MIT Training Delivery Guide

Full Scale

Delivery Method Matrix

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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	**Content** __ developing interpersonal skills __ hands-on practice is required __ discussion is needed __ interactive experience is integral to learning **Resources** __ there are at least 8 hours of available development time for every 1 hour of classroom training __ an appropriate space is available __ there's only one instructor to many students __ course can be repeated with little updating **Participants** __ it's important for people to get to know each other __ there are many smaller groups of 10-20 participants __ participants can gather in the same location	**Content** __ trying to correct performance issues __ objective is that material needs memorization (large amount of factual material to be covered) __ there is a mismatch between the knowledge & skills of participants, and others learning is dependent on those skills **Resources** __ an appropriate location is not available __ there is no time to practice/apply skills learned during class __ the course designer is not in your department __ there are not at least 8 hours of available development time for every 1 hour of classroom training **Participants** __ one-to-one coaching is necessary __ participants cannot gather in one location __ when skill level varies among participants
	☑ 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.	☑ 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.

Delivery Method	Most Effective When…	Least Effective When…

One-on-One Tutorial

Instructor provides individual instruction to one learner	**Content** __ dealing with performance/ development issues __ duration is short __ structure isn't needed **Resources** __ internal expertise is available __ private space is available __ there is one instructor for each participant **Participants** __ there is a small number of participants __ follow-up with participants is necessary	**Content** __ learning from other participants is important __ interacting with others is an integral part of the learning __ group discussion is needed __ there is a large amount of content **Resources** __ no local expertise is available __ the instructor cannot commit the time required **Participants** __ there are a large number to be trained
	☑ 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."	☑ 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.

Lecture/Demonstration

In-person lecture/ demonstration on a particular topic with limited interaction and practice	**Content** __ communicating a policy change __ material is at a beginner's level __ content is well documented and available __ information is for awareness only __ it is a one-time presentation **Resources** __ participants are able to meet in one location __ subject matter expertise is available **Participants** __ the group is large __ the group has some familiarity with the topic	**Content** __ a group discussion is needed __ developing performance or addressing behavioral issues __ hands on practice is required __ there is a large quantity of material __ a new skill needs to be taught __ a group discussion is needed __ material is complex **Resources** __ subject matter expert is not on hand __ participants are not easily convened **Participants** __ the group is small __ participants have no knowledge of content
	☑ Approximately 41% of the respondents chose lecture/demonstration over the other delivery methods to learn about a procedural or policy change.	☑ 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

E-learning, Facilitated

Instruction delivered electronically with an instructor or facilitator who sets the pace and/or offers interaction (e.g., webcasts or scheduled Internet instruction)	**Content:** __ discussion will add value when e-learning is mode of choice **Resources:** __ there are 40 hours of course development time available for every 1 hour of e-learning instruction	**Content:** __ addressing performance issues __ developing interpersonal skills **Resources** __ there is not adequate technical equipment __ training is one-time only __ 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 *continued*

| | ☑ Comments (12%) suggested the great importance to some respondents of learning at one's own pace (most often associated with e-learning, self-paced). | ☑ 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. |

Self-paced Learning, Non-electronic

| Learner follows a course of study, setting own learning pace (e.g., with printed materials such as books or manuals, not via the Internet) | **Content:**
__ content is narrowly focused
__ a specific skill needs to be learned

Resources:
__ there is no in-house expertise
__ there are no mandated deadlines
__ participants have the flexibility to go at their own pace
__ classroom space is limited
__ time allows flexibility

Participants:
__ participant is self-motivated
__ there are large numbers of participants
__ participants can't leave their work site
__ participants have different schedules to complete training | **Content:**
__ addressing performance or development issues
__ teaching interpersonal skills
__ content involves complex information that requires instruction

Resources:
__ there is no time to explore or develop what participants have learned
__ a skill evaluation is required
__ feedback from another person is needed

Participants:
__ building relationships is an integral part of the learning
__ participants lack reading skills
__ participants are not motivated to learn
__ training is not a priority |
| | ☑ 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. | ☑ 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." |

Blended Learning

| Combines e-learning with instructor-led classroom training or one-on-one instruction. | 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.) | 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. |
| | ☑ 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. | ☑ 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. |