

Sample PMI outline

Principles of Learning

Learning is defined as “a change in behavior as a result of experience”. We examine how we, as facilitators and instructors, can develop the learning styles of our students to enhance their learning experience. Adult learning concepts are discussed in conjunction with various styles and theories of learning.

Psychological Issues

Although not trained psychologists, we must understand how we function and interact as humans to better enhance both our own teaching styles and the learning behaviors of our students. Here we not only examine our own abilities and needs as humans, but also the influence of stress and fatigue in the training environment.

Teaching Methods

Constantly changing with time, we keep up to date with the most modern and practical methods of instruction. This module not only encompasses teaching methods and leadership styles but class participation and active learning by all participants in the practical applications of these methods. Practical exercises in effective communication complete this module.

Teaching Aids

We may not be active in the decisions made regarding the types of aids available, so we must therefore be conversant with all the teaching aids, their advantages, disadvantages and ideal uses. “Tricks of the trade” are also covered where our experienced facilitators share some of their time proven training aid hints and suggestions.

The Critique

Usually one of the most poorly conducted but most used technique in training. Not only do we examine the aspects of the trainer as a critic but also the critique process itself. Again class participation is the prime focus of this module.

Culture

Our culture is how we do things around here. Our national culture, organisational culture and personal culture influence training every day. Most often these effects go unnoticed and as such can automatically adjust and prejudice our teaching. Although no one culture is perfect in every way, we examine in this module the tools to enhance the benefits of each culture in the training environment.

Situational Awareness

A vital practical application of current CRM issues is introduced and discussed from the perspective of various training situations. Not only must we maintain our own situational awareness but that of our student becomes our responsibility and teaching them the skills to achieve their situational awareness also falls into our hands. Here we will look at some practical tips and hints to assist with this process.

Decision Making

A day to day task, but one which must be addressed and assessed as it impacts our training environments. How do we include our students in this process? When is it appropriate? And what happens when we have to make a decision during training without their involvement? All these questions and more are addressed in this module.

Teamwork in Training

All too often we forget that our teaching environments involve large teams of people. How we achieve benefit from these members and apply this knowledge is discussed with actual examples for enhancement.

Documentation

As instructors and facilitators we must follow guidelines, syllabi, competency standards and company policy. In order to do this effectively we must understand their implications on the course and each lesson. We may also need to play an active role in the development of these documents. Here we discuss these formats in detail.

Instruction

As professionals we have responsibilities towards ourselves, our companies and our students. What is expected from us? How do we achieve this in an efficient and professional manner? How do we select the best instructors from our current staff and from those who wish to apply? These matters are all discussed in open format with our facilitators.