



# Blending ADDIE with Design Thinking



# Let's learn how to...

- Define ADDIE and Design Thinking
- Map Design Thinking to ADDIE when developing learning solutions
- Practice empathy for learners and prototyping

# People First! Who's in the room?

- Who are you?
- How do you develop talent?



## We know learning was ineffective when participants say it was...



Nobody has responded yet.  
Hang tight! Responses are coming in.



Start the presentation to see live content. For screen share software, share the entire screen. Get help at [pollev.com/app](https://pollev.com/app)

# case study: **before design thinking**

# Overview

This activity will give you an opportunity to practice using design thinking to mitigate issues that often occur in instructional design.

## Instructions

1. Read the scenario to learn more about a training program that didn't turn out as expected. Make assumptions as needed.
2. Identify what went wrong in the scenario as well as any opportunities to improve the design and development process.
3. Be prepared to share your reasoning with peers.

### Case Study: Before Design Thinking

#### Overview

This activity will give you an opportunity to practice using design thinking to mitigate issues that often occur in instructional design.

#### Instructions

1. Read the scenario to learn more about a training program that didn't turn out as expected. Make assumptions as needed to work with the scenario.
2. Identify what went wrong in the scenario as well as any opportunities to improve the design and development process.
3. Be prepared to share your reasoning with your peers.

#### Scenario 1: Bham Co. Does Everything Right With Disappointing Results

Bham Co. is a technology firm specializing in mobile application development. To standardize management practices across the company, the HR department recently implemented a new feedback model for performance reviews across the organization.

As a member of the internal training department, Eric was assigned to design and develop the training and support the rollout and implementation.

#### *We've got this!*

- Eric sent out a survey to all employees to assess the current state of performance conversations across the organization.
- He designed a solution that adapted the delivery media and content to the needs of each audience: high-level executives and managers.
- He followed industry standards and included relevant examples of what to expect in performance conversations.
- The training was completed on time and within budget and then rolled out to all three audiences.

#### *What happened?*

- After the training, Eric found that about 20 percent of executives and managers did not use the new model, stating that they didn't have the time to change the way they conducted performance reviews.
- Of the 80 percent who did use the model, there was inconsistency in the results and satisfaction.

© ATD Instructional Design Certificate Program - Adapted for ATD Birmingham Workshop 02/26/2024

# Your Task

What might have gone awry in the design and development process?

Identify any opportunities for improvement.

## Case Study: Before Design Thinking

### Overview

This activity will give you an opportunity to practice using design thinking to mitigate issues that often occur in instructional design.

### Instructions

1. Read the scenario to learn more about a training program that didn't turn out as expected. Make assumptions as needed to work with the scenario.
2. Identify what went wrong in the scenario as well as any opportunities to improve the design and development process.
3. Be prepared to share your reasoning with your peers.

### Scenario 1: Bham Co. Does Everything Right With Disappointing Results

Bham Co. is a technology firm specializing in mobile application development. To standardize management practices across the company, the HR department recently implemented a new feedback model for performance reviews across the organization.

As a member of the internal training department, Eric was assigned to design and develop the training and support the rollout and implementation.

#### *We've got this!*

- Eric sent out a survey to all employees to assess the current state of performance conversations across the organization.
- He designed a solution that adapted the delivery media and content to the needs of each audience: high-level executives and managers.
- He followed industry standards and included relevant examples of what to expect in performance conversations.
- The training was completed on time and within budget and then rolled out to all three audiences.

#### *What happened?*

- After the training, Eric found that about 20 percent of executives and managers did not use the new model, stating that they didn't have the time to change the way they conducted performance reviews.
- Of the 80 percent who did use the model, there was inconsistency in the results and satisfaction.

