

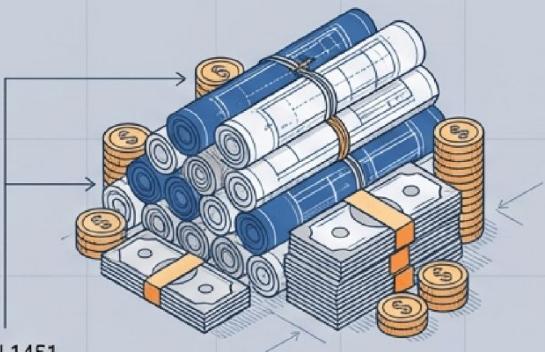
Bridging the Leadership Development Gap

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



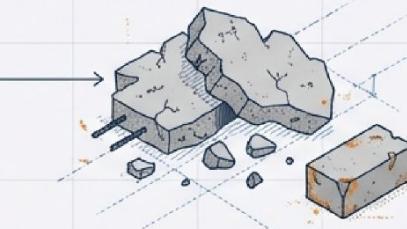
Based on research by Baldwin & Ford (1988), Blume et al. (2010), and current organizational behavior studies.

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.



DIN 1451 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 transfer fails, organizations suffer from "scrap learning," cynicism, and an inability to adapt to complex environments.

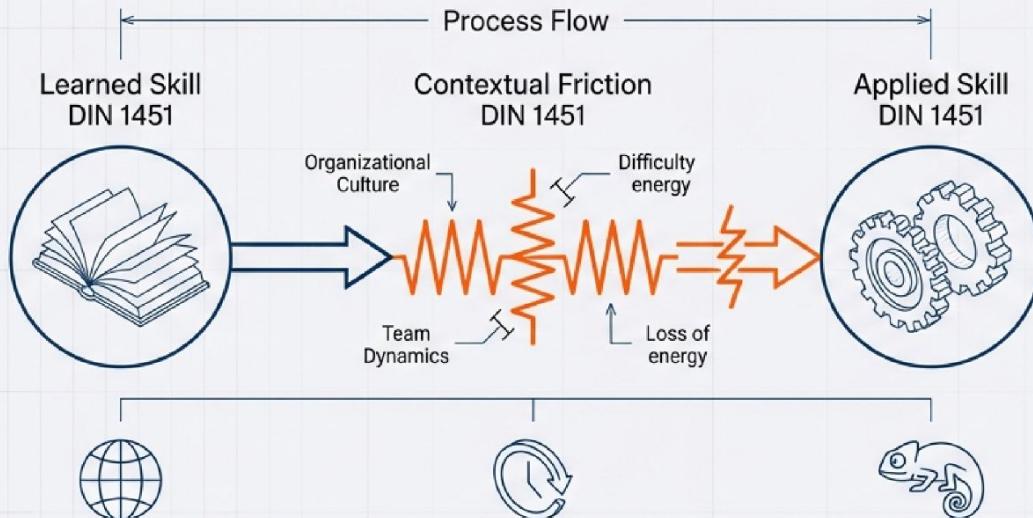
"Even well-designed programs produce limited impact when newly trained leaders return to unchanged systems."



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



1. Generalization
Applying skills to contexts beyond the specific training scenarios.

2. Maintenance
Sustaining application over time without reverting to old behaviors.

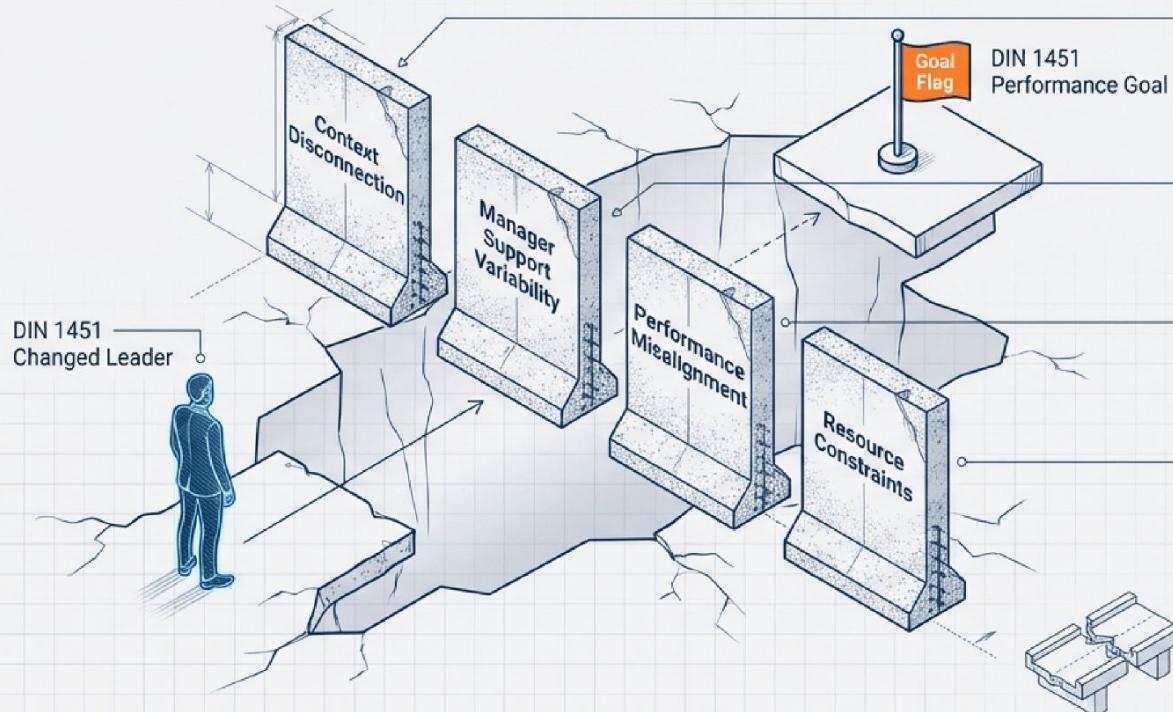
3. Adaptation
Modifying learned approaches to fit novel or complex situations.

