



***Technologies That
Permanently Improve Leader Performance
and Positively Impact Business Results***

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TRAIN-TO-INGRAIN

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TRAIN-TO-INGRAIN

Technologies That Permanently Improve Leader Performance and Positively Impact Business Results

To run a productive organization, you need effective leaders at all levels. With the decline in the quality of workers, it's crucial that front-line leaders know how to get the best from their people. And yet, while organizations invest considerable resources, time, and money to develop these leaders, typically very little of the learning actually transfers to improved leadership performance in the workplace.

However, it is possible to achieve the results you seek. Based on what science tells us about how the patterns for leadership skills form in the brain, TRAIN-TO-INGRAIN is an integrated, reinforcement-intensive approach to leadership development that permanently changes behavior. But for this to happen in your organization, you and other senior executives need to play a key role.

1. Unfulfilled Expectations

For the most part your foremen, project managers, crew chiefs, team leaders and other supervisory leaders are selected based on their maturity, work ethic, technical know-how, and individual excellence. As exemplary followers, perhaps they showed the potential for leadership. Of course, they weren't born with leadership skills, and they didn't learn how to lead in a classroom. Growing up, they may have acquired some leadership experience in team sports or social activities. Hopefully, they've had positive role models in the workplace from whom they learned helpful relationship and communication skills.

But nobody's perfect, and even the best managers may be doing things out of habit that have a negative impact on employee performance. And a leader's inability to deal with people effectively can lead to conflict, low morale, inefficiency, poor quality, turnover, the failure to achieve business goals...the list goes on.

Because so much is at stake, organizations like yours spend billions of dollars every year to train developing leaders. You have a right to expect this huge investment in time and money to pay off in ***permanent changes in leader behavior, measurable improvements in workplace performance and a positive impact on business results.***

Unfortunately, traditional approaches to leader development rarely achieve permanent change in leader behavior, much less improvements in performance and results, even when the training is the best that money can buy (see Appendix 1). The presenters may be outstanding, and participants may rave about the programs. Some of the more motivated participants may show improvement; but after several months most will stop using the new skills. Typically, they revert back to their comfortable former habits.

You really *do* expect learning to transfer from the classroom to the workplace—for the long haul. *That's* what you're paying for. Left with disappointing results, your staff will sort through the positives. The training *was* excellent. No doubt some good *did* come from it. Managers and supervisors were exposed to best-practice concepts. It's good to have those thoughts in their heads—surely that's worth paying for. Who's to say that they won't apply this knowledge sometime in the future?

Because of the persistent need to improve the way leaders lead, our experience says that you'll continue to invest in leadership development. Your trainers will evaluate and make adjustments. They'll scan the literature to check out new vendors. It's like the mythological quest for The Holy Grail: the search for a leadership development program that consistently produces permanent changes in leader behavior. It is after all, the worthiest of goals—of utmost importance to your organization.

2. Why Excellent Programs Often Fail to Deliver

Usually the failure to change behavior, improve performance and achieve business goals isn't the fault of the training. Even the best leadership development program in the world can't change behavior if it's conducted in a context that doesn't support these results. To be fair this failure derives from a general lack of understanding of how learning actually happens in the brain and what it takes to establish new patterns of behavior.

Making a permanent change in the way a person leads is no different from making a permanent change in any behavior pattern. It's like mastering a sport skill. For example, Annika Sorenstam and Tiger Woods have dominated their respective pro tours for almost a decade. Have you ever wondered why they've been able to achieve and sustain such high levels of performance?

It's true that both Annika and Tiger are physically gifted and spend a lot of time working on physical fitness. In addition, and they're serious students of the game. They study club, ball and course technology. They study grass. They study the effects of heat, wind

and rain on ball performance. They study every golf course they play on. They study every kind of shot in every kind of situation. They study other players.

But this isn't the real reason they perform at such a high level. The real reason is **practice, practice, practice**. Golf involves several skills, and these two dominant golfers constantly seek ways to improve their skills, which they apply and reinforce all the time. Every day. On the course and on the practice tee. Before the round, during the round and after the round. In-season and off-season. Hitting thousands of golf balls, they pay dues in practice that we have difficulty imagining.

