

Different methods of delivery L&D and their advantages and issues

	<i>Potential advantages are . . .</i>	<i>However . . .</i>
Classroom-based	<ul style="list-style-type: none"> • All learners are given the same information, providing consistency. • Different methods of learning can be used within the same session. • Learners can work together and may learn from each other. 	<ul style="list-style-type: none"> • Individuals may worry about asking questions in front of others. • Some of the interaction between trainer and learners may be lost in a big group.
On the job	<ul style="list-style-type: none"> • Employees learn while actually carrying out their roles. • Some people may be more comfortable in a less formal environment and with individual support. 	<ul style="list-style-type: none"> • This relies on the skill of the person leading the training. • It may teach the person the 'normal' way rather than the 'best' way. • This may not be seen as a high priority if it is just 'fitted in' around other commitments.
E-learning (learning that is administered and delivered electronically)	<ul style="list-style-type: none"> • This can be tailored to meet individual needs and learners can access the materials at any time to fit it around their job. • Learners' progress can usually be tested. 	<ul style="list-style-type: none"> • Not all employees may be computer literate. • This may not be suitable for some topics where it is important to build communication/practical skills.
Bite-sized activities (learning is delivered in small chunks rather than over a full day or number of consecutive days)	<ul style="list-style-type: none"> • It is easier to concentrate over shorter periods of time. • Learning can be built up gradually. • Learners can practise their skills in between sessions. 	<ul style="list-style-type: none"> • This can be more complex to organise because all parties will need to be available over a range of dates.
Secondments (a temporary move or 'loan' of an employee to another part of the organisation or to a different organisation – CIPD 2009).	<ul style="list-style-type: none"> • Provides career and personal development opportunities and can be part of an organisation's talent management programme. 	<ul style="list-style-type: none"> • Organisations may only have limited capacity to facilitate these arrangements.
Lectures	<ul style="list-style-type: none"> • Useful way to impart information to a group of people. • Provides the chance for learners to ask questions. 	<ul style="list-style-type: none"> • Some people find it difficult to just sit and listen.

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<p>Action learning (an approach to learning based on individuals working on real problems – CIPD 2008b).</p>	<ul style="list-style-type: none"> • Employees can see the relevance of the activities and benefit from working together in teams. 	<ul style="list-style-type: none"> • This method needs to have an effective facilitator. • It can be time-consuming and expensive.
<p>Role-plays (employees take on different characters to undertake conversations or scenarios)</p>	<ul style="list-style-type: none"> • Useful for job roles with high levels of customer interaction. • Provides the opportunity to deal with difficult issues within a safe environment. 	<ul style="list-style-type: none"> • Employees may have had negative experiences in the past. • All employees have to take their roles seriously.
<p>Coaching (developing a person's skills and knowledge so that their job performance improves. . . It usually lasts for a short period and focuses on specific skills and goals – CIPD 2008a).</p>	<ul style="list-style-type: none"> • Employees receive tailor-made attention. • Employees can be supported to develop both professionally and personally. 	<ul style="list-style-type: none"> • All parties need to be very clear about what coaching is (and what it isn't). • Relies on a good relationship between coach and employee to be effective.
<p>Mentoring (a relationship in which a more experienced colleague uses their greater knowledge and understanding of the work or workplace to support the development of a colleague – CIPD 2008a)</p>	<ul style="list-style-type: none"> • It is usually related to the specific job role and the skills are therefore easier to transfer. • Can be used to complement more-formal learning and development opportunities. 	<ul style="list-style-type: none"> • It can be time-consuming because normally carried out by an internal colleague. • It relies heavily on the skills of the mentor.