**Analysis of Factors Affecting Leadership Training Transfer Within a Health System Context: Learning from the Experience of Kenya’s Healthcare Leaders.**

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**Abstract:** Knowledge transfer in organisations is evidently being recognized as a key determinant of organisational competitiveness. Research evidence confirms that the conditions under which knowledge is transferred has great influence on organisational performance improvement. However, even though organisations are realizing positive impact of knowledge on performance, drivers and barriers for successful knowledge transfer in different scopes and contexts are under-represented. The study sought to bridge the current gap between theoretical perceptions on knowledge transfer and the leadership reality today. This is achieved through identification and analysis of factors affecting leadership knowledge transfer in healthcare organizations in Kenya. Mixed methods design without a random assignment was adopted, to provide evidences on effective strategies for transferring knowledge as well as its facilitators and barriers. The study participants were 39 Strathmore Business School, healthcare leadership, management and governance (LMG) program alumni. The group were trained between the year (2011-2016) from 19 counties in Kenya, from the public, private and faith-based health sector. The results indicate that transfer mechanisms related positively with the extent to which managers supported and reinforced the use of learning on-the-job (P=0.021); the extension to which training is designed to give trainees ability to transfer learning to job application and training instructions match the job requirement (P=0.027); and the opportunity to use the learning at work environment (P=0.022). The results provide evidence that ability scales (transfer design and opportunity to use learning) and work environment scale (supervisors support to use learning) plays a mediating role between the training learning and performance improvement, in a healthcare leadership context. The study concludes with recommendations that can be integrated successfully and inform future programs design and partnerships within the health system healthcare organisations towards maximization of knowledge transfer process from classroom setting to work environment.

**Keywords:** Healthcare performance, learning transfer system inventory scale, team-based coaching, priority challenge project.