© ATD Instructional Design Certificate Program - Adapted for ATD Birmingham Workshop 02/26/2024

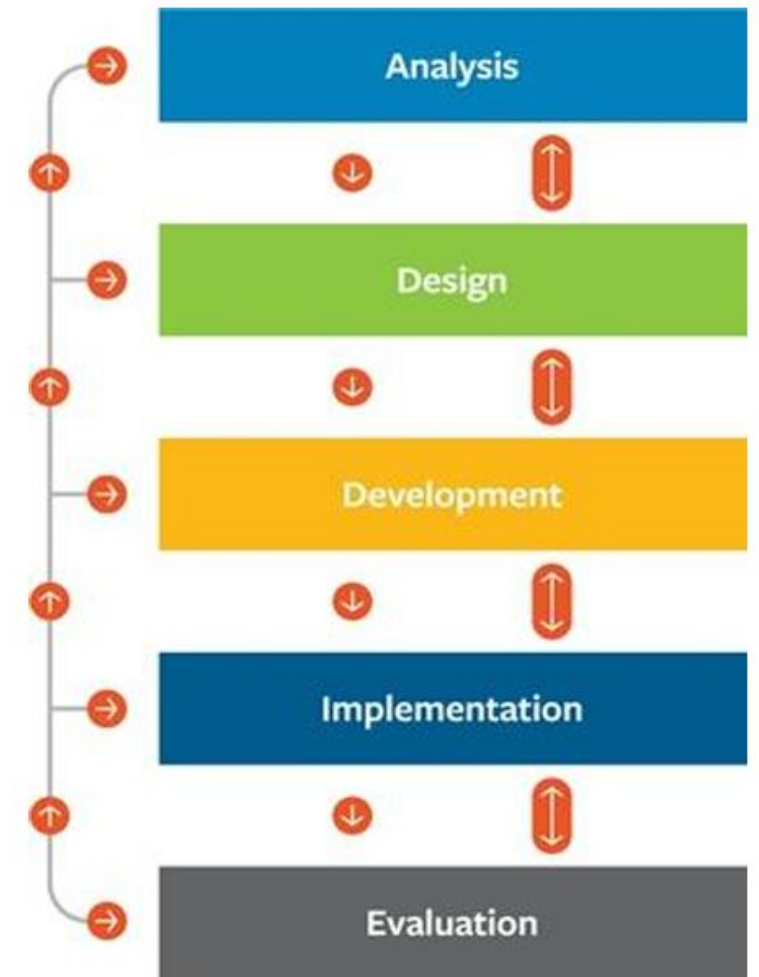
what is ***ADDIE***?



# The ADDIE Model

The ADDIE model is the original instructional systems design (ISD) framework for creating training and performance support tools.

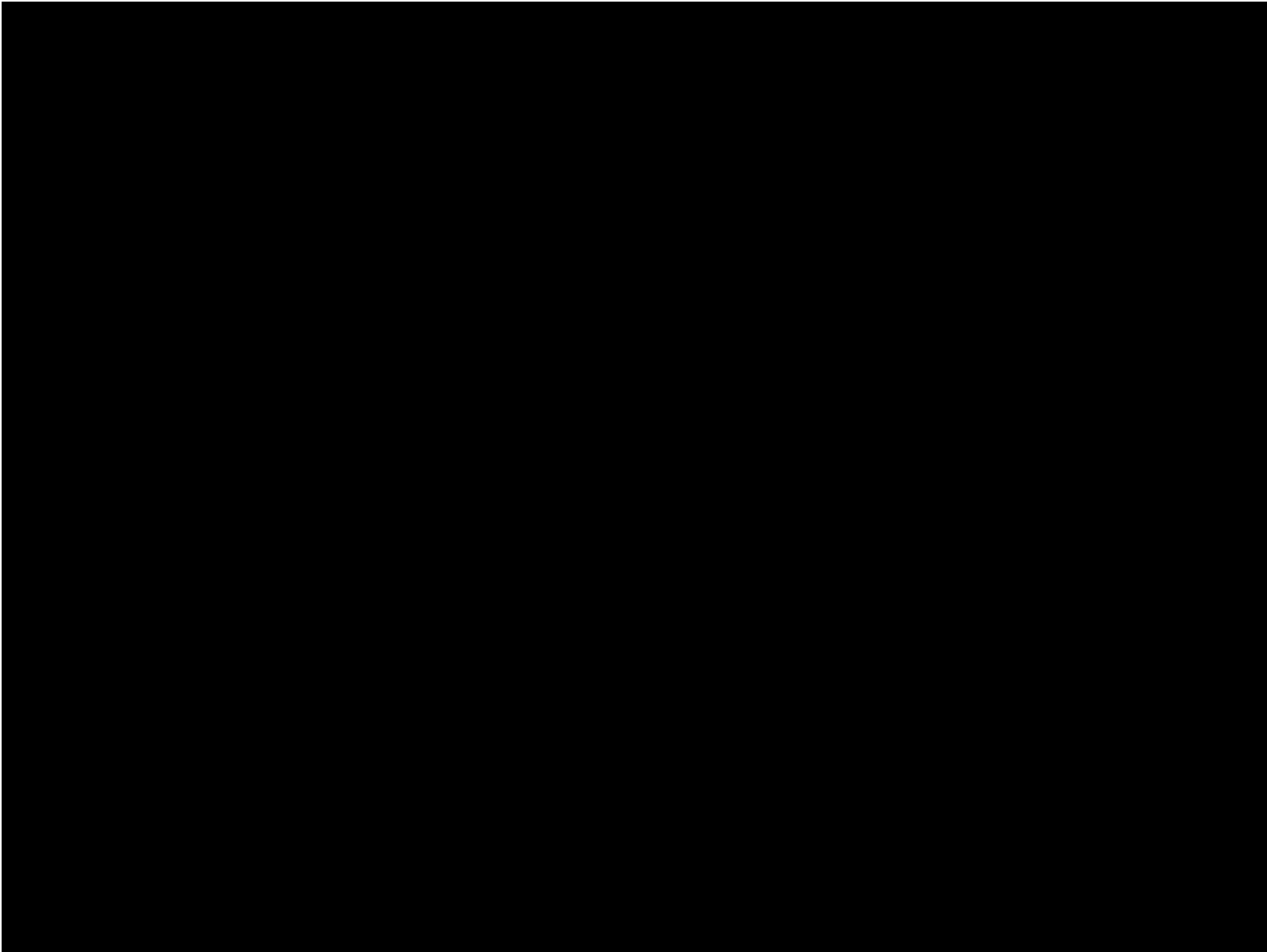
Most current ISD models are a variation of these five phases.

