

MIT Training Delivery Guide

Full Scale

Delivery Method Matrix

Developed by Kate Kibbee and Jeannette Gerzon

Use this matrix to guide you in selecting a training delivery method that most appropriately meets your needs. Review the items listed as most effective/least effective under each delivery method. Using the answers you gave on the Key Question Form, find the delivery method that best matches your needs and resources.



The Training Alignment Team (TAT) sponsored a survey to understand which training delivery methods are experienced as most effective for learning by MIT employees.

- This symbol represents information taken from the MIT Training Delivery Methods Survey Report. Click on the icon to bring you to the report or go to <http://web.mit.edu/training/tat/tdmsurvey.html>

Delivery Method	Most Effective When...	Least Effective When...
Classroom Training with Instructor		
Participants attend training where an instructor presents material and there is an opportunity for interaction and hands-on learning or practice	<p>Content</p> <ul style="list-style-type: none"><input type="checkbox"/> developing interpersonal skills<input type="checkbox"/> hands-on practice is required<input type="checkbox"/> discussion is needed<input type="checkbox"/> interactive experience is integral to learning <p>Resources</p> <ul style="list-style-type: none"><input type="checkbox"/> there are at least 8 hours of available development time for every 1 hour of classroom training<input type="checkbox"/> an appropriate space is available<input type="checkbox"/> there's only one instructor to many students<input type="checkbox"/> course can be repeated with little updating <p>Participants</p> <ul style="list-style-type: none"><input type="checkbox"/> it's important for people to get to know each other<input type="checkbox"/> there are many smaller groups of 10-20 participants<input type="checkbox"/> participants can gather in the same location	<p>Content</p> <ul style="list-style-type: none"><input type="checkbox"/> trying to correct performance issues<input type="checkbox"/> objective is that material needs memorization (large amount of factual material to be covered)<input type="checkbox"/> there is a mismatch between the knowledge & skills of participants, and others learning is dependent on those skills <p>Resources</p> <ul style="list-style-type: none"><input type="checkbox"/> an appropriate location is not available<input type="checkbox"/> there is no time to practice/apply skills learned during class<input type="checkbox"/> the course designer is not in your department<input type="checkbox"/> there are not at least 8 hours of available development time for every 1 hour of classroom training <p>Participants</p> <ul style="list-style-type: none"><input type="checkbox"/> one-to-one coaching is necessary<input type="checkbox"/> participants cannot gather in one location<input type="checkbox"/> when skill level varies among participants
	<p><input checked="" type="checkbox"/> Classroom training with instructor was chosen more often than any other method as most effective for learning. It was rated highest overall and 30% higher than the next highest rated method. It was also rated highest on 3 of the 4 subject matter areas.</p>	<p><input checked="" type="checkbox"/> Not being able to go at one's own pace, specifically being held back by others' skill levels and questions, lessened the effectiveness of training for 5% of respondents.</p>

Delivery Method	Most Effective When...	Least Effective When...
-----------------	------------------------	-------------------------

One-on-One Tutorial		
---------------------	--	--

<p>Instructor provides individual instruction to one learner</p>	<p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> dealing with performance/ development issues <input type="checkbox"/> duration is short <input type="checkbox"/> structure isn't needed <p>Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> internal expertise is available <input type="checkbox"/> private space is available <input type="checkbox"/> there is one instructor for each participant <p>Participants</p> <ul style="list-style-type: none"> <input type="checkbox"/> there is a small number of participants <input type="checkbox"/> follow-up with participants is necessary 	<p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> learning from other participants is important <input type="checkbox"/> interacting with others is an integral part of the learning <input type="checkbox"/> group discussion is needed <input type="checkbox"/> there is a large amount of content <p>Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> no local expertise is available <input type="checkbox"/> the instructor cannot commit the time required <p>Participants</p> <ul style="list-style-type: none"> <input type="checkbox"/> there are a large number to be trained
	<p><input checked="" type="checkbox"/> Overall, one-on-one tutorial appears to be the second most effective for respondents when they can only choose one method. When asked to rate methods individually for effectiveness, one-on-one tutorial was ranked highest. "It's hands-on, personal, generally quick as it addresses my individual need."</p>	<p><input checked="" type="checkbox"/> Comments associated with the synergy of being with others in the classroom suggest there is a benefit from hearing other participants' perspectives, opinions, and experiences. These respondents noted that working with others adds to the overall learning experience.</p>