And to make the most of this constant reinforcement, they get lots of feedback and coaching. They want to know how they're doing and whether they should be doing anything differently; so when their caddy or another player mentions something, they listen. They pay a swing coach handsomely to hold up a mirror to their game and provide insights for improvement. They swing clubs in front of video cameras for hours and analyze the playback endlessly.

In short, once they know what they should be doing, they repeat the behavior over and over until the improvement becomes second nature, until it feels so natural and comfortable that they don't have to think about it to execute it perfectly. They practice it until they ingrain it. All the best players do this. It takes an amazing amount of repeated application, reinforcement and coaching over a long period of time to ingrain a skill.

If you're one of the millions of fans who follow the career of Tiger Woods, you may remember that 2004 wasn't one of his best years. At the beginning of the season Tiger made a number of alterations in his swing. The changes were designed to make the world's best golf swing even better. Even with a world-class swing coach, Tiger struggled all year, winning only one tournament and finishing fourth in total winnings.

But at the end of 2004, his game started to come together for him, and he won two post-season tournaments back-to-back. In 2005 he won his fourth Masters. He placed second in the U.S. Open and won the British Open, leading the field from start to finish. He finished the season with six tournament victories and nearly \$10 million in winnings, ranked number one in the world.

Here's the point: Tiger Woods is one of the all-time great professional golfers, and he hits hundreds of golf balls in practice every day. But even Tiger had to stick with his new swing for the better part of a year before the new patterns became ingrained and he achieved noticeable improvements in his game.

Why is this so? Why does skill mastery require so much application, feedback, refinement, reinforcement and coaching?

The answer is that all behavior patterns—whether it's the behavior of an athlete or the behavior of a leader—are triggered by what goes on in the brain, where physically interconnected brain cells—"neural pathways"—activate specific thought processes and behaviors.

People will use a brand new skill consistently only after they're able to perform the behavior without thinking about it. For a new skill to feel that natural and comfortable, dendrites on specific brain cells must grow until they reach other specific brain cells, causing a new network of neurons to be interconnected. ***This gradual cell-by-cell growth and linking-up process is stimulated by the consistent repetition of the behavior over an extended period of time.***

Put yourself in the shoes of the learner. Sticking with a long-term learning effort like this will feel like pulling yourself up by your own bootstraps, especially when the new neural network isn't fully formed. So when you start putting what you've learned into practice, your brain will try to make the behavior happen without the established pathway. This will require concentration, and performing the skill the new way will feel awkward. As a result, the results will often be disappointing and frustrating. Without a structured program of role modeling, feedback, reinforcement, coaching, encouragement and accountability, you'll be tempted to fall back on what feels familiar and comfortable: your old way of doing things.

However, if you don't give up, if you continue to do what you've been taught, eventually performing the new skill will seem like second nature—easy, comfortable and automatic. With the neurons physically "rewired," the only thing that can disconnect them now is brain injury or the atrophy of old age. Like walking, swimming or riding a bicycle, the new pattern is virtually permanent.

Leadership skills are even more complex than sports skills. It may not take long to remember a visual image, a fact, or even a concept. But changing a leadership habit takes much longer. So ***if you want your trainees to improve the way they function as leaders—permanently, they'll need several months of on-the-job application and reinforcement after formal instruction.***

This Holy Grail of leadership development is a reasonable goal. But while organizations everywhere have sought it for decades, few have achieved it. The reason is that it takes more than the best training money can buy—more than outstanding presenters and rave reviews to make permanent changes in leader behavior. After the course is over, it will take months of follow-up support and reinforcement, including one-on-one performance coaching from the direct manager.

The all-important question: ***Does your current leadership development program include this kind of reinforcement?*** Unfortunately, organizations rarely augment leadership development with a structured program of follow-up reinforcement, and participants aren't consistently encouraged to apply new skills on the job. When the needed repetition doesn't happen, the skills aren't ingrained and leaders fall back on their old, comfortable patterns.

