The **Analysis, Design, Development, Implementation, and Evaluation (ADDIE) Model** was created at Florida State University as an instructional resource and can be utilized to build adaptive volunteer trainings. The cyclical process utilizes a backwards engineering model to help you look at what learning objectives you hope to accomplish and what steps you can take to meet these objectives.

**PHASE I: ANALYSIS**

During the Analysis phase, you are determining the following pieces of the training:

- **Audience** — Who will you be training? What gaps might exist in their knowledge?
- **Formative Evaluation** — What previous assessment and research has been done with this audience that could reflect gaps that exist in the audience's knowledge? What additional evaluation might be helpful to conduct now in order to determine these gaps?
- **Goals & Objectives** — What would you like the audience to learn by the end of the training? Consider the gaps identified through initial formative evaluation when thinking about outcomes.
- **Limitations** — What limitations may impede this training from being effective?
- **Strategy & Tools** — What will keep the interest of the audience, with different learning styles in mind? How will you deliver the material (e.g. written manual, presentation, face-to-face, online, one-on-one, in a group)?

**TIME:** This phase can be very time intensive, as the rest of the ADDIE model requires the initial thought and assessment-based research during the Analysis phase. You should plan for ample amounts of time to conduct evaluations or consider previous evaluations of your audience population.
PHASE II: DESIGN

During the Design phase, you want to create a storyboard for the training.

First, you want to **formalize your learning objectives and goals** into specific and measurable objectives. It is critical that these objectives are formal and measurable, so that they can be assessed in the final Evaluation phase.

After you formalize these objectives, determine the look and feel of your training. Consider:

- **What methods will you use to get the audience to retain content?** The chart on the right, based on the National Training Laboratories Institute, may be useful when determining training methods.
- **Who do you envision presenting and/or composing the content?**
- **What will be the length of the training?**
- **What types of resources will you use to develop materials for this training?** Can resources be accessed from previous knowledge? Or will you need to connect with resources internal or external to your organization?
- **When will content be completed?**

**TIME:** Like with Analysis, you should plan to spend a large amount of overall preparation time on the Design phase. A strong design will lead to a quicker development process as you move to phase 3.

PHASE III: DEVELOPMENT

The Development phase consists of securing resources, facilitators, and presenters based on your design plan and developing content for your intended audience. You will create or obtain all content and materials specified in the Design phase.

During this phase, you will want to complete a **timed agenda** for the training, which also will list who is facilitating each portion of this training. A brief example is on the right.

<table>
<thead>
<tr>
<th>Topic Area</th>
<th>Duration</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator &amp; Training</td>
<td>10 minutes</td>
<td>Lauren</td>
</tr>
<tr>
<td>Activity—Post-Its</td>
<td>10 minutes</td>
<td>Max</td>
</tr>
<tr>
<td>Interactive Walk-About &amp; Discussion</td>
<td>20 minutes</td>
<td>Lucas</td>
</tr>
</tbody>
</table>

You also should complete a **training logistics checklist** of materials and content that will be needed to implement the training in the next phase. This will ensure that you prepare all necessary resources.

To ensure learning objectives are met, review the materials that you create through an evaluation process. At this point, determine who will give you this feedback. Adjust design and development as needed, based on feedback received from evaluation process.

**TIME:** You should plan to spend more time on development than evaluation, but less time on this phase than you spent on analysis and design.
PHASE IV: IMPLEMENTATION

As you enter the Implementation phase, you will want to ensure that you communicate with your audience and facilitators about your training, including details of when and where it will be available. This will require you to determine all upcoming dates and locations that you will be presenting the training.

When determining a location, you should consider three main factors:

- **Size of the Location**—How much space will the audience need? How many individuals do you expect to attend each session? Will there be a maximum capacity? What size of space do your activities require? Will the audience be moving or remaining in one set spot throughout the training?
- **Temperature of the Location**—What is your ideal temperature for your training?
- **Set-Up of the Location**—What set-up needs will your space require? For example, does it need a projector in order to play a video? Or does it require seating for the audience?

**TIME:** You should plan to spend less time on implementation, as the design and development of your content should be developed and ready to implement by the time you get to this phase.

PHASE V: EVALUATION

During the Evaluation phase, you measure whether your learning objectives and goals for the audience were met by the training. This can take the form of a qualitative and/or quantitative survey, a focus group, or debrief sessions. You want to determine: Did the training meet learning objectives? Have any other gaps been identified through this? If so, how will you update the training?

