Basic Guidelines (and Examples) for Writing Learning Objectives
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Description of Learning Objectives and Their Purpose
Training programs should be designed by trainers and/or learners to achieve certain overall goals for the learner. Programs should also include various learning objectives that when reached culminate in the learner achieving the overall goals of the training program. Learners implement one or more learning strategies/methods/activities to reach learning objectives.

When designing a training plan, each learning objective should be designed and worded to the extent that others can clearly detect if the objective has been achieved or not. From reading the learning objective, readers should be able to answer the question: "What will the learner be able to do as a result of the learning activities/methods/strategies?"

As much as possible, learning objectives should also be written to be SMART (an acronym for specific, measurable, acceptable to you, realistic to achieve and time-bound with a deadline). (For more guidance, see Goals and Objectives Should Be SMART.)

Examples to Convey Nature of Well-Written Learning Objectives
To help learners understand how to design learning objectives, the following examples are offered to convey the nature of learning objectives. The examples are not meant to be offered as examples to be adopted word-for-word as learning objectives. Trainers and/or learners should design their own learning objectives to meet their overall training goals and to match their preferred strategies for learning.

The topic of the learning objective is included in bolding and italics. Learning objectives are numbered directly below.

**Topic: Communication**
1. explain four basic principles of communication (verbal and non-verbal) and active, empathetic listening.
2. outline four barriers and bridges to communication
3. list at least four ways communication skills which encourage staff involvement will help crate a positive work environment.

**Topic: Mentoring**
1. explain basic job duties and standards from job description to staff
2. outline at least five specific learning goals with staff by comparing performance with job duties
3. develop a yearly plan with staff to accomplish learning needs, supervision plan and rewards

**Topic: Effective coaching**
1. state at least three job expectations for staff that focusing on meeting resident’s needs
2. plan five strategies to give frequent verbal and non-verbal encouragement and rewards
3. identify specific performance concerns with staff asking for possible solutions and decide together methods of measuring successful outcomes

**Topic: Cultural Diversity**
1. plan workable strategies for incorporating new staff into the work team
2. select their own means to exhibit an appreciation of how values and perceptions affect communication
3. make available for staff a series of learning opportunities for increased world knowledge and cultural information
**Topic: Time Management**
1. list job expectations of staff
2. provide tools to use in prioritizing tasks of resident care
3. create with staff a tentative schedule for cares based on these facts

**Topic: Conflict resolution**
1. explain at least five basic principles of empathetic communication to handle conflict
2. develop policy that gives current front-line leaders the permission and expectation to work with other staff on conflict resolution
3. develop policy for progressive discipline and explain how this works to current front line leaders

**Topic: Stress Management**
1. list and recognize major symptoms and behaviors related to too much stress
2. outline three to five stress management strategies
3. list quick strategies staff can use during work shift as well as at home to reduce stress level
4. educate staff about basic guidelines to build support work teams

**Topic: Communication skills/Cultural Approaches**
1. teach each other and staff about different cultural approaches and living styles
2. identify three steps to foster a climate where differences in cultures are reviewed as positive and additive
3. learn at least three methods of problem solving when cultural differences and practices interfere with necessary resident care.

**Topic: Job expectation/Coordination including authority and responsibility**
1. learn three approaches to problem solving which includes identification of the underlying problem
2. make staff assignments based on input from staff
3. evaluate approaches and make corrections based on outcomes

**Topic: Team work/Positive work environment/Positive Rewards**
1. identify characteristics of an effective team
2. describe four skills leaders can use to foster commitment and collaboration
3. develop at least five guidelines to treating staff with respect and helping staff learn from each other

**Topic: Goal Setting/Performance Reviews**
1. develop guidelines to set specific goals with staff and help them plan to meet these goals
2. develop policy that encourages staff to seek education goals through career ladders
3. develop guidelines for effective observation and feedback toward goal achievement (by staff)

**Topic: Constructive Criticism/Consequences**
1. establish clear standards of behavior, and that recognize and reward staff when they meet the standards
2. list ways to approach staff whose performance is a concern (with a win-win frame of mind)
3. describe how learning empathetic communication will help front line leaders handle conflict/constructive communication and help plan for solutions

**On-Line Discussion Groups, Newsletters, etc.**
There are a large number of on-line discussion groups, newsletters (e-zines), etc. in the overall areas of management, business and organization development. Participants, subscribers, etc., can get answers to their questions and learn a lot just by posing the questions to the groups, sharing insights about their experiences, etc. Join some groups and sign up for some newsletters!