orgwide custom learning solutions

Phase 2: Design

How to Write Learning Objectives

The format known to work for stating clear objectives includes four characteristics that help an objective communicate a clear intent. An easy way to remember these components is to use the acronym "**ABCD**."

Audience Who will be doing the behavior?	➔	*Objective directed to…*	Identify who the objective is designed for, most likely training participants
Behavior What will they be able to do?	➔	*Observable action to be measured…*	State the specific, observable behavior or action that will be demonstrated
Conditions Under what conditions must the mastery of skill occur?	➔	*Under the following conditions …*	State the conditions you will impose when learners are demonstrating their mastery of the objective.
Degree What's good enough?	➔	*To a level of …*	State the degree or criterion by which performance is evaluated (e.g., speed, accuracy, quality).

Guidelines

1. Write objectives from the viewpoint of what the participant will be able to do.

2. Use active voice. Be as specific as possible. Avoid vague terms such as "know," "learn," "comprehend," "study," "cover," and "understand."

3. Learning must be observable and measurable so that the trainer can determine that the information or behavior has been learned.

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Examples:

- Upon completion of the lesson, general managers will be able to list, in sequence, the five steps of an effective process control method.

    - **Audience** – GMs
    - **Behavior** – list in sequence
    - **Condition** – upon completion of the lesson
    - **Degree** – all five steps of effective process control method

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- Participants will be able to describe five of the seven minimum requirements necessary to meet our certification process after reviewing the online lesson.

    - **Audience** – participants
    - **Behavior** – describe requirements
    - **Condition** – after reviewing online lesson
    - **Degree** – five of seven requirements
