# MIT Training Delivery Guide

## Delivery Method Matrix

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](image)

## Delivery Method

### Classroom Training with Instructor

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

- 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

- 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.”

#### 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

- Approximately 41% of the respondents chose lecture/demonstration over the other delivery methods to learn about a procedural or policy change.

#### 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

- 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

**Most Effective When…**
- 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

**Least Effective When…**
- there are not at least 40 hours of development time available for every 1 hour of e-learning instruction

**Participants:**
- there is a large group
- guidance is needed and group cannot convene

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.

### 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

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.
<table>
<thead>
<tr>
<th>Delivery Method</th>
<th>Most Effective When…</th>
<th>Least Effective When…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E-learning, Self-paced</strong></td>
<td>Comments (12%) suggested the great importance to some respondents of learning at one’s own pace (most often associated with e-learning, self-paced).</td>
<td>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.</td>
</tr>
</tbody>
</table>
| **Self-paced Learning, Non-electronic** | 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  
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. | 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  
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**         | 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. |