Lecture/Demonstration		
-----------------------	--	--

<p>In-person lecture/ demonstration on a particular topic with limited interaction and practice</p>	<p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicating a policy change <input type="checkbox"/> material is at a beginner's level <input type="checkbox"/> content is well documented and available <input type="checkbox"/> information is for awareness only <input type="checkbox"/> it is a one-time presentation <p>Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> participants are able to meet in one location <input type="checkbox"/> subject matter expertise is available <p>Participants</p> <ul style="list-style-type: none"> <input type="checkbox"/> the group is large <input type="checkbox"/> the group has some familiarity with the topic 	<p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> a group discussion is needed <input type="checkbox"/> developing performance or addressing behavioral issues <input type="checkbox"/> hands on practice is required <input type="checkbox"/> there is a large quantity of material <input type="checkbox"/> a new skill needs to be taught <input type="checkbox"/> a group discussion is needed <input type="checkbox"/> material is complex <p>Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> subject matter expert is not on hand <input type="checkbox"/> participants are not easily convened <p>Participants</p> <ul style="list-style-type: none"> <input type="checkbox"/> the group is small <input type="checkbox"/> participants have no knowledge of content
	<p><input checked="" type="checkbox"/> Approximately 41% of the respondents chose lecture/demonstration over the other delivery methods to learn about a procedural or policy change.</p>	<p><input checked="" type="checkbox"/> What is least effective depends on what is being communicated. For policy changes, a lecture (even email) is fine, but would be least effective for something that involves a long complicated procedure</p>

E-learning, Facilitated		
-------------------------	--	--

<p>Instruction delivered electronically with an instructor or facilitator who sets the pace and/or offers interaction (e.g., webcasts or scheduled Internet instruction)</p>	<p>Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> discussion will add value when e-learning is mode of choice <p>Resources:</p> <ul style="list-style-type: none"> <input type="checkbox"/> there are 40 hours of course development time available for every 1 hour of e-learning instruction 	<p>Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> addressing performance issues <input type="checkbox"/> developing interpersonal skills <p>Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> there is not adequate technical equipment <input type="checkbox"/> training is one-time only <input type="checkbox"/> there is no technical staff available for support
--	--	--

Delivery Method

Most Effective When...

Least Effective When...

E-learning, Facilitated *continued*

- there is a significant budget for development
- there is a webmaster available
- using e-learning for prerequisite material to shorten classroom training
- people need to convene, but there is no available space
- technical staff for support is available

Participants:

- there is a large group
- guidance is needed and group cannot convene

- there are not at least 40 hours of development time available for every 1 hour of e-learning instruction

Participants:

- participants lack technical skills
- small group

Almost a third (31%) of all respondents noted that having the opportunity to ask questions and having someone available to answer questions is what they value in their training.

Of the seven methods, e-learning, facilitated was generally, though not always, rated least effective. That is, live interaction was a key variable in respondents choosing classroom training, and the ability to go at one's own pace was important in their choice of the self-paced methods. E-learning, facilitated employs none of these key factors seen as effective for learning by respondents.

E-learning, Self-paced

Training delivered electronically (e.g., computer-based via the Internet or with CD-ROMs) in which learner sets own learning pace.