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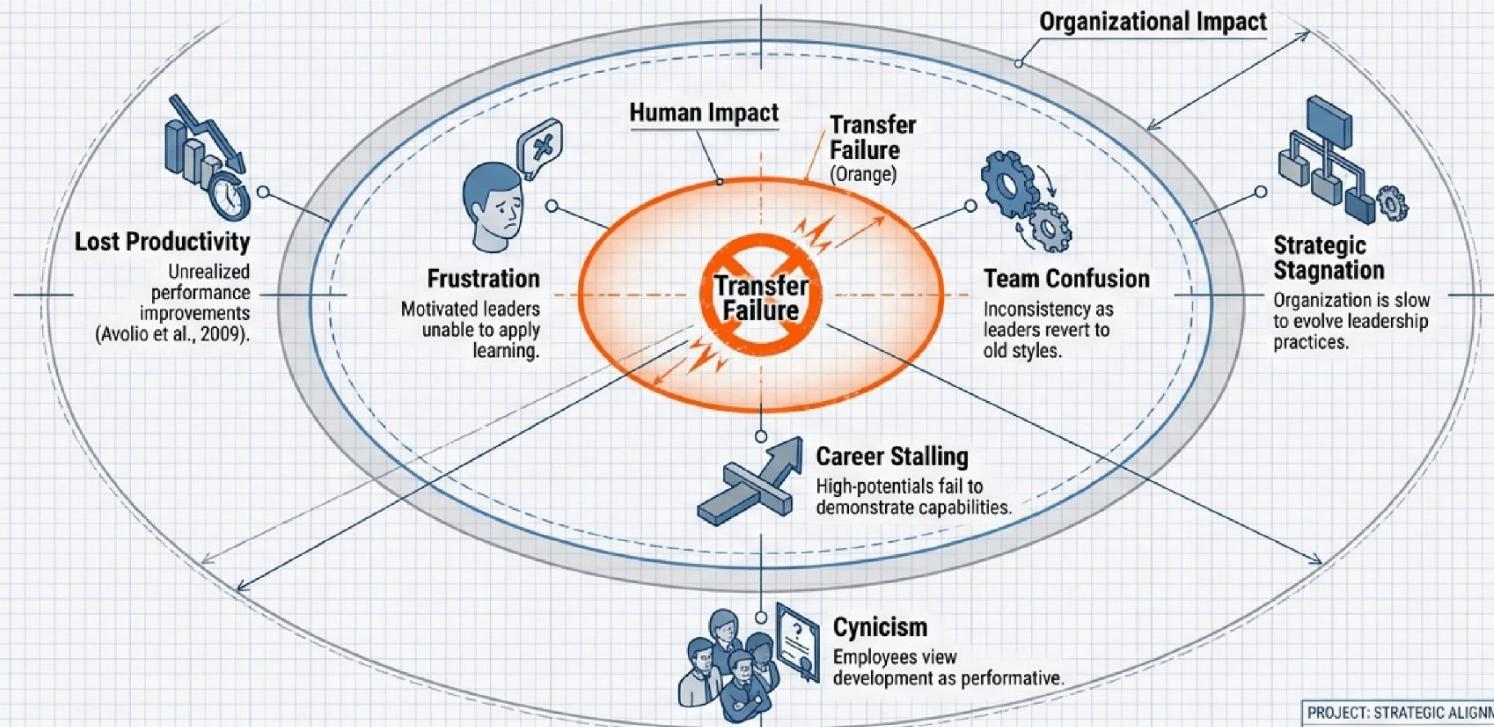
The 'Lone Wolf' Fallacy: Sending changed leaders back into unchanged systems



- **Context Disconnection:** Programs designed without attention to actual constraints make learning feel abstract.
- **Manager Support Variability:** The 'Black Hole' of support. Managers are unaware or unconvinced.
- **Performance Misalignment:** Training for collaboration while rewarding individual heroics.
- **Resource Constraints:** The 'Busy' Trap. No protected time for application causes skills to diminish.

