



WELCOME TO THE STR WEBINAR

Those who can do, can't teach





Welcome to a series of Webinars

Today, we're going to talk about how we maximize the value of our subject matter experts (SMEs) and why they need to be connected to Instructional Designers (IDs):

Future Webinars will cover: How we create a structured approach that ensure the SME and ID relationship is successful and how we build great teams



Meet the SME

A subject matter expert (SME) is a person with deep knowledge and expertise in a specific topic.





Meet the ID

An instructional designer (ID) creates learning experiences based on learning science and neurological research.



Poll

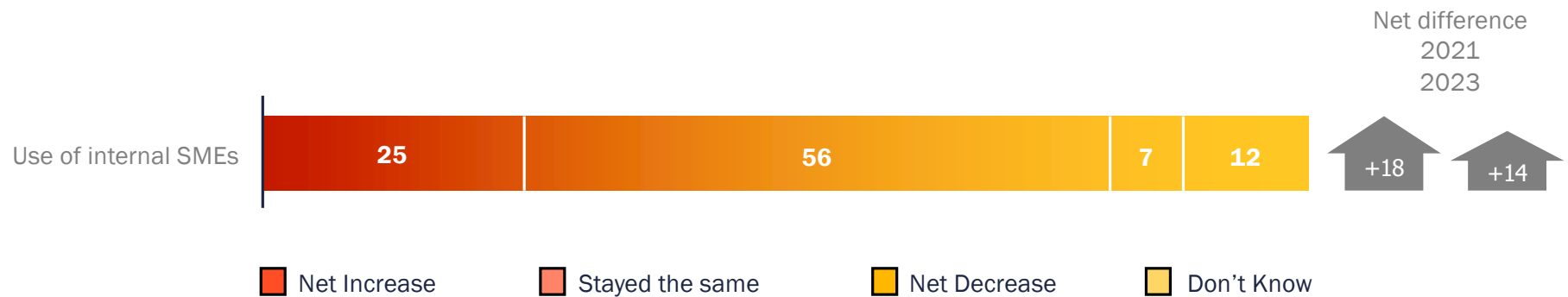
Are you currently using subject matter experts (SMEs) to help with course creation or planning to do so in the near future?

- Yes
- No





You Are Not Alone



L&D departments turned to SMEs 18 percent more in 2023 than they did in 2021.

Source: 2023 CIPD Learning at Work Survey Report



What Subject Matter Experts Bring

- Technical expertise
- Company context
 - Processes
 - Best practices
 - Other
- Assurance of accuracy
- Stories that bring concepts to life
- A way to leverage resources





Poll

What role do your SMEs typically play?

- Advisor
- Reviewer
- Content Creator
- Presenter
- Depends on the project





Chat

What is your main reason for using subject matter experts?

- Help with with workload
- Subject matter is too technical for L&D staff
- Colleagues insist that SME does content creation



The First Instinct...

... is to have them do a workshop or a webinar.

How well does this work?





Poll

How is that working for you?

- Great! They consistently create engaging, effective content
- Fine. The path can be rocky but we get to something usable
- Not so great. The process is stressful and the outcome is substandard.





What is the impact of having SMEs design and deliver workshops/webinars

Pros:

- An easy and familiar way to transfer SME knowledge
- Learners can have questions immediately answered
- May provide practice opportunities



Cons:

- It is all 'tell'
- Inconsistent messaging
- Pacing may not fit all participants
- Difficult to scale
- It's all about the SME (the star)





The challenge...

It is said...

‘Those Who Can’t Do, Teach’



The challenge...

Likewise...

'Those Who Can Do, Can't Teach'





Why Is This?

SMEs know so much, they have trouble thinking like a beginner.

- The tendency is to:
 - Tell it all at once, or
 - Start from the middle
 - Use jargon

This is overwhelming for learners.



What Learners Need

New concepts introduced and clearly defined at a rate they can mentally process and digest.

- In other words:
 - The right concepts...
 - In the right order...
 - At the right time ...
 - With the right pacing

A trickle of information, rather than a flood. Every drop matters.





Learning experiences need to...



Engage the brain...



to form new understanding and
neural pathways...



step by step

Most SMEs don't know how to do this!



