CERTIFIED INTERNATIONAL PROFESSIONAL TRAINER [CIPT]

PITMAN
Mirqab-Shuhada Str.-Souk Alsafat-3rd Floor

IPM HISTORY:

INSTITUTE OF PROFESSIONAL MANAGERS was created Five years ago as a private initiative designed to offer postgraduate training programs in the field of business administration and senior management in the United Arab Emirates, Qatar, the Arab Republic of Egypt &The launching of a group known professors and experts in the field of training and education in the Middle East IPM Has been established for cooperation with major universities, colleges and business schools and associations specializing in professional certification in the business administration

INTRODUCTION:

"Those who are successful in the new age are those
adept at re-orienting their own and others' activities
in untried directions to bring about higher levels of
Achievement." —Rosabeth Moss Kanter
Harvard Business School Professor and Author

Like trainees, training specialists are not a homogenous group. The training force in an organization has grown to include acorps of subject-matter experts, in-house facilitators, retired specialists, and contract providers. Training specialists may have specialized skills in one or more of the many facets of training design and delivery; however, they are also generalists, capable of organizing training n partnership with others to ensure a good match between need and delivery.

LEARNING ORGANIZATIONS

"The ability to learn faster than your competitors
May be the only sustainable competitive advantage."
—Arie De Geus Author and Consultant

Learning organization is one that recognizes the desire of people to learn and grow and provides them with that opportunity to enhance the future of the organization.

These principles translate into the following three key practices that enable an organization to promote and support continuous learning:

1. The ability to learn from each other
2. The ability to learn from personal experience
3. The ability to learn from the system (that is, organization successes and failures)

What we believe? What we know?
What we DO? We are Individuals

Learning is a process, not a thing that can be seen. It is individual and personal.

FIRST PERSPECTIVE: TEACHING

• Motivation: Why people learn?
• Instruction: How people learn?
• Context: How the part fits the big picture?
• Explanation: Step by step, digestible small chunks.
• Practice: Demonstrate, practice with supervision, solo.
• Evaluate: Verify learning.

SECOND PERSPECTIVE: EMPOWERED LEARNERS

• Co-design.
• Customize.
• Have Identity.
• Manipulate.
• James Paul Gee,
• What Video Games Have to Teach us About Learning and Literacy?

DAY 1&2: INTRODUCTION TO LEARNING:

• The Training Cycle:
    • Learning Exercise & Learning Cycle.
    • Left & Right Brains.
• Being an Instructor:
• Questions to ask yourself.
• Planning.
• Psychology of Learning.
• Learning Characteristics.
• Learning Concepts.
• Learning Generalizations.
• Learning Laws.
• Learning Rules.

DAY 3&4: BEFORE THE TRAINING:

•Training Objectives & Roles.
•Defining the training framework.
•Identifying participants.
•Designing & conducting needs assessments: strategies & tools.
•Developing learning objectives - workshop/session.
•Defining the role of the trainer & trainees
Training Material:
    oIdentify and assess existing materials.
    oAdapting materials.
    oIdentifying appropriate training techniques.

DAY 5&6: BEFORE & DURING THE TRAINING:

•Training Venue & Logistics:
    •Determining & selecting training venue.
    •Physical room arrangement.
    •Reviewing and evaluating the training logistics & support.
•During the Training
•Train the Trainers:
•Identifying differences between training & teaching.
•Applying Learning Principles.
•Using Appropriate Training Techniques.
    oTrainer Positioning
    oTips on looks and standing
    oTips on successful trainers
    oTips of things to avoid

DAY 7&8: AFTER THE TRAINING:

•Part I: During the Training
•Training Environment:
    •Creating positive learning environment.
    •Creating Energy in the Training Room.
    •Dynamic attention getters/energizers.
    •Increasing audience buy-in and participation.
    •Dealing with difficult participants.
•Reinforcement & Achievement:
    •Revisiting & Reinforcing Content.
    •Verifying achievement of learning objectives.
Part II: After the Training:
• Selecting training and evaluation methods.
• Assessing and summarizing training experiences.
• Assessing impact of training event.
• Reporting evaluation results.
• Applying outcomes of evaluation and review.
How to keep them learning after you've stopped teaching?

DAY 9&10: REVIEW:

•Recap Session.
•Trainers Time & action plan.
•Practical Sessions.

MDI CERTIFICATE FORMAT:
A framed certificate of completion will be awarded to class members who attend at least 80% of the 40 training hours are granted by Management Development Institute through the College of Business Adminis-tration at Missouri State University.

TRAINING METHODOLOGY:
Together with your fellow participants you bring a wide variety of experience and resources to the program. The course facilitator's role is to help you learn for yourself and to assist you as you make sense of new and very different, Extensive use of case studies, group exercises and discussion will all contribute to your enjoyable learning experience.

ABOUT IPM EXAMS

IPM COURSES PRE-REQUISITE:

BACHELOR DEGREE IN ANY FIELDS
　　　3 Years experience
　　　Copy of CV
　　　Copy of university Certificate
　　　2 Passport Pictures
FOR NON-BACHELOR HOLDER:
　　　Copy of CV
　　　10 Years of experience
IPM MEMBERSHIP:
　　　Attend the 40 hours course training
　　　Pass the course exam
IPM EXAM:
　　　40 Multiple Choose Question
　　　1 Hour Duration

IMPORTANT NOTE:
Exam fees are included in the course fees, in case the delegate fail in the exam he/she can re-take the exam free of charge, if he/she fail again a fees of 200$ should be paid, if he/she fail again training course should be re-taken before setting new date for the exam.