



Program Director  
Marilyn Laiken, PhD

# Masters Certificate in Adult Training and Development

## Find Out More Today!

Visit [seec.online/11698](http://seec.online/11698)

1. Watch a brief **video introduction** by Program Director Marilyn Laiken.
2. Join Marilyn for a **free 1-hour online information session**. Once you register, you will be sent your login details.
3. For **program content related questions**, ask Marilyn directly:  
Tel: 416.736.5079  
Toll free: 1.800.667.9380  
e-mail: [mlaiken@schulich.yorku.ca](mailto:milaiken@schulich.yorku.ca)

## Participant Profile

The *Masters Certificate in Adult Training and Development* program will be of particular value **to anyone in any organizational sector** who is responsible for designing, developing and implementing – as well as providing and delivering – training to others, including:

- Managers
- HR professionals
- Coaches
- Organization Development Professionals
- Workplace educators of all kinds

It will also greatly benefit **anyone considering transitioning to this important and dynamic field.**

## Unique Program Features and Benefits

- The program features a learner-centred approach and provides an excellent balance between theory and practice.
- You will have the opportunity to work with and learn from currently practising master facilitators, with experience across the public, private and not-for-profit sectors.
- Limited class size allows you to collaborate with and draw upon the expertise and experience of other program participants and learning professionals.
- The modules are designed to provide an in-depth learning experience with maximum possible scheduling flexibility.
- The program design respects a variety of learning styles and the need for adult learners to not be burdened with extra work between modules.

## Practicum

The choice of 1 of 3 rigorous practicum options provides an opportunity to apply everything you have learned in a real-world situation of your selection. Faculty support makes the Practicum a uniquely valuable learning experience.

## Certificate Options & Registration Details

1. **Masters Certificate**  
Modules 1 - 5 (14 days) + Practicum  
\$7,950 CDN + applicable taxes
2. **Masters Certificate (Advanced Standing)**  
Modules 1 - 5 + Module 6 or 7 (17 days) + Practicum  
\$9,450 + applicable taxes
3. **Masters Certificate (Advanced Standing with Distinction)**  
Modules 1 - 7 (20 days) + Practicum  
\$10,950 + applicable taxes

### Individual Module Enrolment:

Module 1: \$2,450 + applicable taxes  
Modules 2 - 5: \$2,950 + applicable taxes  
Modules 6 - 7: \$2,395 + applicable taxes

### Program Location & Time

Nadal Management Centre, 222 Bay Street, Suite 500, Toronto Dominion Centre, Toronto, Ontario M5K 1K2

**Sessions run:** 9:00 a.m. - 5:00 p.m.

- Fee includes program tuition, teaching materials, lunches and refreshments.
- A deposit of \$1,000 CDN is required to secure your place in the program.
- Full program fee is payable prior to start of program.
- SEEC's liability is limited to reimbursement of paid tuition fee.
- Contact us about tuition payment plans
- Modules, speakers, topics, dates, fees, and locations are subject to change.

### Optional Accommodations

Participants receive a special corporate rate at the Fairmont Royal York Hotel. For details please visit the **Contact and Locations** section of our website.

### Administrative Inquiries

Tel: 416.736.5079 | Toll Free: 1.800.667.9380  
e-mail: [exceedinfo@schulich.yorku.ca](mailto:exceedinfo@schulich.yorku.ca)



**Schulich**  
School of Business  
Executive Education Centre



To reserve your spot  
visit us online today:  
[seec.online/11698](http://seec.online/11698)



- Advanced standing Masters Certificate options (17 or 20 days) available.

# Masters Certificate in **Adult Training and Development**

Design, develop and deliver more effective workplace training programs.

## Program Insights Include:

Effectiveness is tied to the ability to recognize, understand and simultaneously manage factors both inside the learner and outside in the learning environment.

Learner-centred facilitation and experiential techniques increase interest, motivation and accountability among participants.

Skills to incorporate classroom design principles, best practices and facilitation techniques into virtual training.





# Effective training programs for adults in the workplace don't happen automatically.

Implementation requires a balance of theory and practice.

Business leaders have long recognized that upgrading their employees' skills – giving them the tools they need to excel – helps achieve their organization's business goals. **By cultivating capable employees, an organization helps guarantee its own success.** While new employees and those in evolving business roles need training the most, today's fast-changing competitive business environment means that **all employees must keep abreast of the latest developments if they are to remain responsive to clients' needs.** When each employee is a developing employee – supported to be the best they can be – they feel valued and motivated to do their job well.



## Effective adult education in the workplace is student-centred learning.

Unlike traditional teacher-centred learning where an expert instructor stands in front of a class lecturing, **student-centred learning puts adult participants front and centre. With student-centred learning, the instructor facilitates interactive experiences** among pairs and small groups, and enriches the learning environment by creating the opportunity for students to be much more responsive to each other, and dig into the material by sharing their experiences to the benefit of everyone in the cohort.