An example of a questions asked during an evaluation include:

1. What was the most meaningful thing that you learned during this session?
2. Please rate how enjoyable the post-it activity was on a scale of 1 (least enjoyable) to 5 (most enjoyable).
3. Please rate the facilitators’ knowledge about their presentation areas on a scale of 1 (least knowledgeable) to 5 (most knowledgeable).
4. How would you improve this training?

**TIME:** Evaluation itself will likely take you the least amount of time, but it is important to consider evaluation outcomes. In some cases, learning objectives and goals may not have been accomplished, which could lead you to return to an earlier phase of the cycle to improve design and development.

DRAWBACKS OF ADDIE MODEL

Although the ADDIE Model is a very useful tool, it does have drawbacks. These limitations include the following:

- The process can be very time-intensive, which can be particularly challenging for departments with less resources.
- You may need to glance ahead at steps. This is seen in how there are components that may impact your design which are determined at the implementation level. If your only available space is an auditorium with build-in seats, it may not be possible to design an activity where every audience member runs around the space.
- It is most effective in highly structured environments and has a rigid timeline, which may be inflexible to change.
- It is easy to lose steam on the process.
ADDITIONAL ADDIE RESOURCES

Alternative Training Models”.
http://journals.sagepub.com/doi/pdf/10.1177/1523422306292945

“Bringing ADDIE to life: instructional design at its best." libraries.state.ma.us/login?gWURL=http://go.galegroup.com/ps/i.do?p=EAiM&sw=w&u=mlin_m_brandeis&v=2.1&id=GALE%7CA114926309&it=r&asid=125d3102d43226f62fedd4e26f174d69


The ADDIE Model: Instructional Design.
http://educationaltechnology.net/the-addie-model-instructional-design/


Adapted from: ADDIE model, created at Florida State University
Overview designed by: Lauren Soares, Lucas Malo, and Max Brodsky
Brandeis University Department of Community Service
June 2017 Mass Service Alliance
Applying ADDIE

What is the title of your project?

What is the timeline for this project?  
*List each deadline.*

<table>
<thead>
<tr>
<th>Analysis</th>
<th>Design</th>
<th>Development</th>
<th>Implementation</th>
<th>Evaluation</th>
</tr>
</thead>
</table>

PHASE I: ANALYSIS

Who is your audience?  
What formative evaluation have you done to assess gaps in knowledge?

What do you want the audience to learn?  
*Consider gaps discovered during formative evaluation.*  
What limitations could make addressing these gaps challenging?

How will you deliver this training?  
*Check all that apply.*

- Written
- Manual
- Presentation
- Face-to-Face
- Online
- 1-on-1
- Group
- Other

PHASE II: DESIGN

What are your formalized learning objectives?  
*For best success, create specific and measurable objectives.*

What will the training look like?  
*Include your budget, who will present the materials and the expected length of the training.*

Where will you get resources to create the content?  
*Check all that apply.*

- Previous Knowledge
- Resources Internal to Organization
- Resources External to Organization
PHASE III: DEVELOPMENT

Obtain the resources to create the content, including brainstorming and securing any external presenters or facilitators.

<table>
<thead>
<tr>
<th>What materials do you need in order to meet the learning objectives?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider whether these exist already or if they’ll have to be created.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is your timed agenda for this training?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use an extra sheet of paper if you need additional space.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic Area/Activity</th>
<th>Duration</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What might you need in order to accomplish this training?</th>
</tr>
</thead>
<tbody>
<tr>
<td>List all specific logistics and materials needed.</td>
</tr>
</tbody>
</table>

Review the materials that you create through an evaluation process to ensure learning objectives are met.

<table>
<thead>
<tr>
<th>Who will give you feedback on these materials?</th>
</tr>
</thead>
</table>

Adjust design and development as needed, based on feedback received from evaluation process.
**PHASE IV: IMPLEMENTATION**

When will you be presenting?
*List all dates here.*

What location attributes are needed to make the training successful?
*Consider amount of participants and space needed to accomplish activities.*

FOLLOWING IMPLEMENTATION:
How do you think the implementation went? Please jot any reflections or self-feedback here.

