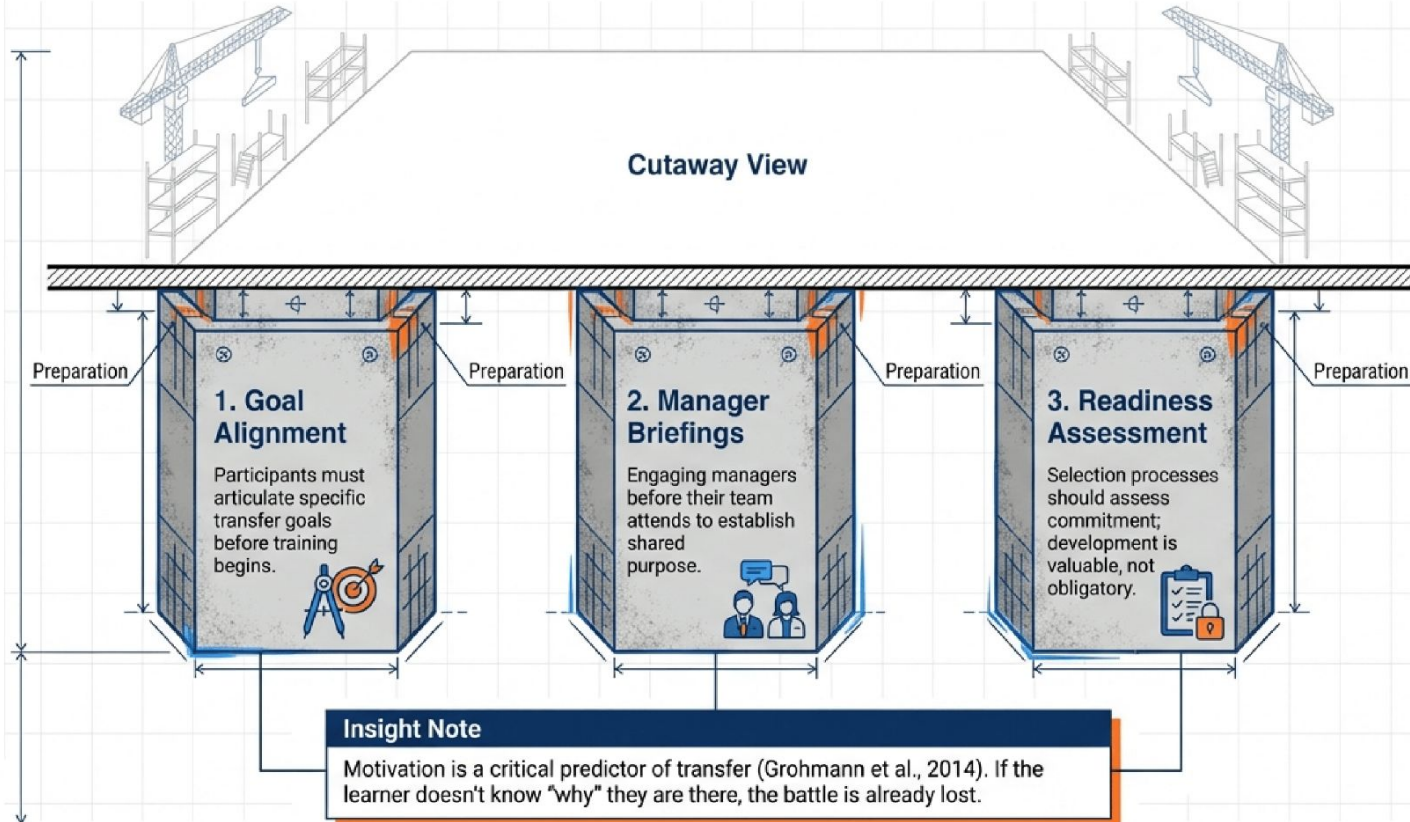
We must move from viewing training as a discrete Event to managing it as an Ecosystem.

**“Transfer is a system challenge, not purely an instructional design issue.”**

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# Phase 1: The Foundation — Transfer begins before the classroom opens



## Case Study: General Electric

GE invests in pre-program manager conversations to establish objectives and accountability for post-program application.