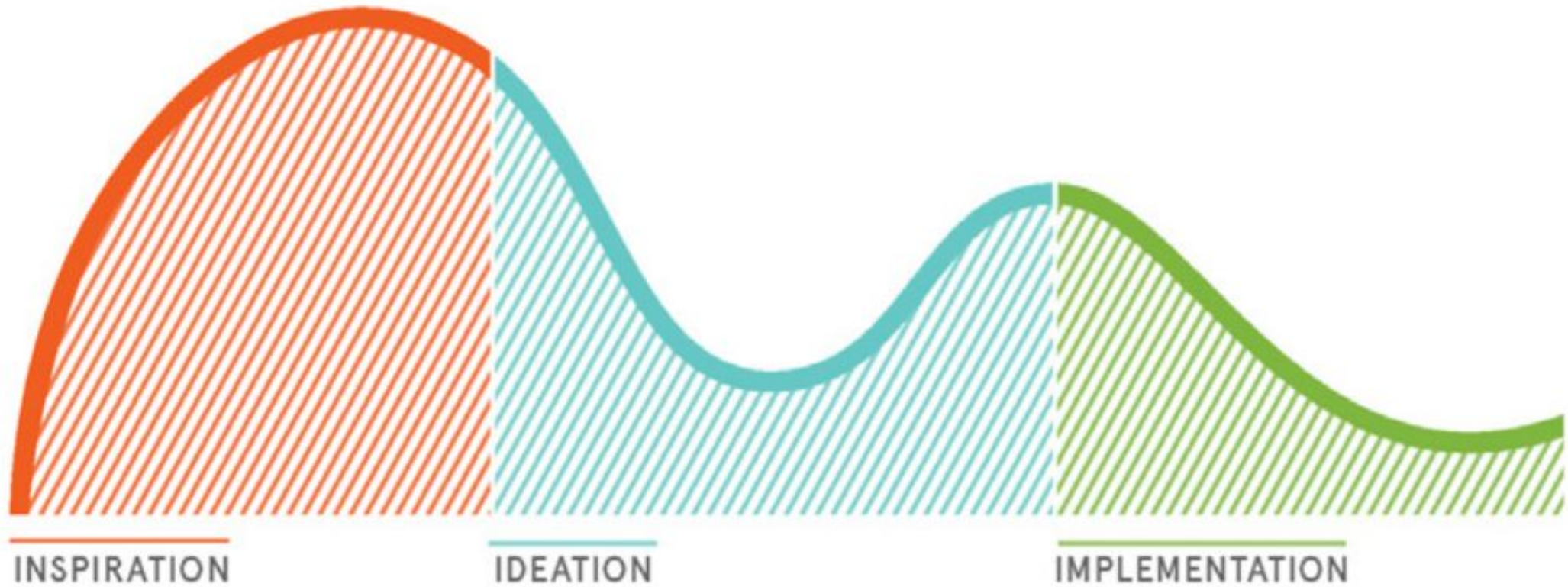


what is ***design thinking***?