<table>
<thead>
<tr>
<th>Size of Location:</th>
<th>Temperature of Location:</th>
<th>Set-up of the Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PHASE V: EVALUATION**

What method(s) will you use to evaluate the implementation?
*Check all that apply.*

- Quantitative Survey
- Qualitative Survey
- Focus Group
- Other—List Here:

Did the training meet learning objectives? Have any other gaps been identified through this process? If so, how will you update the training?

Adapted from: ADDIE model, created at Florida State University
Handout designed by: Lauren Soares, Lucas Malo, and Max Brodsky
Brandeis University Department of Community Service
June 2017 Mass Service Alliance
**ADDIE Example**

**What is the title of your project?**

Waltham: The More You Know

**What is the timeline for this project?**

<table>
<thead>
<tr>
<th>Analysis</th>
<th>Design</th>
<th>Development</th>
<th>Implementation</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>By 2/15/17</td>
<td>By 3/17/17</td>
<td>By 4/8/17</td>
<td>By 4/19/17</td>
<td>By 4/26/17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&amp; 8/15/17</td>
<td>&amp; 8/25/17</td>
<td></td>
</tr>
</tbody>
</table>

**PHASE I: ANALYSIS**

<table>
<thead>
<tr>
<th>Who is your audience?</th>
<th>What formative evaluation have you done to assess gaps in knowledge?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student volunteers at Brandeis University</td>
<td>Survey on diversity and inclusion, volunteer survey, Waltham Group quiz given to volunteers</td>
</tr>
</tbody>
</table>

**What do you want the audience to learn?**

*Consider gaps discovered during formative evaluation.*

About the community that they’re volunteering in, the relationship of their self in the Waltham community, and knowledge about Waltham’s people, diversity, history, and demographics

**What limitations could make addressing these gaps challenging?**

Challenging to: schedule, adapt to all learning styles, commit time to working on solving problem, learn information on all volunteers, make relevant to all volunteers, and meet needs of all volunteers

**How will you deliver this training?**

- Written Manual
- Presentation
- Face-to-Face
- Online
- 1-on-1
- Group
- Other

- Video
- Posters
- Reflective Discussion

**PHASE II: DESIGN**

**What are your formalized learning objectives?**

*For best success, create specific and measurable objectives.*

**What will the training look like?**

*Include your budget, who will present the materials and the expected length of the training.*

Student volunteers will be able to understand the history and industrial design, cultural make-up, and educational demographics, and socioeconomic demographics, of Waltham to contextualize their service work. Student volunteers will be able to incorporate this knowledge into their service experiences. Student volunteers will develop self-awareness and exploration of their own identity and how it fits into the larger community.

The one-hour training will include information about the history and demographics of Waltham, infographics that show then/now data, a video, and interactive components that will get the group talking through reflective discussion. It will be an immersive training experience to adapt to as many learning styles as possible. The training will be facilitated by the Depart. of Community Service and will primarily be designed by Americorps CCSNE VISTA, Max Brodsky.

**Where will you get resources to create the content?**

- Previous Knowledge
- Resources Internal to Organization
- Resources External to Organization

- Check all that apply.
PHASE III: DEVELOPMENT

Obtain the resources to create the content, including brainstorming and securing any external presenters or facilitators.

The approximately 75 Waltham Group coordinators participated in a pilot program during their April 19th Monday Night Meeting. We conducted a survey following this pilot program to receive feedback on the design and development of Waltham: The More You Know and did in-person feedback directly after the session. Throughout the development phase, staff also gave consistent feedback.

Based on the above, create or obtain the materials needed to accomplish the training design idea.

<table>
<thead>
<tr>
<th>Topic Area/Activity</th>
<th>Duration</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator and Training Introduction</td>
<td>5 minutes</td>
<td>Max Brodsky</td>
</tr>
<tr>
<td>Sticky Note Perception Activity</td>
<td>10 minutes</td>
<td>Orlaith Duggan</td>
</tr>
<tr>
<td>Sticky Note Perception Debrief</td>
<td>5 minutes</td>
<td>Orlaith Duggan &amp; Max Brodsky</td>
</tr>
<tr>
<td>Viewing of Poster Stations</td>
<td>20 minutes</td>
<td>Max Brodsky</td>
</tr>
<tr>
<td>Viewing of Waltham Video</td>
<td>10 minutes</td>
<td>Max Brodsky</td>
</tr>
<tr>
<td>Reflective Debrief</td>
<td>10 minutes</td>
<td>Orlaith Duggan</td>
</tr>
</tbody>
</table>

Video of the Waltham community, projector for video, intro script, chairs, dry erase board, microphone, post-its and pens, space to walk around, a number of posters that can be hung on the walls and show historical and demographic info, Waltham historical photos

Review the materials that you create through an evaluation process to ensure learning objectives are met.