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Structural weakness creates ripples that damage culture and execution



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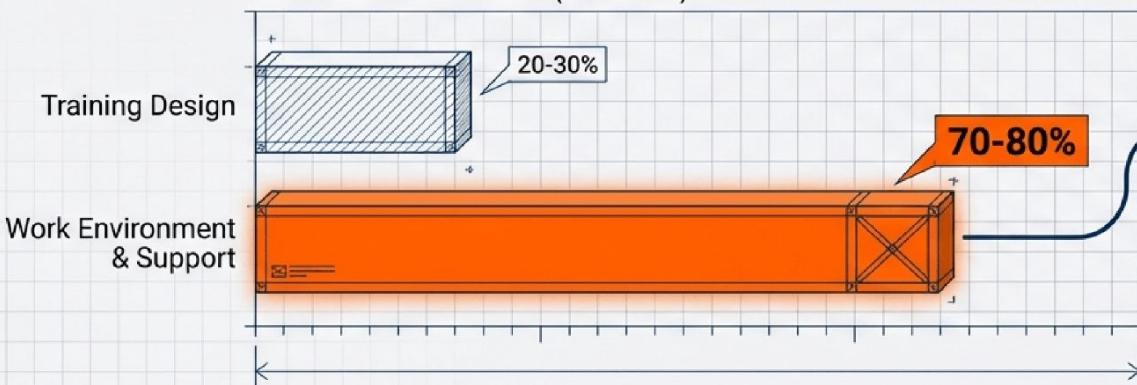
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Work environment influences transfer more than the training design itself

The Transfer Continuum (DIN 1451)



Influence on Transfer (DIN 1451)



Key Insight

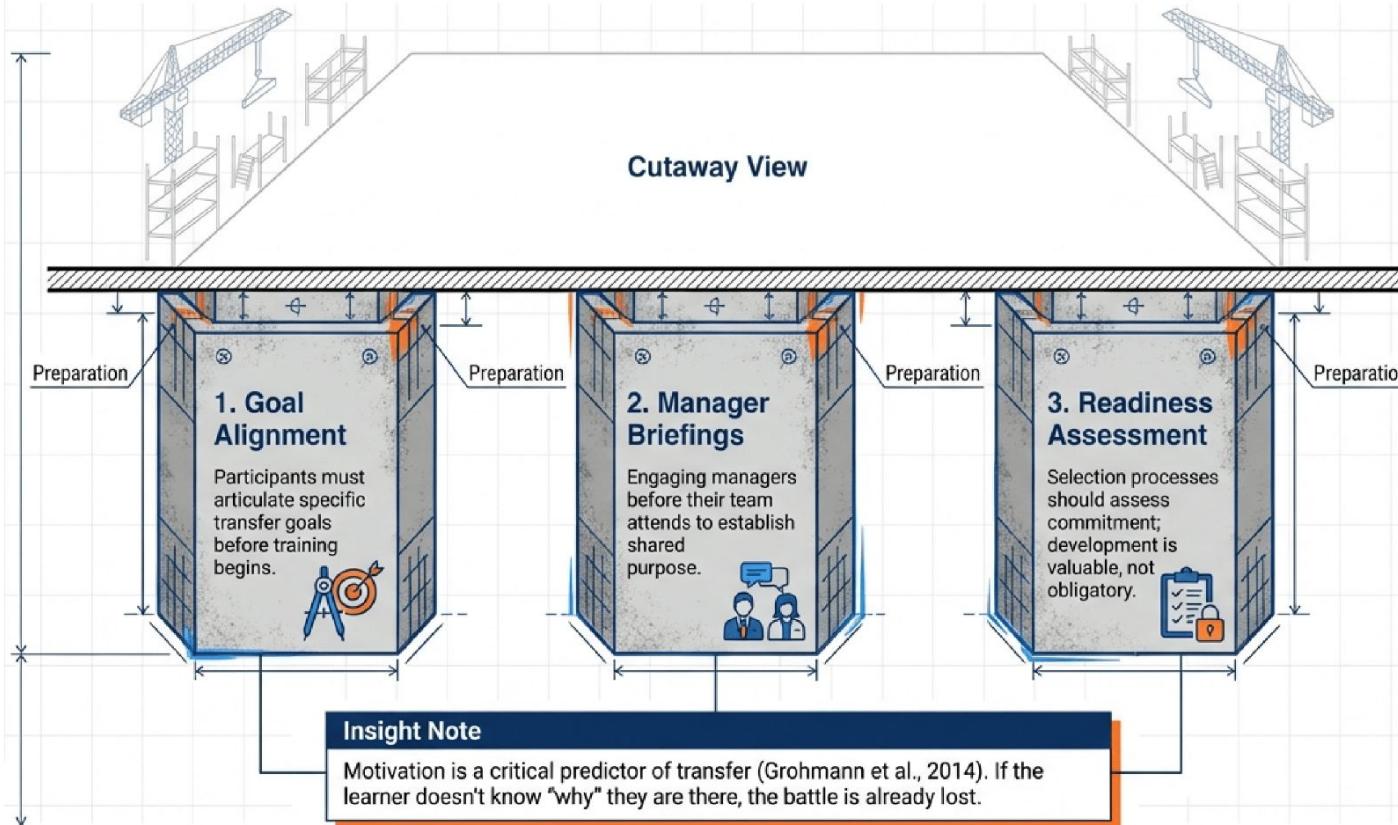
Meta-analytic research (Blume et al., 2010) suggests that environmental factors often exert stronger influence on transfer than instructional design.

