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Nine times out of 10 when we ask folks, “Have you ever written instructional objectives?” We get a resounding “YES!”

When we ask for an example of an instructional objective they have written we usually get something like this:

At the end of the session, you will be able to do XYZ.

To which we want to answer a resounding “NO, that’s wrong!”, but of course, we *don’t* because that’s not good trainer etiquette.

Instead, we explain how this is a *great* example of an outcome statement to use in

your marketing materials and/or place in the workbook for your participants to review but it is not an *instructional* objective.

Instructional objectives are part of the instructional design process or the process you need to complete to develop a training program – whether it's traditional classroom, virtual (synchronous or asynchronous) or on the job training.

An instructional objective is written after you have done your assessments and you have identified the performance outcomes needed to make the training effective.

Instructional objectives have four criteria that need to be met:

1. **Always written from the learner's point of view.** They usually begin with a statement like, "*By the end of the session, you will be able to.....*"
2. **Uses a behavioral verb.** A behavior is something you can see a person do or hear a person say. *Demonstrate, state, describe, and conduct* are all examples of *behavioral* words. The word "understand" is not a behavioral word – you can't see someone understand or hear them understand, can you? - although we see it used in instructional objectives constantly.
3. **States the circumstances or condition under which the performance occurs.** Will the learner be working with someone to accomplish the task in the workplace? Have to perform alone? Use a resource? Do/apply knowledge from memory?
4. **Describes a level of measurement.** What is important in the performance of this skill or application of knowledge: speed? quantity? quality?

Here is an example of a well-written instructional objective:

By the end of the session, you will be able to write on your own realistic instructional objectives that meet four criteria.

Each instructional objective is like a mini training session because it tells you all you need. In this example I know, as an instructor, I need to provide background information and examples on writing objectives in the learner's workbook. I also need to facilitate a practice session (perhaps writing one in pairs and then one solo) followed by examining everyone's work and providing feedback if needed. Applause *always* follows because these things can be bugger to write!

If this entire concept of instructional objectives is foreign to you, don't dismay. It's hard stuff to master but we've got your back! Click **HERE** and check out this great one day workshop we have crafted especially for you:

Plan for Training Results

One day workshop
Offered Spring and Fall 2019

Certified Instructional Systems Designer (CISD)

Four, 4-hour VILT sessions
Offered Fall 2019

Grab those markers and a piece of chart paper and let's get writing!

Cheers,

Team M&M
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