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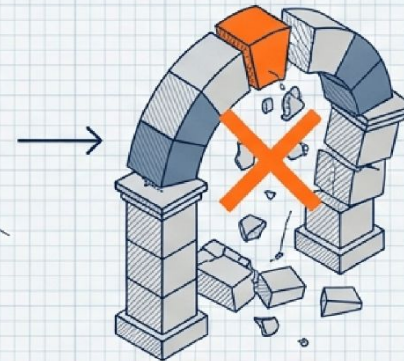
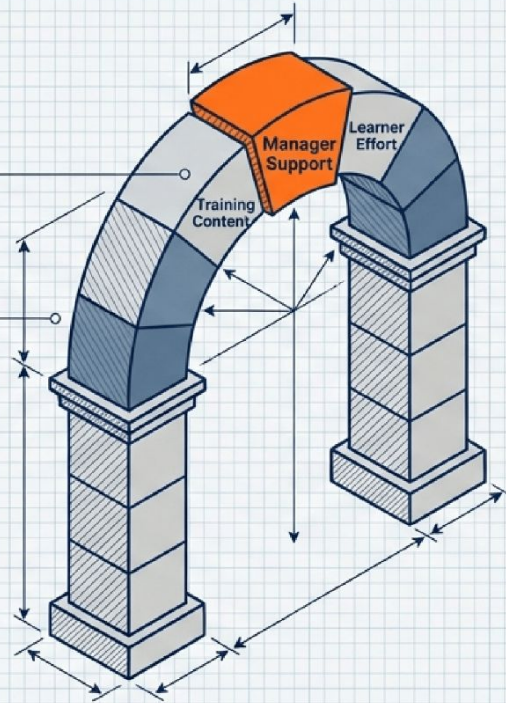
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## Phase 2: The Keystone — The direct manager is the primary variable in success

### Blueprint Specs

- **Preview Sessions:** Managers experience key program elements to understand what their employees are learning.
- **Conversation Guides:** Structured protocols for pre- and post-training check-ins.
- **Accountability:** Make 'developing others' a metric in the manager's own performance review.



Visual: Arch collapses if Keystone is removed

### Case Study: Microsoft

Incorporates systematic manager engagement throughout the learning journey, normalizing new behaviors through regular check-ins.

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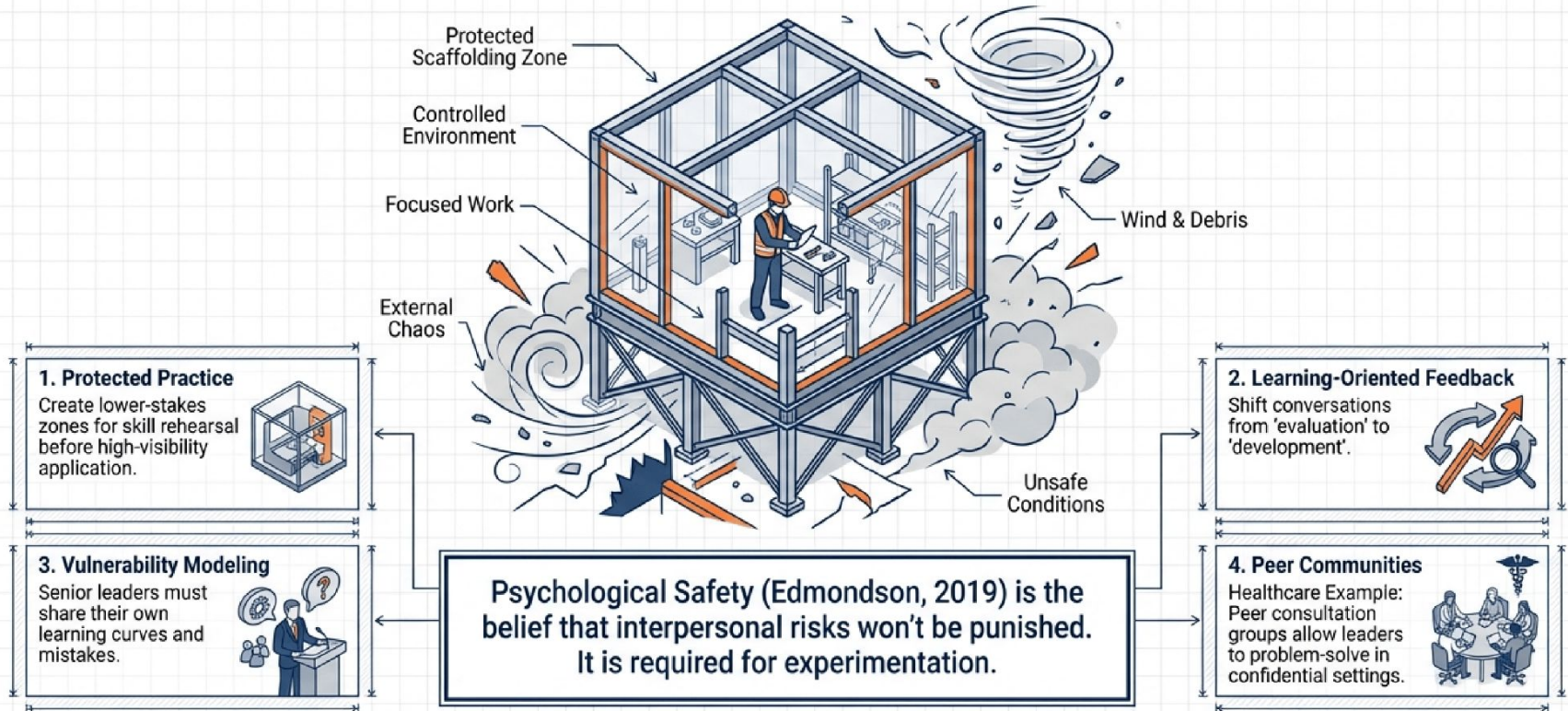
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# Phase 3: The Environment — Safety must precede practice