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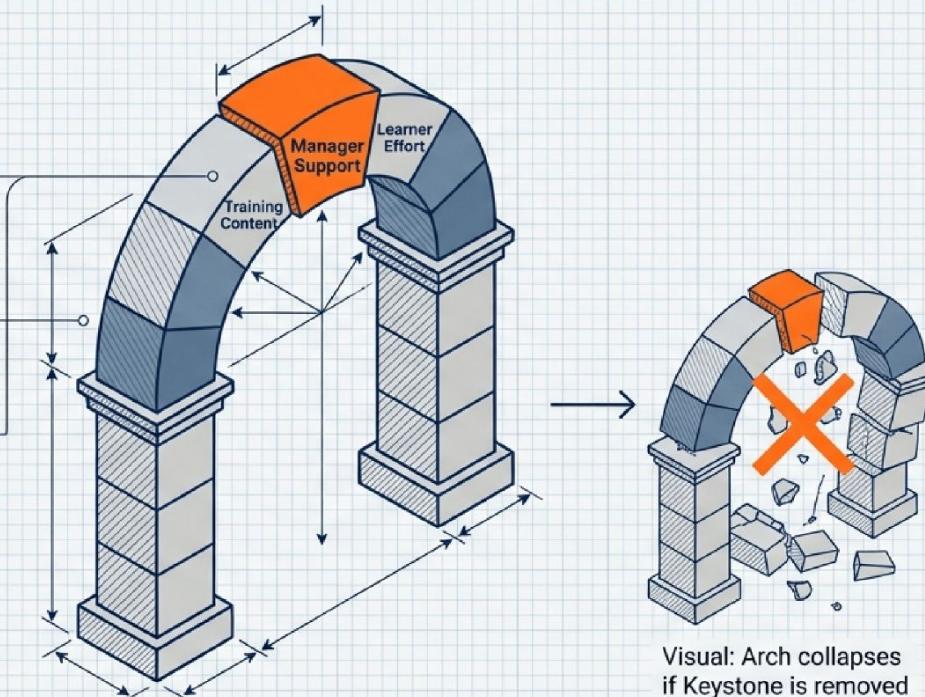
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Phase 2: The Keystone — The direct manager is the primary variable in success

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.