The Waltham Group student coordinators will give feedback at their April 19th Monday Night Meeting

Adjust design and development as needed, based on feedback received from evaluation process.
PHASE IV: IMPLEMENTATION

When will you be presenting?
List all dates here.

What location attributes are needed to make the training successful?
Consider amount of participants and space needed to accomplish activities.

Size of Location: Temperature of Location: Set-up of the Location:
Large conference room—Version 1; Large room with 3-4 breakout rooms—V2 Cool to accommodate many people moving around the room Projector for video, chairs, dry erase board, microphone, post-its and pens, space to walk

FOLLOWING IMPLEMENTATION:
How do you think the implementation went? Please jot any reflections or self-feedback here.

PHASE V: EVALUATION

What method(s) will you use to evaluate the implementation?
Check all that apply.

Quantitative Survey Qualitative Survey Focus Group Other—List Here:
X X X

Following Version 1, student volunteers developed a larger understanding of Waltham, but the training has areas of growth to better meet our learning objectives. For example, we will incorporate more personal examples from community partners and individuals within the City of Waltham. We will proceed forward with interviewing members of the Waltham community to incorporate their voices. We also will continue to expand existing material, such as demographic information about Waltham’s socioeconomic background. We want to ensure that the timing of each section aligns and incorporates student facilitators in Version 2.

Adapted from: ADDIE model, created at Florida State University
Handout designed by: Lauren Soares, Lucas Malo, and Max Brodsky
Brandeis University Department of Community Service
June 2017 Mass Service Alliance
ADDIE Model Group Discussion (6/12/17):

Introductions
- **Friends of Children** - Design
- **Home for Little Wanderers** - Analysis and Evaluation
- **Berkshire Community College** - Analysis and Evaluation
- **City Year Boston** - holistic training
- **United Way** - corporate volunteers
- **United Way** - Analysis
- **Alliant Medical Group** - Development
- **Open Door** - create longer term volunteer relationships, Implementation
- **Bristol Springs Adult Residential Services** - development project management, Design & Implementation
- **Community Harvest Project** - over 10,000 volunteers annually, Design & Implementation
- **UMass Dartmouth** - Implementation
- **Girls Inc.** - work on the data

Challenges in Trainings
- **How do you manage knowing when to stop brainstorming and continue to fly with a training?**
  - It probably never stops, unless you restructure the whole program. There’s always an element of the last piece.
  - Once your learning objectives have been met, you are meeting those goals and it may require less adjustment at this point.
  - When you’re developing processes and systems, it’s never fully completed. You want to keep looking at it and think about what you can learn based on past implementations. A process may be working for a long time and then stop working as well.

- **How do you get volunteers to participate in a training?**
  - You can’t volunteer unless you do the training because the training material is so important. The trainings happen at a variety of times to accommodate different volunteer schedules. Luckily, there are a lot of engaged individuals in MA who want to volunteer, so this has worked well for Home for Little Wanderers.

- **What are best practices that you’ve found to include in a training?**
  - TED Talks have led to more engagement - “Every Child Needs a Champion” (Rita Pearson) example, breaks up lecture and can empower volunteers
  - Look at it from the volunteer’s perspective
  - Reflective exercises
  - Sharing the data from the evaluation process in the training
  - Roleplaying exercises and peer feedback
  - Ambassador from volunteer tutors who would be at training sessions - provide a peer perspective
○ Find experts in the area to come in and train students in specific focus areas - example) faculty members who share about aging in different lenses and then discussing resources
○ Interactive elements - example) carnival, activity that shows the value of creating adaptive activities during the training session

