# ADDIE Agile

Our clients need us to work **collaboratively**, **incrementally**, and **iteratively.**

Why? Because their speed of business is faster; the time and budget they have to spend are tighter; the amount of information to be communicated has grown exponentially; and they have more people who need to buy in and sign off on training.

We use the traditional instructional design process, ADDIE (Analysis, Design, Development, Implementation, and Evaluation), as a basic framework. Many of our clients still use this approach because it includes the important focus areas that training and development professionals pay attention to and it is a proven industry standard.

Analysis	Design	Development	Implementation	Evaluation
A	**D**	**D**	**I**	**E**
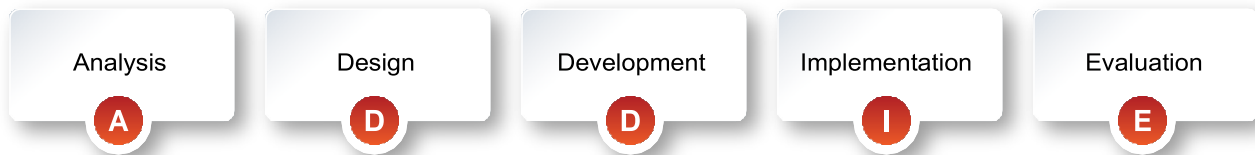
But times change, and for all the reasons discussed in the first paragraph, we have been flexing our process to best meet the needs of our clients. We provide custom learning solutions via a customized process designed to work for the needs of each client. We find that we usually stick with about 80% of a standard process and by flexing 20% we can effectively and efficiently manage our projects.

Within the ADDIE structure, we incorporate elements of the Agile model of software development. This integration is best illustrated in the following image.
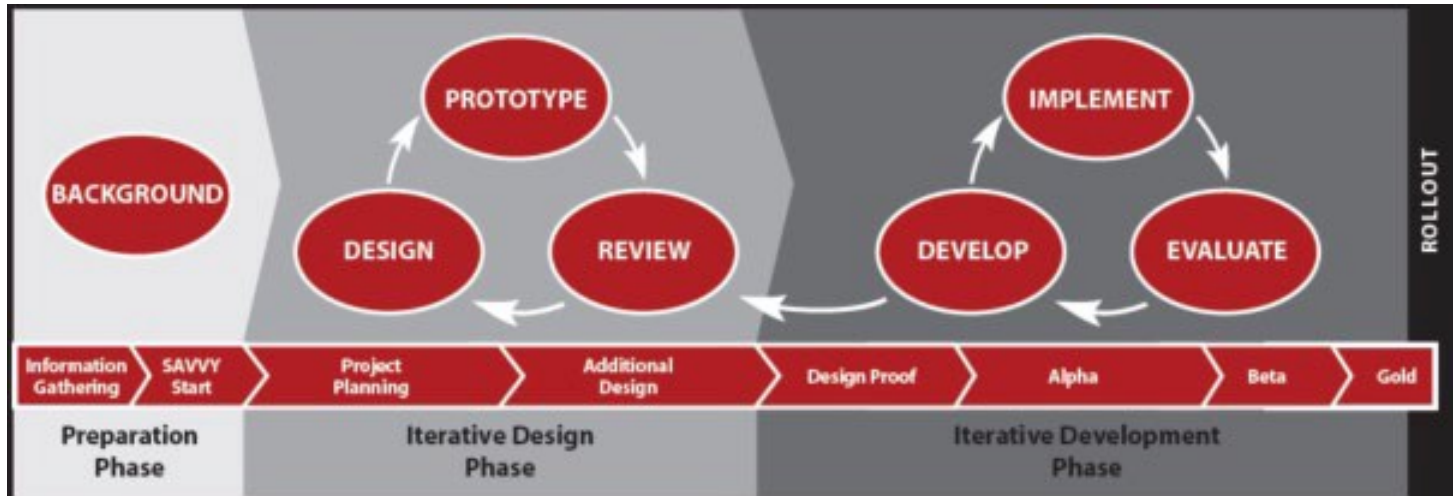
Source: Leaving ADDIE for SAM: An Agile Model for Developing the Best Learning Experiences

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This integration is seen in activities such as:

- **Rapid Instructional Systems Design (RISD)**: Usually held as an in-person meeting, a RISD session gathers all the individuals needed into a dialog early on. In this way, decisions can be made and all the information required to write a Design Plan can be captured and agreed upon from the start.

- **Rapid Analysis**: Sometimes held as a session in conjunction with a RISD and sometimes just a review of written material, rapid analysis processes seek to prioritize sources and target key information that is the most important to accomplishing the behavioral objectives. In this way, rather than poring over every possible bit of existing content, instructional designers use a top down process to answer this question, "Given this amount of time, what are the most important things someone needs to know in order to perform the job?'

- **GUI Mock Ups**: Paper-based representation for early client review, before development begins.

- **Prototypes and live specs**: Produce a functioning lesson (often a first, small one) early on in order to get buy in from all stakeholders, ensure the direction is correct, and adjust and tweak as needed for subsequent lessons.

- **Deliverables 'chunked' into groups**: Rather than waiting to deliver large amounts of content, find creative ways to get chunks of content/deliverables in front of client earlier, and revise as needed.

- **Interim review process including alpha/beta/final**: Rather than finalizing and offering one opportunity for review, the client sees in-progress versions of courseware so that their comments can inform development going forward, saving time and money.

- **Live reviews of interim deliverables**: This involves all primary stakeholders to ensure cooperative reviews and edits to reduce turnaround times on next iteration of the materials.

- **Incorporate extra phases when needed**: Sometimes clients have special needs that require more opportunities for review (such as legal, etc.) and when this occurs, we add this to our regular process.

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