3. What It Takes to Ingrain Leadership Skills

After a successfully presented leadership development program, you may look for improved workplace performance, asking for evidence that the training was worth the investment. Or after a particularly revealing 360-degree feedback process, you may ask whether certain individuals have improved their behavior.

The need for results is legitimate and urgent, but these expectations are unrealistic. No training program—by itself—can be expected to improve workplace performance. And no assessment process—by itself—can cause people to change their behavior.

Realistically, it's possible for a leadership development program to ingrain new skills, but not if it's delivered in the usual way. To support and sustain the amount of repetition and practice that will be needed, you and others who influence workplace performance have key roles to play. To achieve lasting, measurable improvements in leader behavior, a program must incorporate—as a minimum—these four foundation initiatives:

Coordinate assessment with training. Neither assessment nor training, conducted in isolation, can be expected to produce lasting changes in behavior. But if conducted as a coordinated effort, the resulting synergy is powerful. Multi-source feedback—the only true measure of leadership behavior—enables trainers to focus their programs on areas of highest need. In addition, pre-course performance assessment makes it possible for learners to focus on strengths and weaknesses during training. Post-course assessments validate progress during the months after training. Most important, this process sets up the means for accountability, which boosts learners' motivation to get full benefit from the training and to persist during the difficult reinforcement phase.

Follow training with an extended period of reinforcement. A workshop or training course can be an excellent beginning, but these programs can't possibly provide enough practice and reinforcement. To ingrain the new leadership skills, participants need to apply the skills they learned on the job for a period of several months, perhaps

as long as a year. Your developing leaders will need support that only a structured program can offer: learning references, ongoing feedback, coaching and accountability.

Prepare managers to play a coaching role. To change behavior, everyone who influences workplace performance needs to play a role—not just trainers and trainees. Because managers influence what their subordinate managers and supervisors do, they have a major impact on whether new skills will be ingrained. They can create opportunities to apply the new skills—or not. They're in the best position to provide ongoing coaching—if they know how.

In effect, the trainee's manager operates as a part of a virtual "learning triangle," in which the trainer, the trainee and the trainee's manager work in concert to achieve the best possible assessment, training and reinforcement to ingrain the leader's new skills.



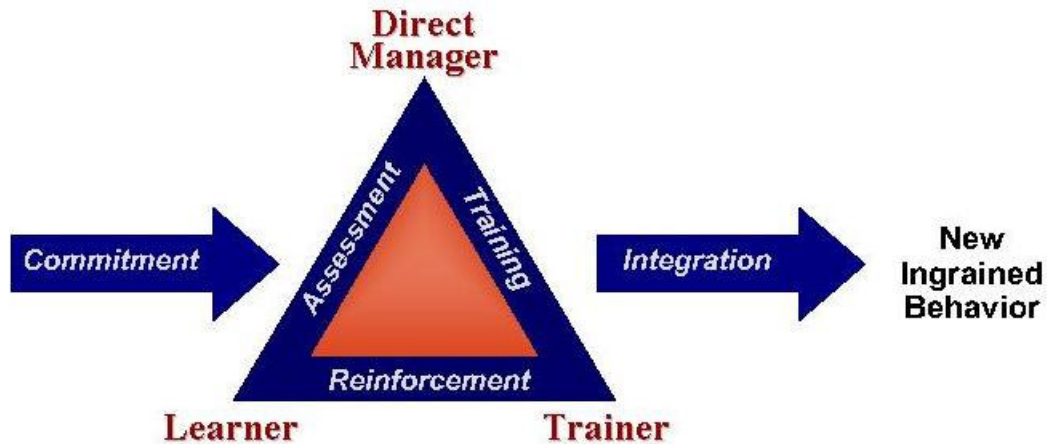
In addition, it's crucial that managers model the skills—if they can. If these aren't familiar roles for your managers, they'll need to learn them.

