

## **Decision Matrix – Training Delivery Methods\***

### **Determining a meaningful response to “we need training for this”**

#### **STEP ONE: training or awareness?**

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Determine skill sets needed to address the issue. Think about the learning objective(s): As a result of this training, the participant will be able to....

With the skills and learning objectives in mind, consider the following:

Is the main response to this issue one of raising awareness?

Is the main goal to share simple information?

Is this response to address an “outlier” issue - only encountered once in a while?

If any yes answers, then consider a “communications” approach (memo, email, webinar, poster, agenda topic for routine conference calls) and not a training approach. You are done.  
If no to all of the above, proceed to STEP TWO.

#### **STEP TWO: instructor-facilitated or not?**

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Does the skill set and/or learning objective require instructor-facilitated discussion? Use the following considerations to guide your thinking:

Does the objective require critical thinking?

Is interactive experience integral to learning?

Is the content emotionally sensitive, distressing, or volatile?

Is the content values/belief oriented?

Is there a risk for misinterpretation without discussion?

Is there significant “myth busting” that must occur in training the issue?

If any yes answers, then proceed to STEP THREE.

If no to all of the above, then proceed to STEP FIVE.

#### **STEP THREE: synchronous or asynchronous?**

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Should the content be delivered using synchronous (communication in real time) or asynchronous (communication not in real time) delivery? Considerations:

Does the learning objective require real-time monitoring?

Is the content emotionally sensitive, distressing, or volatile? (answer again)

Does the learning objective require real-time participant responses?

If any yes answers, then the delivery method should be instructor-facilitated synchronous.  
Proceed to STEP FOUR.

If no to all of the above, then the delivery method should be instructor-facilitated asynchronous (message boards, posted on-line reading with emailed questions and answers).  
You are now done.

#### **STEP FOUR: in-person or virtual?**

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Should the instructor-facilitated synchronous training be in-person or virtual? Considerations:

Is the learning objective reliant on monitoring participants' emotional responses through visual observation?

Is the learning objective reliant on visually observing participants' practical application of knowledge or skills?

If yes, then proceed with in-person classroom delivery. You are now done.

If no to all, then proceed to STEP SIX.

#### **STEP FIVE**

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The learning objective may be enhanced by instructor-facilitated discussion; however, you have the option of proceeding to develop a non-instructor-facilitated delivery method (for example, podcasts, documents, archived webinars, asynchronous e-learning courses). You are done.

#### **STEP SIX**

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The learning objective may be enhanced by in-person delivery; however, you have the option of delivering the training virtually (live webinars, videoconferences). You are done.

\*Modified from the Decision Matrix developed by the Ohio Child Welfare Training Program.

#### **THE SUPERVISOR AS THE "DELIVERY METHOD"**

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No matter what delivery method is selected, consider how the supervisor can be used to strengthen the learning.

##### **Supervisory Case Consultation**

Supervisory case consultation includes supervisory activities that promote and develop the responsibility, skills, knowledge, attitudes, and adherence to ethical, legal, and regulatory standards in the practice of child welfare services. It involves face-to-face contact between a supervisor and worker during which the worker appraises the supervisor of the status of a specific case, the case is discussed, the supervisor provides feedback and guidance in working the case, and evaluates worker performance. Supervisory case consultation will be required at critical junctures in the development and updating of family functioning assessments; safety planning and safety monitoring; and case planning and progress assessments. In addition, supervisory case consultation will be requested as needed by child protective investigators and case managers or provided more frequently at supervisory discretion for new workers.

### **Transfer of Learning Strategies**

Research documents the critical role of supervisors in assisting frontline staff as they transfer learning from the classroom to their day-to-day practice. Supervisors must have the knowledge, skills and tools to: help workers master material from any new pre-service or in-service training developed, including e-learning modules; support staff as they apply new skills and knowledge; guide workers as they adapt what they learn to local needs and conditions.

### **Coaching**

Coaching includes the ability of supervisors to demonstrate mastery of the department's practice model through their supervisory activities in the office as well as to model through field activities with children and families.