

Subject Matter Expert (SME) to Trainer



Credit Union National Association

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Introduction

You have been demonstrating skills, sharing knowledge, and influencing the world around you long before you were offered this exciting new opportunity. Your success in your current position—along with your experience and interpersonal skills—has led you to a very exciting opportunity.

This course helps you transform your passion for learning, your credit union expertise, your ability to work with people, your natural talent as a teacher, and your desire to support the growth of your credit union into a new role for you: a professional trainer!

BASIC Training

Begin with the end in mind

Acknowledge Adult Learning Styles

Strategize for Success

Incorporate Instructional Design Methods

Commit to Active Learning

Trainers like you have a unique experience. Your role in the organization allows you to affect the bottom line of the organization, while interacting with and influencing all levels of employees, from frontline staff to senior executives. The goal of this course is to assist you with a BASIC knowledge of the training function, to help you tailor your training for your learners.



This course is “basic training” to help you transition from subject matter expert to expert trainer.

- First, it’s a good idea to **Begin** with the end in mind. Think about what success will look like, in terms of training goals and objectives.
- **Adult** learners have different needs. You will learn about different learning styles and preferences.
- You will learn how to develop **strategies** for facilitating learning, and consider the different roles and timeframes involved in training.
- The “I” in Basic stands for **instructional design**.

You will see how using an instructional design model can help you build and deliver effective instruction.

- Last, the “C” is for **committing to active learning**. This is how you engage learners, address their needs, and encourage them to participate in the learning process.

The BASIC concepts for this course are presented with these specific learning objectives in mind.

Objectives

Upon completing this course you will be able to:

- Recognize the four characteristics of adult learners;
- Describe three learning styles;
- Identify the various roles and timeframes involved in the successful transfer of training;
- Recognize the steps involved in the ADDIE model of instructional design;
- Recognize eight elements of effective lesson plans, and
- Use a four step process to engage the learner.

Begin with the End in Mind

Begin with the end in mind

A

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C

Where do you start? The desired outcome of any training is improved performance by the participant. Performance improvement occurs with:

- Careful preparation and focus;
- Practice;
- Feedback; and
- Support.

Learning must be also be “real world” applicable. In other words, learners must have opportunities to try out new skills and knowledge on the job in order to change their performance.

Ask Questions

ASK = Attitude, Skills, Knowledge

In 1956 Benjamin Bloom identified categories of learning behavior to assist in the design and assessment of educational learning. These categories are Cognitive, Psychomotor, and Affective. More simply, they can also be labeled Knowledge, Skills, and Attitude.

- **Knowledge** (*Cognitive*) What does the learner need to know? Does the learner need to develop intellectual skills, such as understanding principles?
- **Skills** (*Psychomotor*) What does the learner need to be able to do? Does the learner need to develop new abilities?
- **Attitude** (*Affective*) This deals with feelings, values, motivations, and attitudes. How is the learner expected to perform? While attitude cannot be taught, as a trainer, you are in a unique position to influence. You can help the learner explore and observe through skill practice, debates, and self analysis.