Content:

- used for re-training on a regular basis (compliance)
- content can be broken into smaller increments
- using e-learning for prerequisite material to shorten classroom training
- content has a narrow focus

Resources:

- there are 40 hours of course development time available for every 1 hour of e-learning instruction
- there is substantial money available for development
- in-house e-learning expertise is available to design the course
- technical expertise and support are available
- content expertise is available
- participants can only devote a short amount of time daily to training
- it is expected that participants will fulfill training requirements during non-office hours

Participants:

- participants are technologically savvy
- participants are self-motivated
- there are varied levels of experience & ability
- there is a large number of participants required to complete a specific training

Content:

- training involves building relationships
- content needs frequent updating
- content is complex
- content is broad

Resources:

- there are not at least 40 hours of development time for every 1 hour of e-learning instruction
- there are no course design resources available
- technical resources are not available
- there ain't no computers!

Participants:

- participants are not comfortable using technology
- interaction with others is vital
- it is anticipated that participants will have questions

Delivery Method	Most Effective When...	Least Effective When...
E-learning, Self-paced <i>continued</i>		
	<p><input checked="" type="checkbox"/> Comments (12%) suggested the great importance to some respondents of learning at one's own pace (most often associated with e-learning, self-paced).</p>	<p><input checked="" type="checkbox"/> The most reported reason (13%) for not finding self-paced methods (e-learning, self-paced or self-paced, non-electronic) to be effective was that participants found it easier to procrastinate or not prioritize the training. These comments also suggested that lack of accountability gave respondents less motivation to start or complete training.</p>
Self-paced Learning, Non-electronic		
<p>Learner follows a course of study, setting own learning pace (e.g., with printed materials such as books or manuals, not via the Internet)</p>	<p>Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> content is narrowly focused <input type="checkbox"/> a specific skill needs to be learned <p>Resources:</p> <ul style="list-style-type: none"> <input type="checkbox"/> there is no in-house expertise <input type="checkbox"/> there are no mandated deadlines <input type="checkbox"/> participants have the flexibility to go at their own pace <input type="checkbox"/> classroom space is limited <input type="checkbox"/> time allows flexibility <p>Participants:</p> <ul style="list-style-type: none"> <input type="checkbox"/> participant is self-motivated <input type="checkbox"/> there are large numbers of participants <input type="checkbox"/> participants can't leave their work site <input type="checkbox"/> participants have different schedules to complete training 	<p>Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> addressing performance or development issues <input type="checkbox"/> teaching interpersonal skills <input type="checkbox"/> content involves complex information that requires instruction <p>Resources:</p> <ul style="list-style-type: none"> <input type="checkbox"/> there is no time to explore or develop what participants have learned <input type="checkbox"/> a skill evaluation is required <input type="checkbox"/> feedback from another person is needed <p>Participants:</p> <ul style="list-style-type: none"> <input type="checkbox"/> building relationships is an integral part of the learning <input type="checkbox"/> participants lack reading skills <input type="checkbox"/> participants are not motivated to learn <input type="checkbox"/> training is not a priority
	<p><input checked="" type="checkbox"/> Some written comments (12%) suggest the importance of pace geared to individual needs. Being able to go at one's own pace, as well as not being slowed down or pressured to keep up was seen as positive.</p>	<p><input checked="" type="checkbox"/> Seen as one of the least effective method is Self-paced learning, non- electronic. Examples of written explanations regarding why this answer was chosen include, "It just doesn't get done. It sits in the pile that gets higher and higher, and it doesn't have the pressing priority of other things."</p>
Blended Learning		
<p>Combines e-learning with instructor-led classroom training or one-on-one instruction.</p>	<p>In addition to the guidelines outlined in each method above, consider this method when content is both interpersonal skill learning and involves large amounts of factual content. (i.e. ability to study materials electronically between in-classroom experience.)</p>	<p>In addition to the guidelines outlined in each method above, consider any potential compliance issues if participants receive only a part of the Blended Learning offered.</p>
	<p><input checked="" type="checkbox"/> Some written comments (12%) suggest the importance of pace geared to individual needs. Being able to go at one's own pace, as well as not being slowed down or pressured to keep up was seen as positive in blended learning, e-learning, self-paced, and one-on-one methods.</p>	<p><input checked="" type="checkbox"/> These data suggest respondents believe they can learn effectively with all seven training delivery methods surveyed. Nonetheless, clear preferences for specific methods were made by respondents when given a choice.</p>