Case Study: Microsoft

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

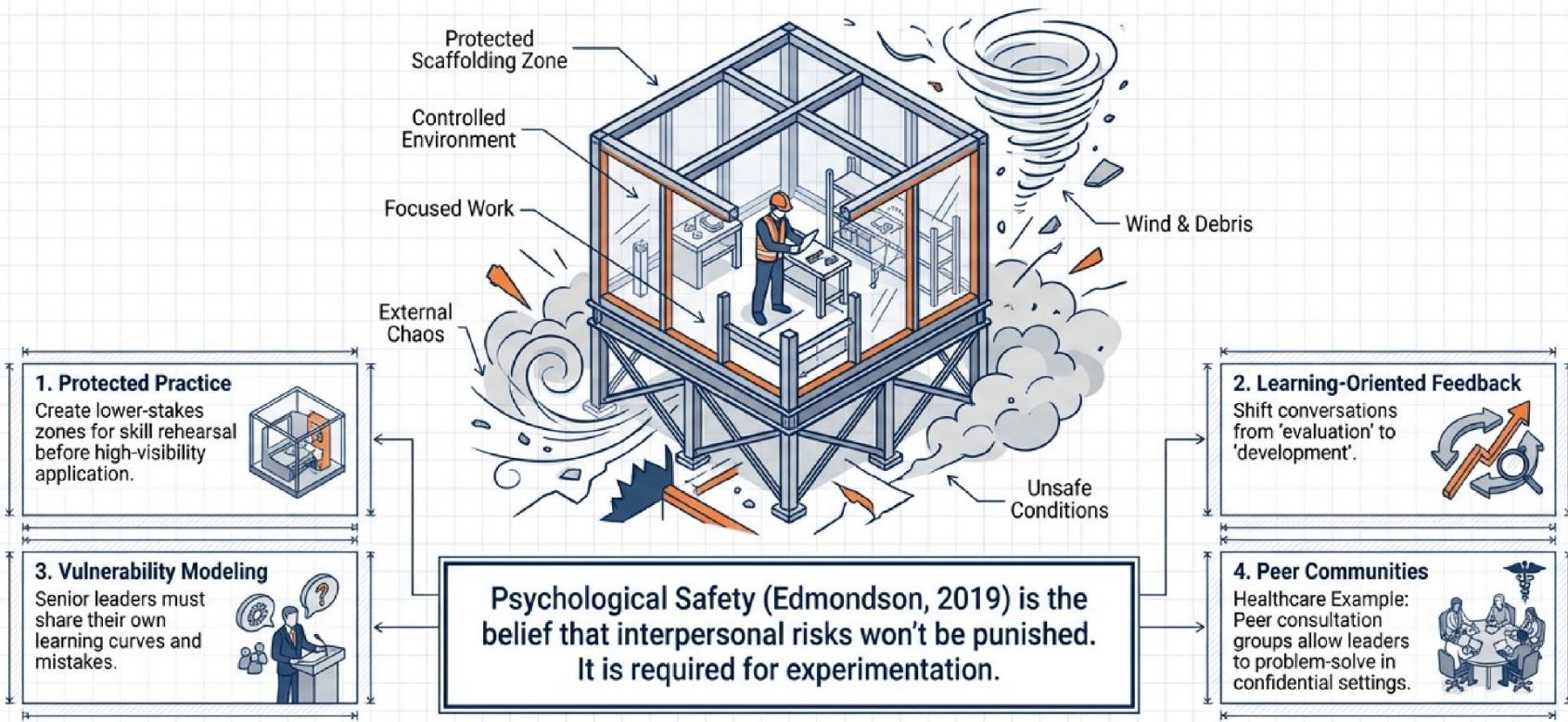
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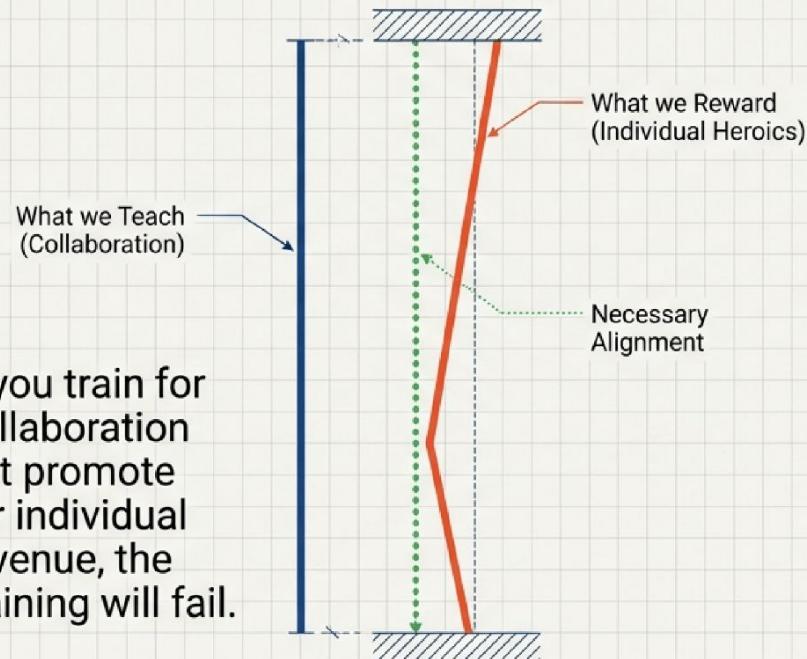
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Phase 3: The Environment – Safety must precede practice



