



# Writing Good Training Objectives

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# No-Brainer?

- Maybe you have seen something like this:
  - ✓ Upon completion of this unit, you will understand how to use formulas in a spreadsheet.
- How do you know they understand?

# Qualities of Good Objectives

- **Purpose:** Describes how a student will demonstrate knowledge, comprehension, and the ability to perform a specific task.
- **Need:** If well designed, the objectives ensure that a training solution teaches.
- **Function:** Communicates an intended result to students. Conveys a picture of what a successful student will be able to do.

# The “No-No Words” for Objectives

- To know
- To understand, or to *really* understand
- To appreciate, or to *fully* appreciate
- To grasp the significance of
- To enjoy
- To believe, to conceptualize
- To internalize

# Preferred Words for Objectives

- To write, to recite, to identify
- To sort, to solve
- To construct, to build
- To compare, to contrast
- To describe

Make objectives specific, observable, measurable.

Any objective that does not include an observable performance is not an objective.

# Can You Revise These?

- Know the needs for nursing care associated with the stresses of life situations and with common aspects of illness.
- Develop a critical understanding of the importance of management.
- Understand simple SQL statements.

# What to Include in the Objective

- **Performance:** What should the student be able to do?  
Performance clearly states what the student is expected to be able to do or produce.
- **Conditions:** Under what conditions should the student be able to do this?  
Eliminates guesswork by student; adds detail by describing each of the conditions needed; makes accurate measurement of student performance easier.
- **Criterion:** How well must it be done?  
This is a way to measure how competent a student is in performing a particular task.

# Can You Identify the Condition?

- Given a **list of factors** leading to significant historical events, be able to identify at least five factors contributing to the crash of 1929.
- Given a list of chemical elements, be able to recall (write) the valences of each.
- While blindfolded and presented with wine samples, be able to recognize (say) which samples were aged in oak casks.

# Criterion

- A criterion added to an objective provides:
  - A testing standard
  - A success measurement for students
  - A success measurement for the instructor
- Criterion should name appropriate ability, not a minimum level
- Some criteria might be speed, quantity, quality, accuracy
- Add a criterion:  
Be able to run the hundred-yard dash on dry, level track \_\_\_\_\_.

# Performance, Condition, Criterion

Given a Request for Proposal (RFP),

**Condition**

be able to write a proposal

**Performance**

in 24 hours

**Criterion**

with 2% or fewer content or typing errors.

**Criterion**

# Summary

- Describe what the student will demonstrate (performance)
  - Observable
  - Measurable
- Include conditions and criteria
- Use terms that are open to little interpretation