Strengths in Trainings

- Rotational trainings - work with smaller groups versus one larger group to help meet these elements
- Cradles to Crayons training - brief video, speaker, motivate you, debrief with statistics, see value of time at organization
- Engaging everyone in the volunteer experience - making sure people have a good experience
- Little fun tidbits - example) peanut butter dance when you find a peanut butter at a food pantry
- Element of fear - create a sense of commitment prior to volunteering and go through an information session
  ○ Home for Little Wanderers - send in application, go through phone screen, send 3 references, participate in interview with volunteer manager, participate in interview with program staff, do a program visit, background paperwork, training, and start
    ■ Program visit is critical because it helps manage expectations and aligns them with reality and ensures that their volunteers can really be there as much as they may want to be there

Misc. Questions

- Is there room to think about recruitment in the Analysis stage to consider who you’re trying to target for the needs that you have? Have there been successful recruitment methods that individuals have utilized?
  ○ Analysis could be that “we need volunteers to commit for a year” and then can help determine audience.
  ○ Might be a different process for long-run volunteers versus one-time volunteers and would require walking through the ADDIE model with these two different perspectives
  ○ Find different ways to plug individuals in and utilize their strengths if you have a lot of needs - example) administrative, special events one-time volunteer, financial services review volunteer, long-run volunteer
  ○ Having different training programs depending on target audience
  ○ Have a resource bank of other opportunities to connect these volunteers with can create a positive connection with the individual
  ○ Consider what type of people you’ve been successful with through your recruitment - ex) seniors & stay-at-home parents as the target
Building Adaptive Volunteer Training Models Using the ADDIE Framework

Max Brodsky (CCSNE AmeriCorps*VISTA)
Lucas Malo (Director of Community Service)
Lauren Soares (Community Service Specialist)
Learning Objectives

● Participants will be able to implement a volunteer or staff training based off the ADDIE model.

● Participants will share best practices, challenges, and successes relating to volunteer training topics and tools.

● Participants will have the opportunity to connect with colleagues to expand their network of best practices on this topic.
The ADDIE Model

**ANALYSIS**
Needs, requirements, tasks, participants’ current capabilities.

**DESIGN**
Learning objectives, delivery format, activities & exercises.

**DEVELOP**
Create a prototype, develop course materials, review, pilot session.

**IMPLEMENT**
Training implementation, tools in place, observation

**EVALUATE**
Awareness, knowledge, behavior, results

**E**

**A**
Analysis

5 Topics to Consider:
1. Audience
2. Formative Evaluation
3. Goals & Objectives
4. Limitations
5. Strategy & Tools

EXAMPLE:
Waltham The More You Know

Through surveys, discussions, and observations, it was found that Brandeis students wanted to know more about the community in which they were volunteer.
Design

- Create the look feel and of your training
- Storyboarding
- Formalize the learning objectives with measurable outcomes
- Create prototypes
- Determine necessary resources, presenters, and facilitators

Our plan: create posters of local history, demographics; a video of Waltham; interactive reflection.
Development

- Content Development
- Secure Resources (presenters, facilitators, materials, logistics)
- Create a timed agenda
- Evaluate that materials meet learning objectives

- GoPro filming
- Create infographics
- Photocopy newspaper articles
- Develop reflection questions
- Finalize focus group and survey
- Print handouts
Implementation

- Make it happen
- Ensure space is adequate
  - Size of location
  - Temperature of location
  - Setup of location
Evaluation

- Evaluate during the steps to ensure the project meets objectives and goals
- Summative at the end of the assessment to see if it met the objectives
- Identify gaps and prepare edits for future trainings
Drawbacks of the ADDIE Model

- Time intensive
- Might not have enough people respond to evaluation processes
- There are components that may impact your design which are determined at the implementation level so glance ahead. This allows you to be more intentional.
- Easy to lose steam on the process
- Rigid timeline which may be inflexible to change
- Effective in highly structured environments
Expert Panels

Panel #1:
A D D

Panel #2:
I E
Resources

“Alternative Training Models”.
http://journals.sagepub.com/doi/pdf/10.1177/1523422306292945

“Bringing ADDIE to life: instructional design at its best.”
libraries.state.ma.us/login?gwurl=http://go.galegroup.com/ps/i.do?p=EAIM&sw=w&u=mlin_m_brandeis&v=2.1&id=GALE%7CA114926309&it=r&asid=125d3102d43226f62fedd4e26f174d69

“Instructional System Design: Using the ADDIE Model”.

The ADDIE Model: Instructional Design.
http://educationaltechnology.net/the-addie-model-instructional-design/

Training and Resources Toolkit, Northeastern University Human Resources.
Questions & Thank You