Align the workplace environment. When they return to the workplace, developing leaders may encounter barriers and conflicts when trying to apply what they learned. If there are conflicting priorities, managers may not provide opportunities to use the new skills. Job descriptions and performance reviews may not emphasize these behaviors. Incentives may not motivate the application of new skills. It's possible that some of your organization's policies, regulations and procedures conflict with what leaders are taught. You need to direct an effort to identify these issues and adjust the system so that it encourages and supports the application of new skills in the workplace.

4. A Systems Approach to Leadership Development

All the above initiatives—and more—are embodied in **TRAIN-TO-INGRAIN**, an integrated, reinforcement-centered approach to leadership development that engages all the key influencers to close performance gaps that are affecting business results.

At the heart of **TRAIN-TO-INGRAIN** is the “learning triangle”—trainers, participants and their managers working together to transfer new learning into permanent patterns of behavior in the workplace. The process has five critical elements:



COMMITMENT

Before your program is implemented, you and other senior executives will require trainers to focus on workplace performance shortfalls that impact on business results. You'll support programs to prepare your managers for their performance coaching roles. Trainers and managers will "plow the ground" so the seeds of performance improvement will take hold and grow.

You'll acquire 20/20 Insight GOLD and the Vital Learning Supervision Series GOLD, coordinated behavior-based technologies that economically deliver skill measurement, development and reinforcement. Managers will meet with direct reports to establish focus and motivation. References such as *TRAIN-TO-INGRAIN: A Guide for the Trainer*, *TRAIN-TO-INGRAIN: A Guide for the Manager* and *TRAIN-TO-INGRAIN: A Guide for the Learner* will outline key roles.

ASSESSMENT

When learners know where they are strong and where they need improvement, they'll know what to focus on during training. When learners discover that their baseline performance was measured before training and will be measured again and again

afterwards to check for improvement, they'll be keenly motivated to change their workplace habits.

The empowering technology here is 20/20 Insight GOLD, an award-winning flexible, state-of-the-art feedback platform. Used along with the Vital Learning Supervision Series GOLD leadership development program, it will focus the learning and provide customized, quantified behavior-based feedback so that learners and their managers can gauge whether skills are improving.

TRAINING

The award-winning Supervision Series GOLD curriculum, created and published by Vital Learning Corporation, is the world's premier behavior-based, blended leadership development technology. A comprehensive set of core leader skills are introduced and modeled. Learners get safe opportunities to practice workplace-related skills. Either in-house training staff or ***TRAIN-TO-INGRAIN*** consultants will deliver the program.

REINFORCEMENT

This crucial phase of development is the one most neglected by organizations, which is why skills rarely transfer to the workplace. The key elements of the reinforcement phase are ***ongoing learning, ongoing feedback, coaching*** and ***accountability***. 20/20 Insight GOLD and the Supervision Series GOLD continue to work as an ensemble to support these four pillars of reinforcement.

Using these compatible technologies, an extended reinforcement phase will involve very little extra time or money. The resources used in assessment and training support up to a year of behavior-based reinforcement. Learners will use these tools to check and reinforce desired behaviors. Ongoing learning will happen while managers and supervisors lead their people on the job. Managers will use these tools to coach the learners during routine meetings.

INTEGRATION

One of the major factors influencing reinforcement is whether an organization's culture, policies and systems support or conflict with line leaders' efforts to apply on the job what they learned in training. If aspects of the environment frustrate these efforts, there's little chance that learners will persist through the difficult reinforcement phase.

You and other senior executives will play the crucial role here, examining organization policies, evaluating standards and protocols and updating business practices to make them compatible with and supportive of desired leader behaviors.

5. What You Can Do to Ensure Your Investment Pays Off

If you want your leadership development programs to deliver the results you expect, you'll need to make sure that the key players in the learning triangle (trainers, trainees and their managers) are working together to fulfill their individual responsibilities for quality assessment, training and—most importantly—reinforcement. To energize the triangle, you'll need to do the following:

EXECUTIVE ACTION #1: Ensure that participants' MANAGERS are prepared to support the process.

Changing leadership behavior depends largely on what happens before and after assessment and training. For each participant there is a direct manager who will sponsor attendance, oversee participation and assure the quality and quantity of reinforcement that follows. Based on the consistency of their support and coaching during reinforcement, managers can make or break the transfer of new knowledge into improved behavior in the workplace.

