

# Writing Objectives

## Instructional Systems Design – Learning Objectives

### Two Types of Objectives

Objectives are classified as either terminal or enabling..

#### Terminal Objectives:

- Terminal objectives represent the final outcome, or expected performance level, to be seen as the result of training - what behavior or skill the participants will be able to demonstrate after they have completed the course. Dependent upon the performance and measurement, these may be observable either at training course, or within a set time frame post training.

#### Enabling Objectives:

- Enabling objectives are the tasks that have to be mastered in order to complete the terminal objective. They can be thought of the building blocks that allow participants to successfully satisfy the terminal objective.

#### Examples:

The example below illustrates how enabling objectives (EO) build up to and support the overall terminal objective (TO). Completion of all of the enabling objectives allows for the terminal objective to be met and fulfilled.

- TO - Using Power Point, create a presentation that includes bulletted text, tables and an animation.
  - EO - Create bulletted text within a presentation using the standard house template.
  - EO - Within a presentation, build a table with a header, three columns and four rows in accordance with the standard house template format.
  - EO - Create both a text and graphic animation in a presentation using the standard house template.

#### Tips:

Terminal Objectives	Enabling Objectives
<ul style="list-style-type: none"> <li>• Contain more general statements than enabling objectives</li> <li>• Contain the three basic parts of an objective</li> <li>• Can be prerequisites of other courses</li> <li>• Provide the basis for enabling objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Are more detailed or specific than terminal objectives</li> <li>• Contain all of the basic parts of an objective</li> <li>• Serve as guidelines to gauge participants' skill level during training</li> <li>• Must be related to terminal objectives</li> <li>• Lead up to and allow for the achievement of terminal objectives</li> </ul>

### Three Components of an Objective

The three components of any objective statement are performance, condition, and measurement.

Performance	Condition	Measurement
<ul style="list-style-type: none"> <li>• Observable action/behavior</li> <li>• What they will do</li> <li>• Specific and concise</li> <li>• Must include action verb</li> <li>• Covers one behavior/task</li> </ul>	<ul style="list-style-type: none"> <li>• How action will be performed.</li> <li>• Circumstances/condition under which action will occur</li> <li>• Resources, skills, job aids.</li> <li>• Prepositional phrase</li> </ul>	<ul style="list-style-type: none"> <li>• Standard</li> <li>• Quality of the performance</li> <li>• Time, qualities, errors allowed or range of accuracy required.</li> <li>• Can be more than one</li> <li>• Clearly states what is required to meet the objective.</li> </ul>
Examples		
<ul style="list-style-type: none"> <li>• Complete a multiline upgrade</li> <li>• Locate the developer's guide</li> <li>• Identify positioning statements</li> <li>• Send an email</li> </ul>	<ul style="list-style-type: none"> <li>• Without the aid of the Equipment Guide</li> <li>• After reading all the assigned materials</li> <li>• Given a Blackberry and access to email set up instructions on InfoManager</li> <li>• Following participation in a role play</li> <li>• Provided several real-life customer scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• With a score of 80 percent or greater</li> <li>• Within 10 minutes</li> <li>• Without error</li> <li>• At a rate of three per customer</li> <li>• On three different models of the equipment</li> <li>• Five-minute presentation on a topic of his/her choosing</li> <li>• A promoter score as determined by quality</li> </ul>

#### Examples:

(Legend: Performance, Condition, Measure)

- Using open-ended questions to identify the customer's needs (condition), suggest at least two additional products or services to every customer (performance, measure).

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### Three Components of an Objective

#### Examples: (cont.)

(Legend: Performance, Condition, Measure)

- List the 4 parts that comprise communication (performance, measure) as defined by dictionary.com. (condition)
- State a set of the rules of engagement (performance, measure) for the records being worked by a B2B representative (condition), based on the data in InfoManager (additional measure).
- Using your defined objectives (condition), build the correct topic for each new evolution (performance) without referencing the Help Files (measure).
- Position related accessories (performance) at a rate of three per customer (measure) during each customer interaction (condition).
- Using netACE (condition), complete a single upgrade (performance) without error (measure).

#### Tips:

In writing objectives, sometimes “writer’s block” can set in. When that happens, try writing each component by itself. Ask yourself the following questions:

- For Performance – What is the observable action or task that has to occur?
- For Condition - How will that task or action happen?
- For Measurement – How will you or others know the action or task was completed successfully?

Performance	Condition	Measurement
<ul style="list-style-type: none"> <li>• Act on verb + Object</li> </ul>	<ul style="list-style-type: none"> <li>• Under what condition do these have to take place?</li> <li>• What is the situation?</li> <li>• What is given or not given?</li> <li>• What are the variables?</li> <li>• A combination of these</li> </ul>	<ul style="list-style-type: none"> <li>• How well?</li> <li>• How often?</li> <li>• How much?</li> <li>• How many?</li> <li>• How well we know it's ok or right?</li> <li>• Combination of these.</li> </ul>

#### Key Points to Remember:

- Objectives are written for the learner. They should clearly state what the learner will be able to do at training completion. They are NOT statements about how the learner will learn, or the process that will take place in training.
- Objectives are clear and concise. They are unambiguous, leaving no room for misinterpretation. There is a “balance” of verb age – not too much, and not too little.

#### Objective Development Checklist

Use this checklist as a guide to ensure your objectives are complete and accurate.

##### Performance Statement

1. The objective must state clearly what is expected of the learner in terms of task/behavior that can be observed and measured. Read the objective. Can you say in precise and active terms what the learner is expected to know or do? If yes go to next step. If no, rewrite.

##### Measure Statement

2. The objective allows you to decide how much or how well the learner will be able to perform the task/behavior. If a level of acceptable performance is stated it enables you to make accurate judgments. If the objective states this, move to next step. If not, rewrite.

##### Condition Statement

3. Does the objective state under what conditions the learner will carry out the required task/behavior? Is there a time constraint? Where will the task/behavior be performed, etc? Does the condition relate to an acceptable performance level? If yes, you're done. If no, rewrite.

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### Steps to Write Objective Statements

1. As the result of the needs assessment, list out each task/behavior/skill to be addressed in the space provided in the Performance column of the table below.
2. For each item identified in the Performance column, note how this should happen in the Condition column, and how it will be measured in the Measurement column.
3. Add more rows to the table as needed.
4. Once you have each of the three components for an objective, use the Final Objective Statement field to word smith your objective statement. Remember there is no specific order for the components within the statement. Make sure to keep it clear, concise and specific.

Performance	Condition	Measure	Final Objective Statement