## Adult instruction balances what goes on inside and outside the learner.

Learners come with a whole host of differences such as learning style, cultural background and motivation. A good teacher needs to be **sensitive to these differences and take them into account** in the design and delivery of the curriculum. **This has to be balanced with the creation of an environment conducive to learning.** It should make participants feel safe and comfortable, and reinforce and validate them by furnishing a chance to express their opinions and connect their lived experiences to what is being taught.



# Masters Certificate in Adult Training and Development

*The Masters Certificate in Adult Training and Development* was developed to provide both **leading edge research and practical experience in the education of adult learners in the workplace**. The training function in organizations across sectors has become increasingly critical for organizational agility and responsiveness to client needs. **Well-educated facilitators are key to the success of these training programs.**

This program helps to **develop all of the essential competencies required to function as a professional in the teaching of adult learners in the workplace**. It was developed at the graduate level in response to expressed needs of Masters degree students, who felt that an introduction to adult learning principles needed to be **complemented by hands-on experiential practice in the skills of teaching adult learners.**

The program promises to expose learners to all of the core theory and practice of the training field, in order to develop professionals who not only **understand why they are teaching in certain ways, but also are able to skillfully apply this understanding** to their actual behaviour on the job.

## Key Take-Aways

- Understanding the Adult Learner and their specific needs
- Competence in needs assessment and program evaluation to insure that the learning meets those needs
- The ability to design a program using best practices based on adult education principles, whether face-to-face or virtually
- The ability to make up-front presentations that are lively and effective in conveying content
- The ability to facilitate a classroom group in a way that addresses the important and complex dynamics of group learning
- The ability to apply all of the above skills in a virtual learning environment

## ■ Overview of Course Modules

**See Certificate Options on back page for required modules.**

Participants have 3 years to complete all modules plus the Practicum, including Modules 6 and 7, if they choose to take those options. The first 5 modules may be taken in the order that suits participants' scheduling needs, however, they are encouraged to take the modules in order. Modules 6 and/or 7 can only be taken after completion of the first 5 unless they are being taken as 'stand-alone' modules.

---

Module 1: March 21 - 22, 2018 • June 13 - 14, 2018

### Understanding the Adult Learner

Explore key principles and processes of adult learning and training, with a focus on the participant as an adult learner, assessing trainer competencies, setting personal learning goals and clarifying values.

---

Module 2: April 4 - 6, 2018 • June 27 - 29, 2018

### Needs Assessment & Evaluation

Using a simple yet elegant model, you will learn about the factors that affect performance and be able to examine the needs assessment process and how it can be used in a variety of situations.

---

Module 3: April 18 - 20, 2018 • July 18 - 20, 2018

### Instructional Design

In this module, you will learn a step-by-step process for designing performance-based training that is relevant, engaging, and grounded in adult learning principles.

---

Module 4: May 2 - 4, 2018 • July 25 - 27, 2018

### High Impact Presentations

During this module you will learn why presentation skills matter in today's information-saturated world. Our emphasis will be on in-person presentations, with some reflection on conversion to effective online presentations.

---

Module 5: May 16 - 18, 2018 • September 12 - 14, 2018

### Learner-centred Facilitation

This module is designed to set you on the path to becoming a master facilitator. Building on the concepts learned in Modules 1-4, you will be taught the skills to become a learner-centred facilitator.

---

Module 6: October 10 - 12, 2018

### Rapid Elearning Design & Development\*

During this module you will learn all the basic skills required to build elearning courses in Storyline 2. You will gain an understanding of what constitutes excellent virtual design, to engage learners and accomplish learning objectives.

---

Module 7: November 7 - 9, 2018

(one class day + 16 hours over the next two days online in modules)

### Learner-centred Virtual Facilitation\*

This module explores the virtual classroom and the unique facilitation techniques that can be used to make learning most impactful in a virtual setting.

\* Advanced standing Masters Certificate options.

Visit us online to see detailed program content or register:  
[sec.online/11698](http://sec.online/11698)



See detailed program content & register

# Masters Certificate in Adult Training and Development

Visit us  
online to  
register!

<http://seec.online/11698>

## Detailed Program Content

### MODULE 1 • 2 DAYS

#### Understanding the Adult Learner

Explore key principles and processes of adult learning and training, with a focus on the participant as an adult learner, assessing trainer competencies, setting personal learning goals and clarifying values.

- Learn key principles and process of adult learning & training
- Reflect on yourself as the adult learner – trainer competencies, personal learning goals, and values clarification
- Recognize and manage factors outside of the learner – environment, learner-centered and experiential approaches
- Understand factors within the learner – learning style and other differences, motivation to learn

### MODULE 2 • 3 DAYS

#### Needs Assessment & Evaluation

Using a simple yet elegant model, you will learn about the factors that affect performance and be able to examine the needs assessment process and how it can be used in a variety of situations.

- Examine factors that affect performance
- Develop a needs assessment strategy to respond to a variety of situations
- Explore a range of data collection methods (organization audits, focus groups, nominal group technique, surveys and interviews)
- Use these tools in class and receive feedback on “live” application
- Learn how to apply all the above in the evaluation process

### MODULE 3 • 3 DAYS

#### Instructional Design

In this module, you will learn a step-by-step process for designing performance-based training that is relevant, engaging, and grounded in adult learning principles.

