Write Application-Focused Learning Objectives

The reason ATD puts so much emphasis on how you write your learning objectives is to strongly encourage you to think deeply about the session you are delivering. We want these sessions to be top-of-the-line in terms of content, delivery, and applicability for the learner. **Session participants evaluate sessions positively or negatively according to how much they can use the information on the job**. If you follow the tips below for writing your learning objectives and develop your session accordingly, you will have a premier offering! Your learning objectives help participants select sessions that are relevant to their needs.

1. Limit learning objectives to three (one or two are also acceptable) which answer one or both of these questions:
   - **How will the participants be able to take action on the information from your session back on their job?**
   - **What results will they be able to produce because they came to your session?**
2. To make learning objectives application-focused begin your objective with action words like *apply, analyze, develop, examine, assess,* and *evaluate*.
   - Avoid using these words: *identify, explore, discuss*, or *describe*. Go for a deeper skill level.
   - For example:
     - Correct: *Apply* the five-step communication model in your organization.
     - Incorrect: *Discuss* a five-step communication model.
3. Avoid passive words like *learn, understand*, and *know* and extra words like *learn creative techniques to* <u>design</u> or *determine how to* <u>analyze</u>. Go right to the action word: **<u>Design</u>, <u>Analyze</u>,** etc. for the lead in.
   - For example:
     - Correct: **<u>Design</u>** creative learning experiences.
     - Incorrect: *Learn* creative techniques to design learning experiences.
4. Make sure that your objectives are achievable. What will they really be able to do as a result of attending your session?