

## Differences between a Subject Matter Expert (SME) and a Trainer

SME	Trainer
<ul style="list-style-type: none"> <li>Responsible on how tasks are to be performed and the order</li> </ul>	<ul style="list-style-type: none"> <li>Responsible on how that material will be presented (e.g., demonstrate – practice – hands-on test)</li> </ul>
<ul style="list-style-type: none"> <li>Knows the technical jargon</li> </ul>	<ul style="list-style-type: none"> <li>Decide if that jargon needs to be explained</li> </ul>
<ul style="list-style-type: none"> <li>Provide the performance objectives</li> </ul>	<ul style="list-style-type: none"> <li>Turn the objectives into viable learning objectives (task, conditions, and standards) and experiences</li> </ul>
<ul style="list-style-type: none"> <li>Establish acceptable performance levels</li> </ul>	<ul style="list-style-type: none"> <li>Decide how that performance will be evaluated (e.g., written, hands-on, oral)</li> </ul>

## Types of Experts

(We sometimes lump all of these people into the category of SMEs)

Expert	Trainer
Exemplary Performers	<ul style="list-style-type: none"> <li>Able to perform tasks</li> <li>Worthy of imitation</li> <li>Do not have a great deal of knowledge about the peripherals surrounding the task</li> </ul>
Subject Matter Experts (SME)	<ul style="list-style-type: none"> <li>Know the subject or task</li> <li>Do not presently perform in that area, but has past experience</li> </ul>
Expert Performers	<ul style="list-style-type: none"> <li>Exemplary performers, but have the knowledge about the peripherals of the task</li> </ul>
Those Affected	<ul style="list-style-type: none"> <li>Know the issues/problems first hand</li> <li>Sometimes used when no other experts are available, but use them and not just to test your solution</li> </ul>

*Adapted from Big Dog & Little Dog's Performance Juxtaposition*

## How to select the right person for a training job

	<b>Candidate with training background</b>	<b>Candidate with automotive background (SME)</b>
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Ability to connect with the learners</li> <li>• End-user perspective</li> <li>• Knowledge of training methodology</li> </ul>	<ul style="list-style-type: none"> <li>• Mastery of subject</li> <li>• Ability to understand advanced concepts</li> <li>• Ability to learn new skills by building on previous knowledge</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>• Possible lack of formal automotive training</li> <li>• Limited knowledge of the subject</li> </ul>	<ul style="list-style-type: none"> <li>• Possible difficult translating / transferring knowledge</li> <li>• Assumptions regarding of "slope" of learning curve</li> <li>• Lack of experience with classroom management, including pacing instruction</li> </ul>
<b>Opportunities</b>	<ul style="list-style-type: none"> <li>• Developing stronger technical knowledge base</li> <li>• Blending technology concepts with training methodologies</li> </ul>	<ul style="list-style-type: none"> <li>• Learning interactive training methodologies for moving from lecture to learning</li> <li>• Utilizing technology skills to help develop advanced training modules</li> </ul>
<b>Threats</b>	<ul style="list-style-type: none"> <li>• Possible tendency to "train from a script"</li> <li>• Possible inability to answer "hard questions"</li> </ul>	<ul style="list-style-type: none"> <li>• Possible inability to engage learners</li> <li>• Challenges from learner regarding instruction style</li> </ul>

*Adapted from article by Wendy Finger*

# Trainer Self-Assessment

Evaluate yourself on the following items related to your own classes. Be honest with yourself and go with your initial feeling. For responses of 1 or 2, add comments where you think you can improve.

<b>Instructor:</b> _____
<b>Score:</b> _____ (165 possible)

5 = Strongly Agree    4 = Agree    3 = Neutral    2 = Disagree    1 = Strongly Disagree    N/A = Not Applicable

## Class Management

	Section Total: _____ (25 total)					
I am in the room at least 60-90 minutes before the training is scheduled.	5	4	3	2	1	N/A
I am ready when people arrive.	5	4	3	2	1	N/A
Greet participants as they arrive and made them feel welcome.	5	4	3	2	1	N/A
Training starts on time as determined by the sponsor.	5	4	3	2	1	N/A
Give time for breaks and start on time after breaks.	5	4	3	2	1	N/A
Comments: _____						
_____						

## Room & Facility

	Section Total: _____ (15 total)					
Seating arrangements are appropriate, neat, attractive, and inviting.	5	4	3	2	1	N/A
Equipment & backup plan for failure, and handouts are ready prior to the start.	5	4	3	2	1	N/A
Food and beverages are offered.	5	4	3	2	1	N/A
Comments: _____						
_____						

## Presentation Content

	Section Total: _____ (20 total)					
Cover the content and exercises in the appropriate time frames.	5	4	3	2	1	N/A
Refer to the book's page numbers to keep students following along.	5	4	3	2	1	N/A
Cover the class objectives in the beginning of class to set expectations.	5	4	3	2	1	N/A
I have the applicable tools and equipment for each class.	5	4	3	2	1	N/A
Comments: _____						
_____						