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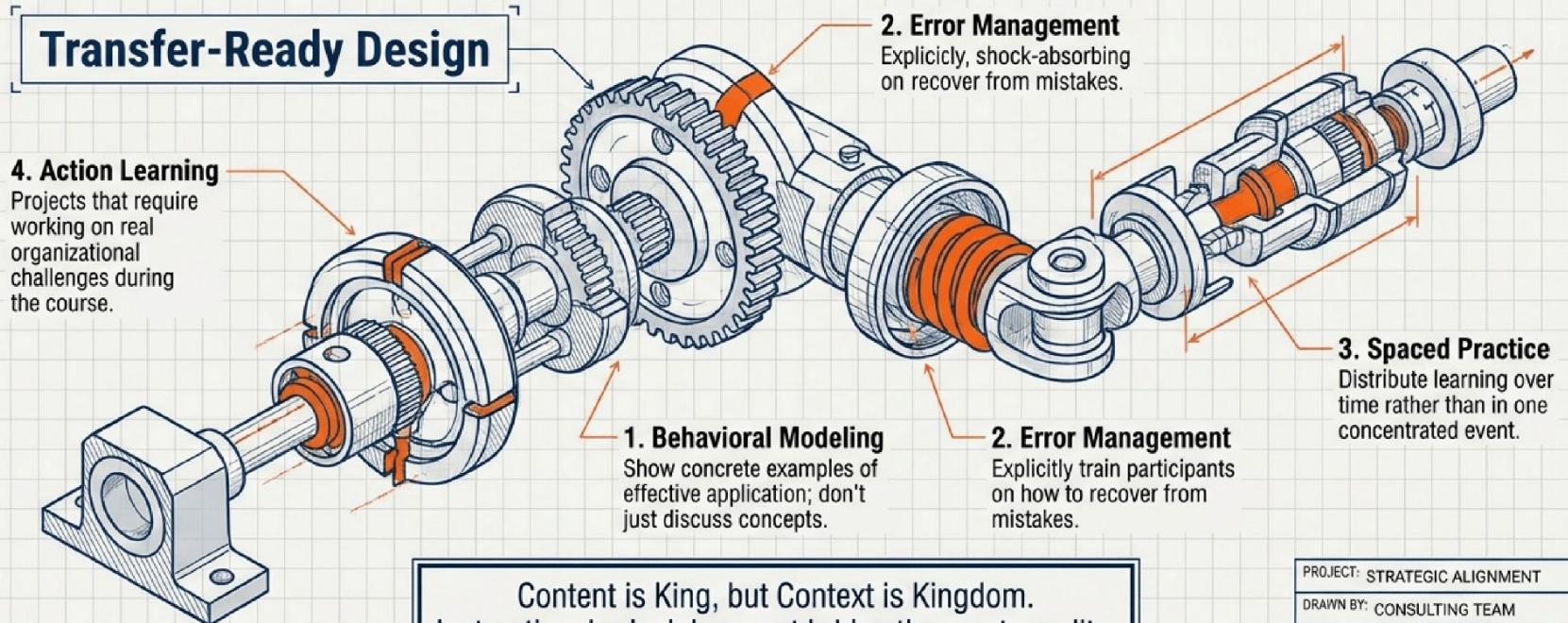
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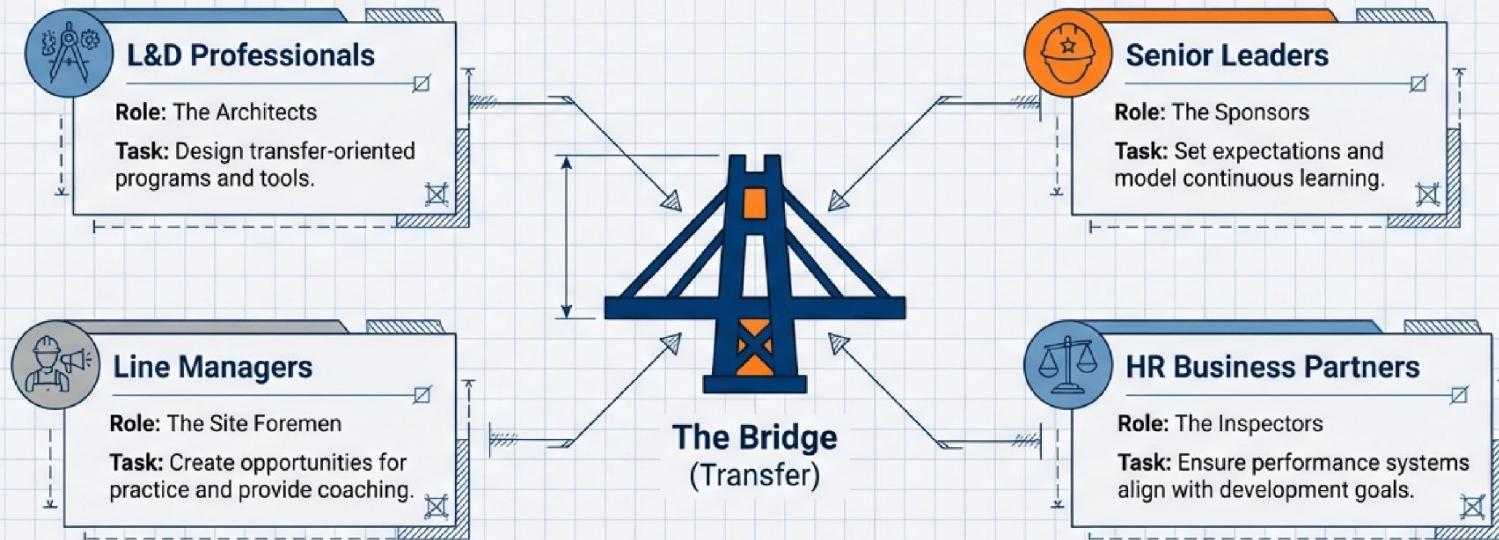
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Phase 5: Instructional Design — Built for application, not just acquisition