- Design e-learning, e-classroom and classroom training
- Design job aids and structured workplace learning
- Design training for technical skills
- Design training for interpersonal skills
- Design training for a relevant project of your choice

### MODULE 4 • 3 DAYS

#### High Impact Presentations

During this module you will learn why presentation skills matter in today's information-saturated world. Our emphasis will be on in-person presentations, with some reflection on conversion to effective online presentations.

- Learn a proven 7-step process to guide you through presentation preparation and delivery
- Learn methods for making your presentations memorable and compelling
- Gain enough practice and feedback to fuel your ongoing development for years to come
- Engage in exercises to help you continue to build your confidence and sense of presence

### MODULE 5 • 3 DAYS

#### Learner-centered Facilitation

This module is designed to set you on the path to becoming a master facilitator. Building on the concepts learned in Modules 1-4, you will be taught the skills to become a learner-centered facilitator.

- Increase interest, learning, motivation and accountability among participants
- Understand the phases of group development and how to respond as a leader
- Learn how to deal with conflict, how to give feedback constructively, how to read the symptoms of a group in trouble, and what to do about it
- Practise your facilitation skills in a safe, supportive environment
- Conduct a facilitated session with multiple attendees
- Properly set up the space for a facilitated session
- Identify and address common behavioural issues in the session
- Increase learner engagement by making it relevant to participants

### MODULE 6 • 3 DAYS

#### Rapid Elearning Design and Development\*

This module will provide you with all the basic skills required to design and build elearning courses in Storyline 3 or 360. You'll also learn how to design interactive, online courses that engage learners and accomplish stated learning objectives.



## UPCOMING PROGRAM DATES

**March 21 - May 18, 2018**

14 days over 3/4 months + practicum • Book now!



## Program Faculty (see complete bios online)

- Build a basic elearning course, based on storyboards. using Articulate Storyline 3 or 360
- Adapt the MCATD instructional design process for self-paced e-learning
- Scope requirements for elearning courses based on real-life cases
- Learn best practices for writing elearning storyboards
- Create advanced interactions using variables, conditions and triggers
- Update course to comply with AODA accessibility requirements

### MODULE 7 • 3 DAYS

(One class day + 16 hours over the next two days online in modules.)

## Learner-centred Virtual Facilitation\*

This module explores the virtual classroom and the unique facilitation techniques that can be used to make learning most impactful in a virtual setting.

- Explore and adopt virtual facilitation best practices when hosting virtual classroom sessions
- Incorporate virtual classroom design principles into your training materials
- Navigate and explore features and functions of the WebEx Training Center
- Use the WebEx Training Center to deliver a 20-minute virtual classroom session on a topic of your choice

### MODULE 8

## Practicum

The choice of 1 of 3 rigorous practicum options provides an opportunity to apply everything you have learned in a real-world situation of your selection. Individual coaching and mentoring by faculty provides the support needed to make the Practicum a uniquely valuable learning experience

Completion of the practicum is mandatory for all Masters Certificate in Adult Training and Development programs. The Practicum fee is included with your program tuition for those registering after May 2017.

### **Marilyn Laiken, PhD (Program Director)**

Program Director, SEEC Masters Certificates in Adult Training and Development and Organization Development;  
Program Director, SEEC/Schulich Centres of Excellence in OD and Change & Adult Training and Development;  
Professor Emeritus and Past Chair, Department of Adult Education and Counselling Psychology, OISE, University of Toronto.

### **Steve Blane**

Steven is an award-winning training consultant and instructional designer with close to 20 years experience.

### **David Donaldson**

David is an experienced facilitator, trainer, courseware developer and consultant with more than 25 years' experience.

### **Bindi Doshi, CTDP, MCATD**

Bindi is a specialist in Learning and Development in the areas of facilitation, instructional design and management with over 15 years experience.

### **Quintin Fox**

Quintin has 20 years experience in the field and is currently director of Training Development and Capacity Resourcing at Gay Lea Foods Co-operative.

### **Louise Grummitt**

Louise has more than 30 years' experience in instructional design and has worked closely with clients in many sectors.

### **Kevin Guerin, CTDP, MA**

Kevin is a leadership development specialist, trainer and facilitator with more than 20 years' experience.

### **Sandra Harris**

Sandra is a consultant specializing in leadership coaching, customized training and facilitation services. She is training as a psychotherapist.

### **Chris Hutcheson**

A graduate of the Certificate in Adult Education – Developing Human Resources Focus program at OISE/UT, Chris has nearly 30 years' experience.

### **Carley Inglis**

Carley is a manager of learning programs at Rexall Pharmacy Group and brings a fresh, "real world" perspective to the program and its facilitation.

### **Linda Lehtonen, MEd**

Linda is a facilitative consultant with 20 years experience in the areas of advanced facilitation skills, process consultation and team process.

### **Shawn Pariag, CTDP, PMP**

Shawn is senior manager, learning design, with Royal Bank of Canada, and currently the Learning Portfolio Lead for Retail Operations with a learner base of approx. 9000.

\* Advanced standing Masters Certificate options.