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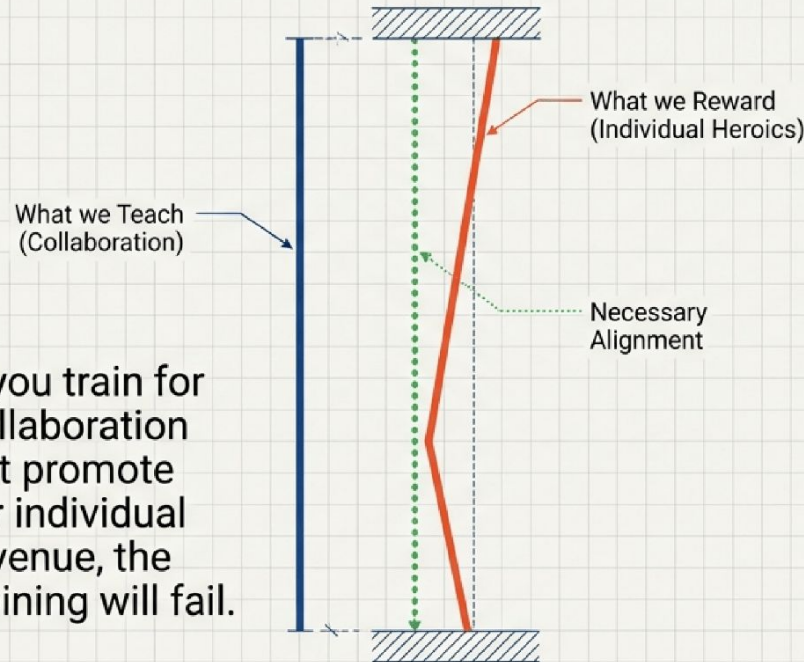
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# Phase 4: Structural Integrity — Aligning incentives with curriculum

## Case Study: Salesforce

Aligns leadership expectations, performance management, and development programming around a consistent set of competencies.



## Alignment Specs

- **Competency Integration:** Leadership models must mirror the training content.
- **Behavior-Based Indicators:** Performance reviews must assess specific *trained behaviors*, not just generic outputs.
- **Succession Criteria:** Advancement decisions should require demonstrated application of learned skills.

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9



# Phase 5: Instructional Design — Built for application, not just acquisition

## Transfer-Ready Design

### 4. Action Learning

Projects that require working on real organizational challenges during the course.

### 2. Error Management

Explicitly, shock-absorbing on recover from mistakes.

### 1. Behavioral Modeling

Show concrete examples of effective application; don't just discuss concepts.

### 2. Error Management

Explicitly train participants on how to recover from mistakes.

### 3. Spaced Practice

Distribute learning over time rather than in one concentrated event.

Content is King, but Context is Kingdom.  
Instructional principles must bridge the gap to reality.

