

Writing Training Plan Objectives

Writing a training objective correctly ensures that all parties understand what the student is to be working towards. A well written objective will provide clarity in terms of what the student should be learning and how well they should be performing the task.

Why?

- It is required.
- It outlines what the student will learn.
- It allows you to assess what the student will learn.
- After all, this is worksite LEARNING!

How?

Many instructors prefer to use the SMART method for writing training objectives:

- Specific
- Measurable
- Attainable
- Realistic
- Time Bound

Specific refers to writing an understandable objective with one outcome. Instead of writing “Jamie will learn some components of the company word processing software”, you should write “Jamie will demonstrate how to use the mail-merge feature of the company word processing software”.

Measurable means that the student’s performance can be measured. This is important so that you know if the student has met the target. Using the above example we would add, “Jamie will demonstrate how to correctly use the mail-merge feature of the company word processing software with a 100% accuracy rate”.

Attainable refers to the student’s ability to attain the objective during their WSL experience. Write objectives that the student can accomplish during a pre-determined amount of time.

Realistic means that the objective is something that the student would be able to actually perform in their job. Don’t make up objectives that are out of the context of the job/worksite experience.

Time Bound means that the student is given a time period in which to learn the skill/competency. This may be “a month” or “20 hours”, it will be up to the supervisor and the coordinator to determine this. Regardless of how it is done, the idea is to give the student time restrictions and create a sense of urgency. Some objectives may take only a few hours while others may take several weeks. The individual student’s ability level may also be taken into consideration. Using our earlier example we would add, “Jamie will demonstrate how to correctly use the mail-merge feature of the company word processing software with a 100% accuracy rate by the 31st of October”.

Let’s compare the two objectives:

“Jamie will learn some components of the company word processing software”

“Jamie will demonstrate how to correctly use the mail-merge feature of the company word processing software with a 100% accuracy rate by the 31st of October”

The first objective is written in a very vague manner. It is impossible to determine exactly what the student should be doing, what performance level they should be attaining and how long they have to learn the task.

The second objective is clear and measurable. It is much easier to assess the student as well.