The tricky part

Creating great learning experiences, is a complex process...

...one that takes instructional design expertise to create.





Three steps to great learning

A high-level design:

- Sets learning objectives and outcomes
- Organizes content focus and flow
- Determines delivery method and creative approach

1

Topic Overview

BUSINESS RATIONALE:

Sales Executives who have completed this topic and are equipped with the skills to sell to senior management are likely to improve their win rates, thus benefitting DHL with sales efficiency and increased business.

TOPIC OUTCOME:

As a result of completing this topic, the learner will know how to sell to senior management.

TOPIC LEARNING OBJECTIVES:

After completing this topic, the learner will be able to:

- Describe what they need to do to successfully engage with senior management, and compare this with operational or middle management level
- Prepare to have a sales conversation with senior management
- Recognise the senior management perspective on the key business issues and insights that affect their customers
- Have a business-focused sales conversation with senior management, using appropriate language

LEARNER EXPERIENCE:

After completing this topic, the learner will feel:

- Clear on what they need to do before meeting with senior management
- Worthy of the conversation with senior management – they will have earned the right to be at the table
- Confident they can sell to senior management

OUTSIDE THE SCOPE OF THIS TOPIC:

The following subjects are relevant to this topic, and will be touched on, but **not covered** in detail:

- Gaining access to senior management (the topic assumes that a first meeting is already booked)
- Stakeholder mapping, as this is covered in the *Gaining Consensus* topic
- Sources of business insight, as this is covered in the *Insight Selling* topic
- Building a business case

CONTENT FLOW:

1
Navigating the
hierarchy
(e-learning)

2
Preparing for a
meeting
(e-learning)

3
At the meeting
(e-learning)



Three steps to great learning

Then...

A detailed design specifies what learners will see, hear and do.

2

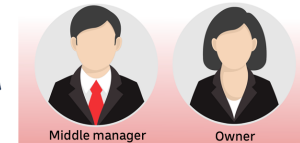
INTERNAL USE

This would be Synthesia using the Befana and Imarn characters, but not naming them just yet. They should be dressed and have backgrounds reflecting their positions, maybe a studio for the Middle Manager (who will be revealed later as the marketing manager) and glitzy office for the owner.

What's Different?

We'll let this middle manager and company owner tell you. Click each one to learn more.

I manage the day-to-day tactics that carry out the company's strategy, thinking in terms of weeks and months. My concerns are centered on our department's operational details, ensuring everything runs smoothly. I'm busy but flexible, adapting to ever-changing demands while striving to meet our targets effectively.



As the owner, I'm focused on developing our company's strategy, with a clear emphasis on the big picture and long-term perspective. I'm also externally focused, concerned about possible impacts on our business. Every moment counts in my busy schedule, as I ensure our decisions align with our goals for the next 2-3 years.



Three steps to great learning

Development:

- Brings it to life
- Makes it fully functional

3



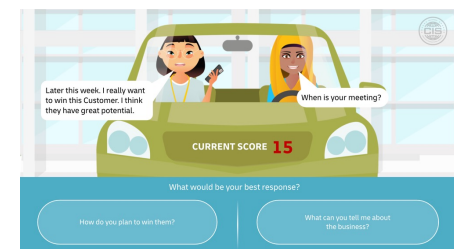
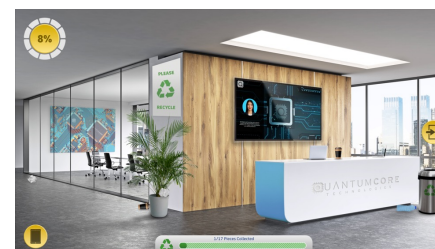
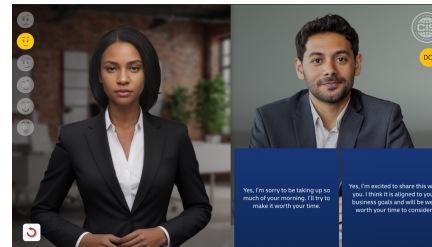


But Design Is Complex!

Every element is chosen to:

- Engage senses
- Create the desired impact: elicit learning!

Workshops have similar elements.