It's critically important that you ensure that managers are ready, willing, and able to carry out their role in the learning triangle:

- Coordinate with trainers to facilitate assessment, learning and reinforcement.
- Function effectively as performance coaches. If needed, arrange for refresher training (see Appendix 2).
- Provide thoughtful, meaningful feedback as part of individual pre-training assessment.
- Meet with each attendee before training to:
 - Review the results of the pre-training assessment
 - Identify personal learning goals and define expectations
 - Preview post-training reinforcement steps and accountabilities
- Integrate performance coach responsibilities into their job descriptions and performance evaluations.
- Model the same skills their subordinate managers and supervisors will be learning. If appropriate, arrange for them to attend the leadership training in advance.

- Design incentives and recognition to be linked to measurable improvements in supervisor performance.

EXECUTIVE ACTION #2: Expand the role of the LEARNING/TRAINING STAFF.

Inform learning/training executives that as they manage leadership development programs, they'll be responsible for the following:

- Identify conflicts and barriers to the application of desired leadership skills in the workplace and make recommendations to correct the problems (see Appendix 3).
- Arrange for a customized leadership development program based on ***TRAIN-TO-INGRAIN*** principles.
- Acquire compatible behavior-based assessment and training technologies that meet the needs for assessment, learning and reinforcement (see Appendix 4).
- Incorporate strategies that promote transfer of learning from the classroom to the workplace (see Appendix 5).
- If needed, arrange for training to prepare managers to function effectively as performance coaches.
- Coordinate with learners' managers to facilitate the details of assessment, learning and reinforcement.

The assessment, learning and reinforcement of improved leadership skills happen in a context. Your role is to make sure this context is in place. You and other executives control "the system," which empowers or discourages the application of new leadership skills. With an understanding of how skill learning happens, you can get the learning triangle to work together to make it happen. Confident that you're taking a realistic approach, you can allow ample time for developing leaders to ingrain their new skills.

In sum, you have the power to achieve the elusive goal of permanently improving leader performance by influencing how others in your organization support this approach. Following ***TRAIN-TO-INGRAIN*** fundamentals, your leadership development program will ultimately achieve the results you expect and have a positive impact on business results.

Appendix 1

Transfer of Learning: A Review of the Literature

The general failure of traditional approaches to leadership development to change behavior is addressed in HR literature as a “transfer of training” problem—the inability to carry classroom learning forward into improved performance in the workplace. This issue was recognized by experts over 50 years ago and has persisted as a focus for research and writing ever since.

The irony is that decision-makers continue to see assessment and training as “events.” They continue to believe that administering a round of 360-degree feedback or that conducting a course or workshop will change on-the-job behavior. But experts have repudiated this notion.

James N. Mosel reported “mounting evidence that shows that very often the training makes little or no difference in job behavior.” The author concluded that ingraining a skill requires not just job-focused training, but “rewards and punishments, incentives and deterrents in the job situation,” all of which are controlled by management. (“Why Training Programs Fail to Carry Over,” *Personnel*, 1957, pp. 56-64).

How widespread is the pain? From Tim Baldwin and Kevin Ford: “There is a growing recognition of a ‘transfer problem’ in organizational training today. It is estimated that while American industries annually spend up to \$100 billion on training and development, not more than 10% of these expenditures actually result in transfer to the job.” (“Transfer of Training: A Review and Directions for Future Research,” *Personnel Psychology*, May 1982, pp. 63-105.)

Two authorities on this issue, Mary Broad and John Newstrom, concluded over ten years ago: “Considering all types of training and low levels of transfer found by HRD researchers, a generous assumption is that perhaps 50% of all training content is still being applied a year after training delivery. Considering our rough estimate of \$50 billion spent on formal training per year, that means a loss of \$25 billion a year to organizations for training not fully used on the job.” (*Transfer of Training*, 1992, p. 12).