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Distributed Ownership: The bridge requires a maintenance crew

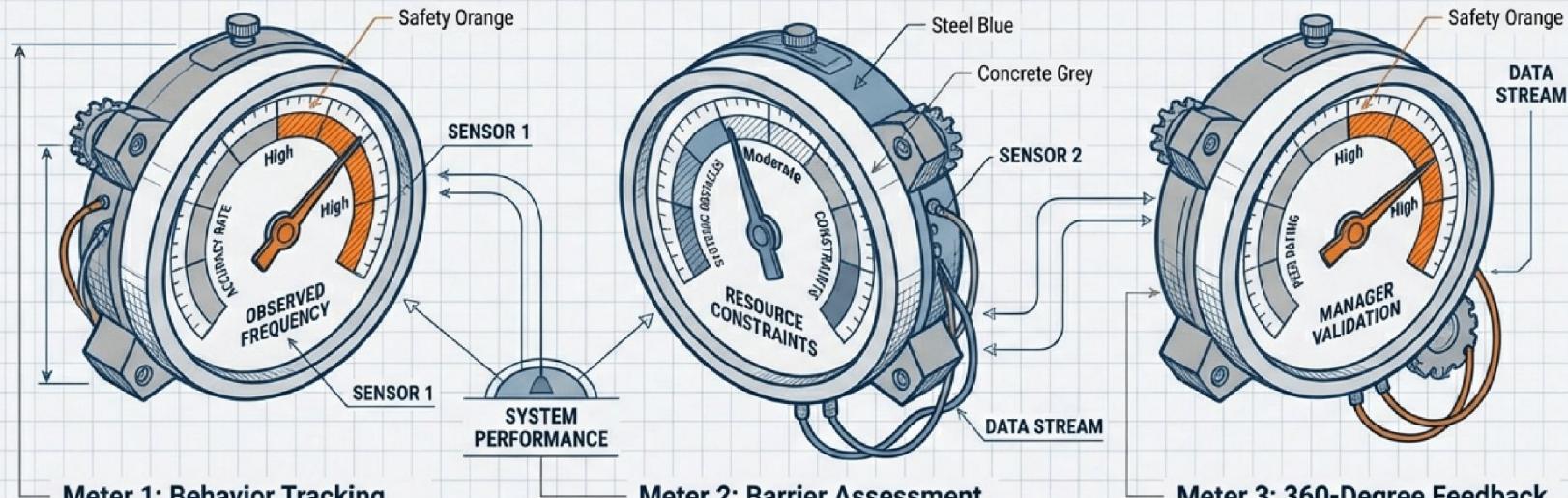


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Stress Testing: Measuring behavior change, not just satisfaction



Meter 1: Behavior Tracking

Assessing specific trained behaviors in the workplace (Kirkpatrick).

Meter 2: Barrier Assessment

Surveying to identify systemic obstacles (e.g., 'I don't have time').

