



Schulich
School of Business
Executive Education Centre

UPCOMING PROGRAM DATES

January 23 - May 10, 2019
January 29 - April 3, 2020

13 days over 3/4 months + practicum

LOCATION

Miles S. Nadal Management Centre
222 Bay Street, Toronto

Masters Certificate in Adult Training and Development

Design, develop and deliver more effective
workplace training programs.

**Convenient
New Format!**
Same great content!

Program Insights Include:

Effectiveness is tied to the ability to recognize, understand and simultaneously manage factors both within 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.



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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 learners 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 facilitator 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 theory 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 and experienced 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 design and facilitation of adult learning 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 working with 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 performing 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

Don't take our word for it! Read what past participants have to say about this program at <http://sec.online/11986>

■ Overview of Course Modules

Full Masters Certificate program consists of the following: Module 1 + choice of two modules from (2/3/4) + Module 5. Or register in single modules for individual certificates.

Module 1: January 23 - 25, 2019 / January 29 - 31, 2020

The Essence of Adult Learning and Teaching

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: February 25 - March 1, 2019 / February 24 - 28, 2020

Designing Learning for Performance

Part 1: February 25 - February 27 (morning)

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.

Part 2: February 27 (afternoon) - March 1

In this session, we'll explore a step-by-step process for designing performance-based learning that's relevant, engaging, and grounded in instructional design principles.

Module 3: March 25 - 29, 2019 / March 9 - 13, 2020

Creating High Impact Learner-centred Classrooms

Part 1: March 25 - 27 (morning)

This session is designed to set you on the path to becoming a master facilitator. Building on the concepts learned in previous sessions you will be taught the skills to become a learner-centred facilitator.

Part 2: March 27 (afternoon) - March 29

During this session 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 4: May 6 - 10, 2019 / March 30 - April 3, 2020

Dynamic eLearning Development and Facilitation

Part 1: May 6 - 8 (morning)

During this session 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.

Part 2: May 8 (afternoon) - May 10 (blended format - part in-class, part on-line).

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

Module 5: June 2019 - June 2020 / April 2020 - April 2021

Practicum in Adult Training and Development

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.

Required

Select two options

Required

Visit us online to see detailed program content or register:
sec.online/11986



See detailed program content & register



Program Director
Marilyn Laiken, PhD

Masters Certificate in Adult Training and Development

Find Out More Today!

Visit seec.online/11986

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

- New streamlined flexible format allows participants to choose the program electives which are best suited to their training/development environment.
- 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.

Registration Details

The Full Masters Certificate program consists of three components:

1. Module 1
2. Choice of two modules from (2/3/4)
3. Module 5

Or register in single modules for individual certificates.

Upcoming Session Dates

- January 23 - May 10, 2019
- January 29 - April 3, 2020

Masters Certificate Program Fee:

Full Certificate: \$8,450 + applicable taxes (includes practicum)

Standalone Module 1: \$2,950

Standalone Module 2, 3, or 4: \$3,995

Standalone Practicum: \$400

(applicable taxes extra for all fees)

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



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To reserve your spot
visit us online today:
seec.online/11986

Masters Certificate in Adult Training and Development

Visit us
online to
register!



<http://seec.online/11986>

Detailed Program Content

MODULE 1 • 3 DAYS

The Essence of Adult Learning and Teaching

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 • 5 DAYS

Designing Learning for Performance

Part 1: 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

Part 2: In this session, we'll explore a step-by-step process for designing performance-based learning that's relevant, engaging, and grounded in instructional design principles.

- Design e-learning, e-classroom and classroom learning
- Design job aids and structured workplace learning
- Explore case studies for technical and interpersonal skills
- Complete a relevant design project of your choice

MODULE 3 • 5 DAYS

Creating High Impact Learner-centred Classrooms

Part 1: This session is designed to set you on the path to becoming a master facilitator. Building on the concepts learned in Modules 1 and 2, 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

Part 2: During this session 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 4 • 5 DAYS

Dynamic eLearning Development and Facilitation

Part 1: This session 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.

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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

Part 2 (blended format – part in-class, part on-line): This session 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 5

Practicum in Adult Training and Development

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. Two webinars and individual coaching and mentoring by faculty provide the support needed to make the Practicum a uniquely valuable learning experience.

Completion of the Practicum is mandatory for the Masters Certificate in Adult Training and Development. Practicum fee is included with your program tuition.

Marilyn Laiken, PhD, MCOD, CTDP (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

Steve 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

After more than 30 years experience working with clients in many sectors, Louise is excited about the changes technology is bringing in instructional design.

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.