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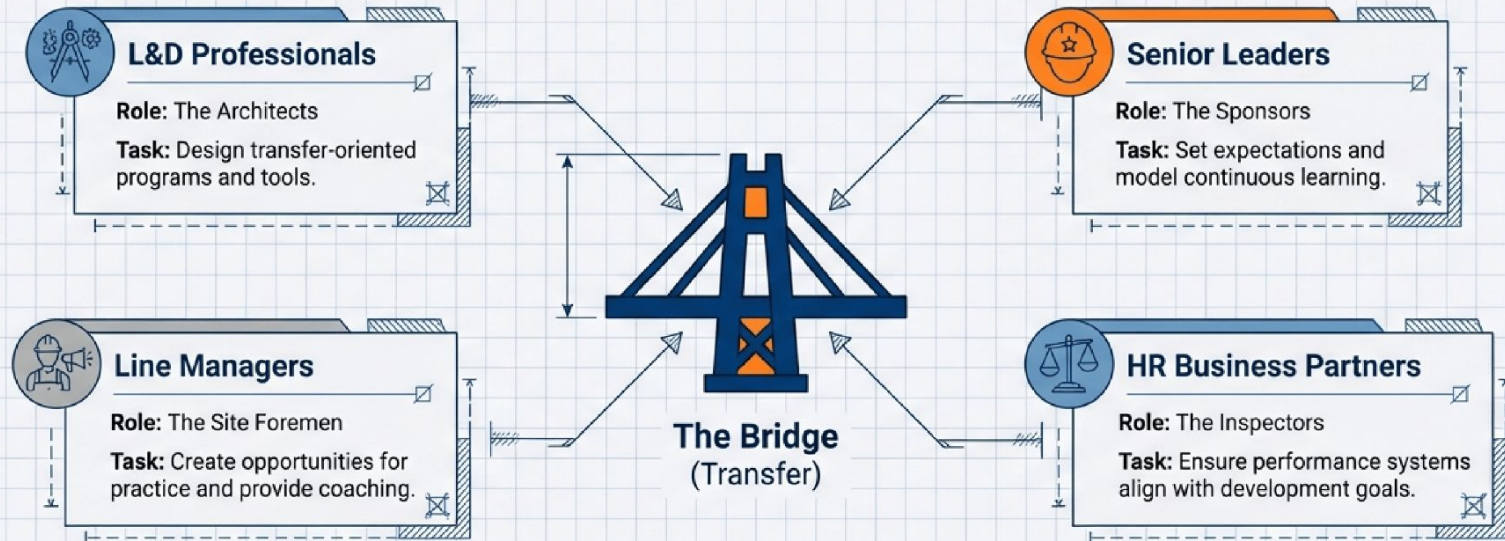
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# Distributed Ownership: The bridge requires a maintenance crew



