

## Training by Objective

A tangible objective considers the needs of individual participants, the learning group, and is measurable, appropriate to the audience, conditions, and setting.

- A - Audience** Describe the intended learner or end user of the instruction.  
*Example: First year instructors, RMT trainees, general public, Education staff*
- B - Behavior** Must be observable and measurable. Can include a demonstration of knowledge, a movement, an expression.  
*Examples: Emphasize remembering/reproducing something learned (Understanding)  
 Emphasize a movement, ski performance to be observed (movement). Emphasize an emotive reaction/action (Motivational).*
- C - Condition** Conditions, tools, environment, phase of turn, etc.  
*Example: challenging un-groomed snow.*
- D - Degree** The standard for acceptable performance. Time, accuracy, proportion, etc.  
*Example: 8 out of 10 turns, 80% of participants.*
- E - Effect** It's important to know what type of need you'll be facing (cognitive, affective, or psychomotor needs).

## Sample Objectives

1. New hire instructors will demonstrate their understanding of Guest Centered Teaching by copying into the GCT grid at least 10 activities from a sample lesson.
2. Level 2 certified instructors will demonstrate more accurate blending of edging and rotational skills in basic parallel turns by skiing at least 10 turns where they tip their skis simultaneously without twisting the skis - in the initiation phase of the turn on groomed green terrain.
3. Each training participant will help to develop group rapport by finding out something odd or interesting about their partner while riding the first lift ride, and then sharing that information with the group.

## Practice

- In each of the above sample objectives, underline and label with capital ABCDE each part.
- Write several objectives using ABCDE.
- Watch a partner ski/ride and establish a focus for either the partner or for the entire group.
- Lead a group for 10 minutes without revealing the objective and, afterwards, have the group try to identify the objective using ABCDE. Discuss with the group the relevance of all the activities to the objective.

New trainers tend to write objectives that are very broad and don't exhibit observable behaviors ("skiing will improve"). Become obsessively specific about behaviors that can be observed within a clearly defined setting for more success in writing objectives!