## Delivery of Instruction

	Section Total: _____ (45 total)					
Deliver the content in a logical, organized manner.	5	4	3	2	1	N/A
Prepare thoroughly prior to new course topics.	5	4	3	2	1	N/A
Use good judgment in tailoring the plan to fit the majority of participants.	5	4	3	2	1	N/A
Give clear, step-by-step instructions for each topic.	5	4	3	2	1	N/A
Effectively balance different skill levels (beginner vs. advanced).	5	4	3	2	1	N/A
Teach at the appropriate level for the participants; don't talk over their heads.	5	4	3	2	1	N/A
Keep class on track and smoothly bring people back from tangents.	5	4	3	2	1	N/A
Offer other materials and resources to assist them back on the job.	5	4	3	2	1	N/A
Make notes of follow-up items or use some type of mechanism.	5	4	3	2	1	N/A
Comments: _____						
_____						



## Giving Effective Feedback on a Presentation

How you give feedback is just as important as what you want to convey to the presenter. Your feedback should always focus on helping to improve the skills and confidence of a presenter.

### How to Say It

- Ask the presenter if you can give them feedback first if it was not prearranged for you to provide feedback.
- If you do set up in advance to provide feedback, ask the presenter if he/she would like you to watch for any specific aspect of their presentation. For example, "Would you watch how many times I move back and forth?"
- Make your feedback timely. Don't wait a long time to compliment or provide constructive feedback.
- State up front that this is your opinion and you are speaking only for yourself.
- You are not speaking on behalf of the audience or the organization.
- Avoid using "We", say "I" instead.
- Do not use impersonal phrases that might imply that someone other than you is giving the feedback. Avoid "They say", "One must", and other vague phrases.
- Avoid judgment words such as "Good presenters don't", "That was the wrong thing to say", "You did", or "You were".
- Use words that describe your own reactions: "I was impressed with", "I was confused about", "I think the presentation would have been clearer if", and "I liked it when".
- Look directly at the presenter when giving feedback.
- Smile.
- This is not a speech, and you should do nothing that calls more attention to yourself than to your effort to help the presenter.
- The presenter should always walk away feeling motivated and eager to do another presentation.
- Conclude on a positive note and add a memorable story or quote to emphasize a key point.

#### Sources:

*Effective Speech Evaluation: Tips and Techniques for Giving Helpful Evaluations*, Toastmasters International, Mission Viejo, CA, 2011

*The Exceptional Presenter*, Timothy J. Koegel, Greenleaf Book Group Press, Austin, TX, 2007

*The Leadership Excellence Series: Giving Effective Feedback*, Toastmasters International, Mission Viejo, CA, 2011

*The Orderly Conversation: Business Presentations Redefined*, Dale Ludwig & Greg Owne-Boger, Granville Circle Press, Minneapolis, MN, 2014

*Making a Presentation*, NAPA Training online eLearning course

## Giving Effective Feedback on a Presentation

Everyone appreciates positive and constructive improvement when speaking in public! People work hard on their presentation and deserve helpful comments and feedback. Below are tips about giving effective feedback about a presentation.

### What to Look For

#### Preparation

- Did the presenter look prepared?
- Are there items that would have aided the presenter? Note cards, PPT notes pages, etc.?
- Was the presenter nervous?
- Was there an air of assurance and directness?
- Did you understand the purpose of the presentation (information, persuade, sell, etc.)?

#### Vocal

- How loud did the speaker talk?
- Could everyone in the room hear the presenter?
- Did the presenter vary their speaking?
- Could the presenter have used more pauses, variation in speed, or volume changes to add more interest to the presentation?
- How many um, ah, like, you know filler words did the presenter say?
- Were there any incorrect uses of the English language?
- Could the presenter have enhanced their presentation with more variety of words?

#### Body Language/Gestures

- Did the presenter make eye contact with everyone in the room?
- Did he/she focus on one side of the room too much?
- Were their hands and arms used effectively and not distracting? (e.g., talked too much with their hands)
- Did he/she speak with enthusiasm and poise?
- Was there anything physical that was distracting (jiggling change in pocket, hair in face, swinging glasses, etc.)?

#### Visual Aids

- Did the visual aids relate to the presentation?
- Did they enhance what the presenter had to say?
- Were they positioned appropriately?
- Did the presenter block any part of the visual aids from the audience?
- Did the presenter always face the audience (i.e., did not show their back)?
- What could the presenter have done differently to use visual aids more effectively?

#### Area

- Did the presenter move about a reasonable speaking area?
- Could the speaker have moved around the room more or less?
- Did he/she stay in sight of all members of the audience?

#### Audience Reaction

- Did the audience appear to stay engaged with the presenter?
- Did they respond as expected by the presenter (laugh at the right times, etc.)?
- Was there sincere interest in what the presenter had to say?
- How did the presenter handle impromptu questions from the audience?

#### Organization of Presentation

- Was there a clear organization to the presentation?
- Could you pinpoint the opening, body, and conclusion of the presentation?
- Were the supporting evidence and examples to the main points?
- Was the conclusion strong, include an additional point to emphasize a key point, and have a call to action?