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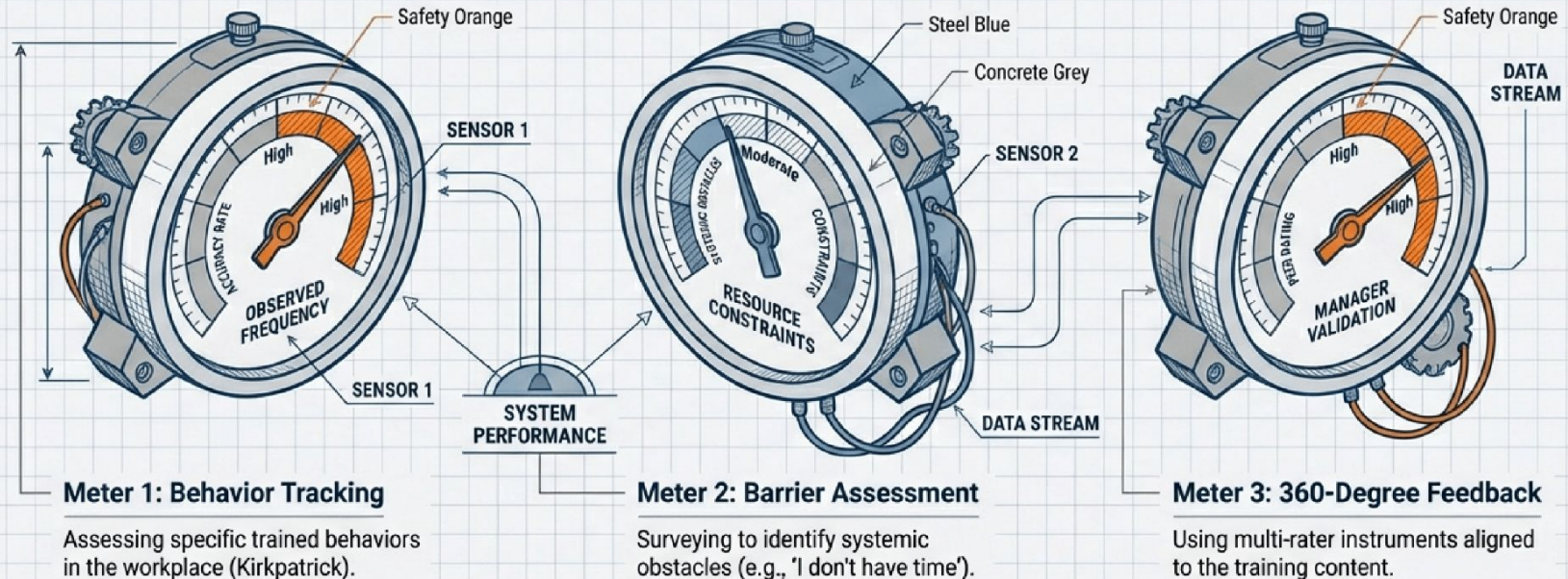
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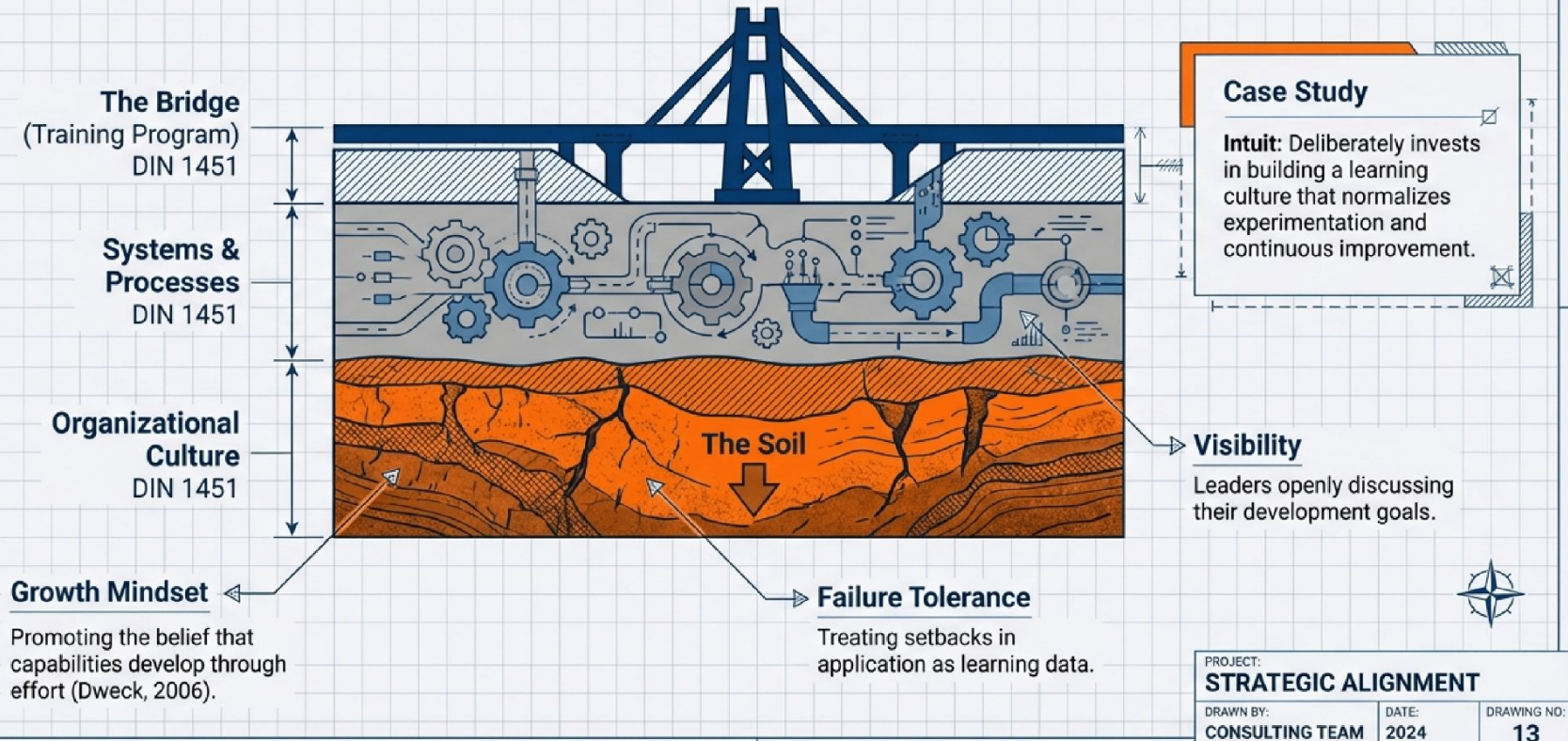
# Stress Testing: Measuring behavior change, not just satisfaction