E-learning as a solution

- Effectively transfers knowledge
- Delivery of message is consistent
- Learners set the pace and can review as needed
- Less boredom or cognitive overload
- Provides practice opportunities via simulations
- Scalable
- Must be reinforced with application





Effective Instructional Design...

Leads to learning that is:

- Engaging
- Memorable
- Motivating





Effective Instructional Design...

The design principles are based on:

- Best practices that have been...
- Validated by research and...
- Developments in neuroscience

Most SMEs are not qualified to do this.





Can AI Help?

SME



E-Learning

“This is the solution”

-AI hype



Generative AI Can...

Take a data dump and:

- Organize and outline it
- Write learning objectives
- Write learning modules
- Specify test questions

... with caveats.





First... Generative AI often...

- Has trouble sequencing to build understanding
- Forgets to define new terms
- Brings in outside information
- Goes off on tangents
- Hallucinates

You can't release this to a learner 'as is' and expect acceptable results.



Second... without ID guidance, Gen AI produces content that is:

- Dry 'tell and test'
- 'Vanilla'
- Unengaging and uninspiring

Content that learners will not engage with, result is that people:

- Don't learn
- Don't retain





SME + AI \neq Effective E-learning

If it's not effective, why produce it?

- Waste of time
- Waste of resources
- Waste of budget

You never want your SME to work without an ID.

So, a better approach is...





A SME + ID Collaboration

- Both bring needed expertise



A SME + ID Collaboration

SME

- The subject/field
- Company practices and applications
- Current trends and future directions

Instructional design

- Learner personas and motivators
- Learning technology and tools





Poll

Do you currently use SME/ID Collaborations?

- Yes
- No





Chat Question – What Gets in the Way?

In your experience...

What gets in the way of a smooth collaboration that produces great results?





Typical Bumps

- Who is in charge?
- Content disagreements
- Creative disagreements
- Timelines and time pressures
- Personality clashes

(More detail to come in Webinar 2 of this series.)





For a Smoother Process

- Have clarity upfront about responsibilities
 - SME has last word in content
 - ID has last word on ID and development
- Work to gain mutual respect up front
- Accept that both will learn from the other
- Set realistic timelines
- Choose the right collaborators

More on these in Webinars 2 and 3 of this series.



Are We There Yet? (Maybe not...)

Well matched, the SME + ID collaboration has better outcomes than

- SME alone
- SME + AI

But ...





Engagement Is Still a Challenge

- 50% of employees rate their organization's e-learning 'fair to poor'
- 42% of L&D professionals consider creating engaging content to be their top challenge
- Only 23% of L&D departments have confidence in their ability to create engaging e-learning



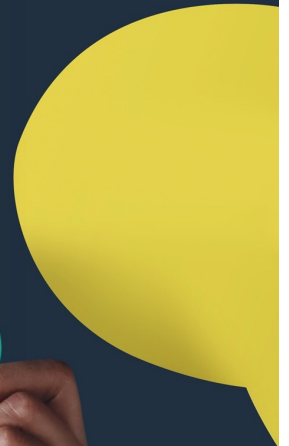
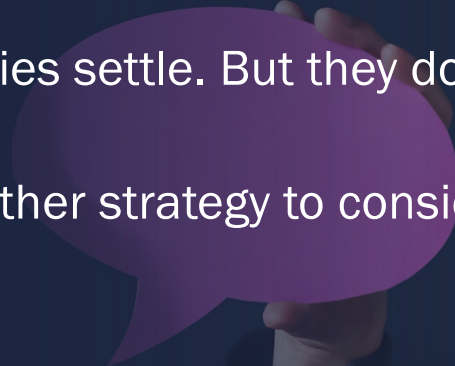


What Could be the Root Cause

- Tradition
- Time
- Talent and tools
- Budget

Many companies settle. But they don't have to.

There is one other strategy to consider.





Break the Pattern!

Work with ID's and designers who know how to use standard tools to create engaging e-learning for:

- Initial skills
- Follow-up workshops

Consider a third party who?

- Uses standard tools, not bespoke code
- Has experience working with SMEs
- Understands the strategic impact of Learning and has IDs to support this

Result

- Frees up your L&D resources
- Cost-effective — great results on a reasonable budget



THANK YOU

Those who can do, can't teach