More recently, Robert Brinkerhoff and Anne Aking asserted in their book, *High Impact Learning* (2001), that "almost all organizational training is a marginal intervention and has only slight effects on performance improvement. They concluded further: "If we define 'training impact' as simply the transfer of knowledge and skills to on-the-job performance, research [S.I. Tannenbaum and G. Yukl, "Training and Development in Work Organizations," *Annual Review of Psychology*, 1992, pp. 399-441] indicates that impact of training is realized only for about 15 percent of all training participants. When we define the impact of training more rigorously, such as the application of new knowledge and skills to enhance performance in a way that makes a worthwhile difference to then business, then our evaluation studies typically show even more dismal results."

The researchers aren't saying that training never transfers to on-the-job performance. Certainly it has always been true that many self-starters and lifelong learners persist in spite of barriers. But these exceptions don't add up to the return on investment executives are looking for.

Interestingly, the experts say the problem isn't with the training, but with what happens afterward. John Newstrom's study surveyed trainers to identify and rank order the most serious barriers to transfer. He found that the most significant shortfall was "lack of reinforcement on the job." The next most serious impediment was "interference by the immediate environment," meaning work and time pressures, insufficient authority, ineffective work processes, inadequate equipment or facilities. ("The Management of Unlearning: Exploding the 'Clean Slate' Fallacy," *Training and Development Journal*, August 1983, pp. 36-39).

This study concluded that any form of follow-up is rare: L. M. Saari, T. R. Johnson, S. D. McLaughlin, and D. M. Zimmerle: "A Survey of Management Training and Education Practices in U.S. Companies," *Personnel Psychology*, 41, April 1988, pp. 731-743.

In 2005, Jack Zenger, Joe Folkman and Robert Sherwin: "Talk to any group of layman or professionals about what is broken in the current learning and development process, and most will tell you it's the lack of serious post-training follow-through." The authors concluded that less than 5% of training and development funds are committed to what happens after training. ("The Promise of Phase 3," *T&D*, January 2005, pp. 30-34).

Appendix 2

The Manager's Role to Develop Subordinate Leaders

Most organizations think of managers in their operational roles, not as key players in leadership development. However, because of their experience and frequent contacts with supervisors, managers have a major influence on whether newly learned skills will be reinforced and eventually ingrained. **TRAIN-TO-INGRAIN** envisions an active role for managers:

Before

- Understand the realities of skill development and the need for extensive reinforcement
- Attend the same course in advance to prepare for role modeling
- Review course content to understand what participants are learning
- Attend refresher training to sharpen performance coaching skills
- Meet with supervisor to review feedback and set learning goals
- Establish a learning contract with supervisor
- Schedule time for supervisor to complete pre-course preparation and exercises

During

- Redistribute supervisor's workload
- Protect supervisor from interruptions about workplace issues
- Attend orientation and selected training sessions to observe or participate

After

- Meet with supervisor to review course and plan for on-the-job reinforcement
- Encourage supervisor to review course with team
- Help supervisor recognize opportunities to apply new skills
- Meet with supervisor to guide learning from skill application experiences
- Observe learner's on-the-job application of skills
- Give constructive feedback, coaching and encouragement
- Role model leadership skills
- Meet to review post-course feedback assessment and progress
- Recognize and reward learner successes

Appendix 3

The Alignment Audit

One common reason that leadership development programs fail to produce lasting changes in behavior is that routine aspects of an organization's system may actually conflict with applying new leadership skills. Typically, these are unintended barriers that once detected can be transformed into elements that encourage the desired behaviors. 20/20 Insight GOLD may be used to survey managers concerning aspects of the system that discourage supervisors from applying new skills. It may also be used as a platform for a mini-survey that addresses potential issues. Here are the typical areas of potential conflict:

- Do the work duties of supervisory leaders require them to apply the new skills?
- Is successful application of new skills praised, recognized and rewarded?
- Do supervisors' job descriptions reflect desired leadership skills?
- Do supervisor's performance evaluations describe desired leader performance?
- Do organization climate surveys address supervisory leadership performance?
- Does the organization do a good job of promoting individuals who demonstrate the desired leadership skills?
- Does the organization try to hire supervisors who have the desired leadership skills?
- Do managers' job descriptions reflect "performance coach" responsibilities?
- Do managers' performance evaluations describe a "performance coach" role?