**The Goal:** Move beyond "Did you like the class?" (Smile Sheets) to "Are you using the skills?" Use data to improve the system.

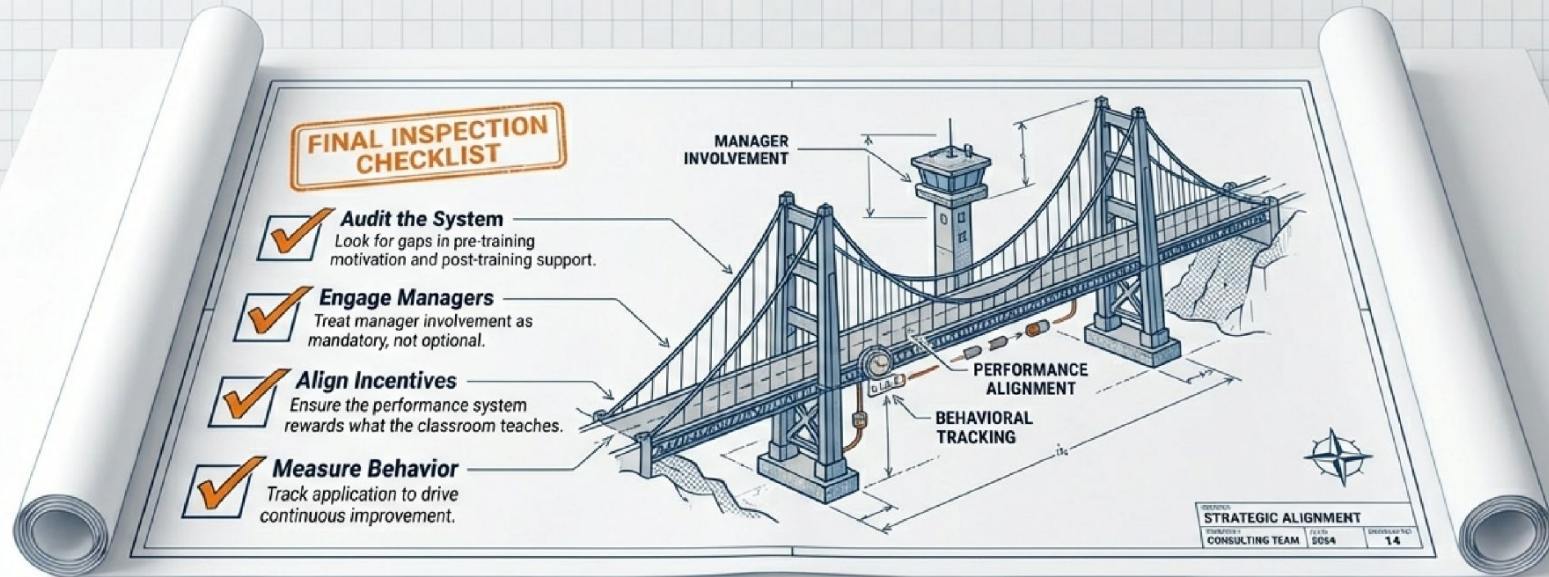
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# Culture is the soil condition for sustainable transfer





# The gap is not inevitable. It is a design choice.



Organizations that employ these strategies significantly improve the return on development investments, turning “scrap learning” into sustained competitive advantage.

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PAGE NO:  
**14**