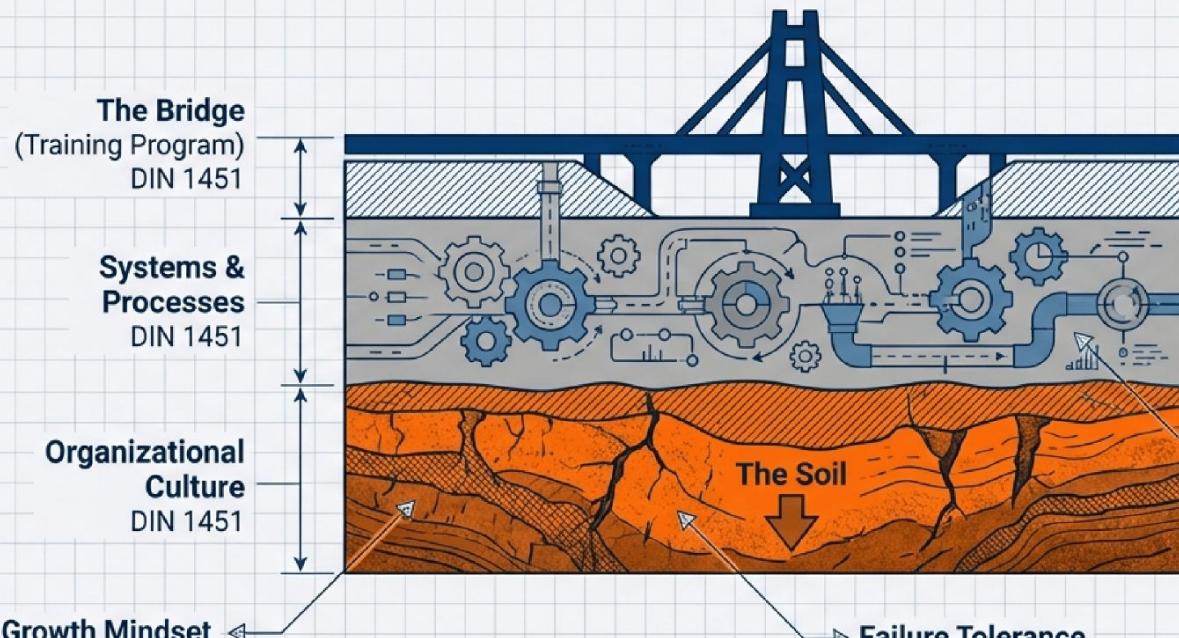
Meter 3: 360-Degree Feedback

Using multi-rater instruments aligned to the training content.

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



Case Study

Intuit: Deliberately invests in building a learning culture that normalizes experimentation and continuous improvement.

Visibility

Leaders openly discussing their development goals.



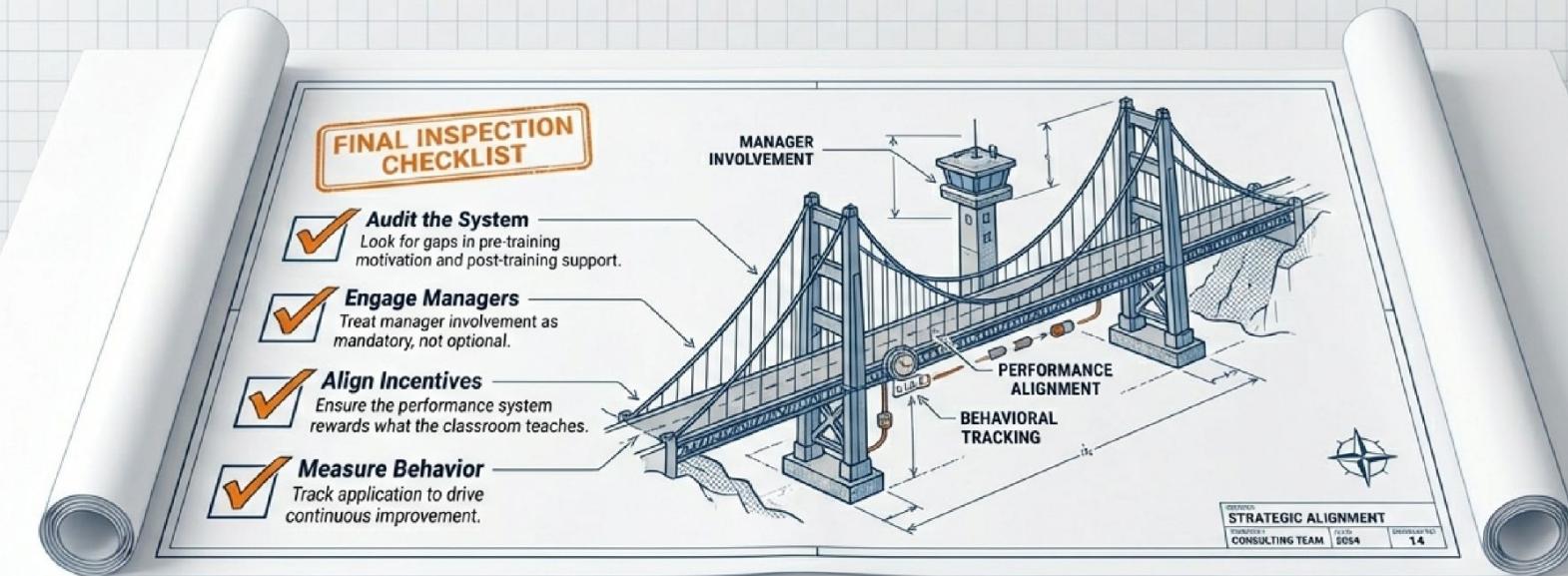
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The gap is not inevitable. It is a design choice.



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

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