Appendix 4

Technologies for Behavior-Based Assessment, Blended Learning and Reinforcement

Multi-source feedback is by far the most effective way to measure leadership skills. When it is delivered in concert with blended training technology, the impact is enormous. Quantified information about their leadership performance helps managers and supervisors focus during training sessions—to exploit specific strengths and to address specific areas that need improvement.

And they're keenly motivated to stay focused and persist during the difficult period of reinforcement, because they know the same benchmark assessment that revealed their strengths and areas for improvement will be administered again after training to measure progress. The technologies that support the TRAIN-TO-INGRAIN process are **20/20 Insight GOLD** and **Supervision Series GOLD**.

20/20 Insight GOLD, published by Performance Support Systems, is a universal assessment platform that lets you create and use practically all the feedback surveys you'll need before, during and after training. It can be used for 360-degree feedback, pre- and post-training competency surveys, ongoing individual feedback, and team and organization climate surveys.

The system comes with an extensive library of surveys for supervision, management, executive leadership, customer service, customer satisfaction, sales, instruction, administrative performance, organizational climate, team development and individual skill development, and more. It also supports easy self-customization: items, categories, scales, narrative questions, respondent relationships, instructions, developmental recommendations and report formats. The most versatile feedback system currently available, it may be used in web-based, intranet, disk or paper modes.

20/20 Insight GOLD is also the most economical feedback system of its kind. Price includes software and free software upgrades, free technical support for one year, administrator training, facilitator reference CD, free onsite self-customization, unlimited report printing with respondent comments, free individual and aggregate reports, and free individual development planning software for everyone in the organization.

In addition, quantity discounts are available on subject licenses with unlimited usages. During the past decade, millions of people have participated in **20/20 Insight GOLD** feedback projects.

The **Supervision Series GOLD** curriculum, published by Vital Learning Corporation, is a blended training (online plus classroom) courseware series that helps participants effectively address the recurring challenges that every team leader, supervisor, or manager faces on a regular basis.

The comprehensive behavior-based curriculum features a “how to” approach focused on practical leadership challenges such as:

- Developing Performance Goals & Standards
- Providing Performance Feedback
- Improving Work Habits
- Coaching Job Skills
- Essential Skills of Communication
- Delegating
- Communicating Up
- Resolving Conflicts
- Essential Skills of Leadership
- Managing Complaints
- Effective Discipline
- Supporting Change
- Hiring Winning Talent
- Leading Successful Projects

The **Supervision Series GOLD** curriculum is available via classroom workshop, online, or a blended combination of classroom and online. The courseware includes resources to help learners reinforce their skill development after the sessions end by applying the techniques on-the-job.

Both award-winning technologies are based on the same supervisory leadership research; the key behaviors that are introduced and reinforced in the blended **Supervision Series GOLD** are exactly the same behaviors assessed by **20/20 Insight GOLD**.

And both technologies were designed to support the all-important reinforcement phase of leadership development. The tools and references used in assessment and training are also used during reinforcement, minimizing your investment in time and money.

Appendix 5

Strategies That Transfer Learning to the Workplace

Before

- Pre-course feedback assessment
- Managers attend training in advance of supervisors
- Managers review course materials
- Managers attend performance coach training
- Managers meet with supervisors to review feedback and focus for training
- Supervisor peers attend training together

During

- Explain impact of new skills on business results
- Workplace-related practice exercises
- Discussions with peers about workplace challenges and experiences
- Senior managers endorse the training
- Introduce developmental journal
- Contracts with manager, peers and team members
- Managers redistribute supervisor workload
- Managers protect supervisors from workplace issues

After

- Managers meet with supervisors to review course and plan reinforcement
- Supervisors meet with team to review course and reinforcement plan
- Post-course feedback assessment
- Ongoing multi-source feedback
- Learning support groups
- Facilitated “brown bag” lunch discussion groups