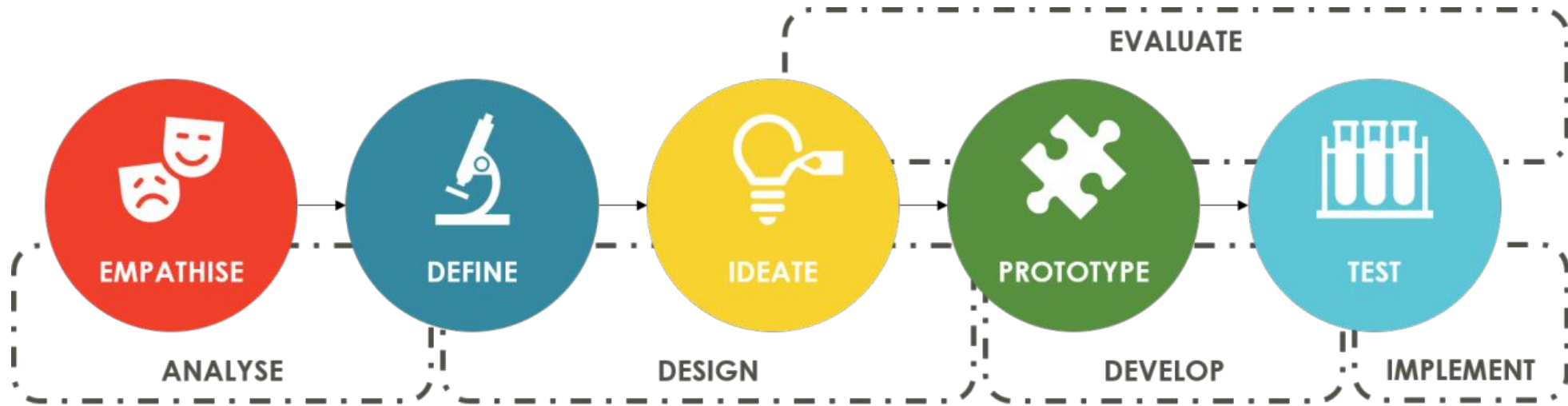
***Design thinking is a human-centered approach to innovation that draws from the designer's toolkit to integrate the needs of people, the possibilities of technology, and the requirements for business success.***

— TIM BROWN, EXECUTIVE CHAIR OF IDEO





what if... we **blended**  
ADDIE with design thinking?



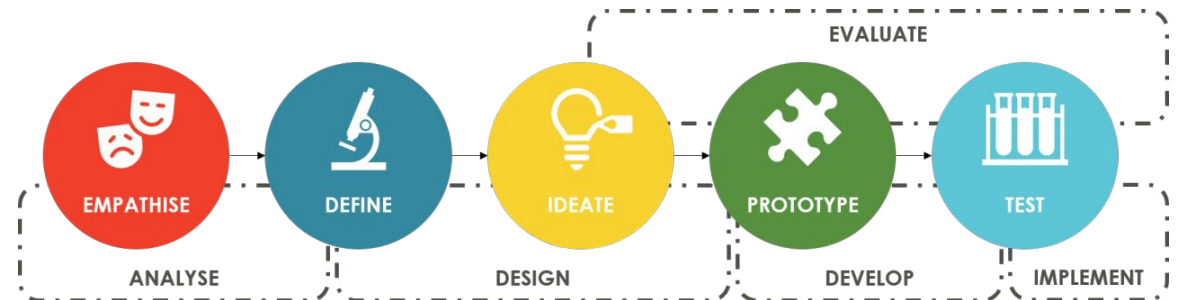
Design thinking can be used alongside ADDIE to create a more robust instructional design process.



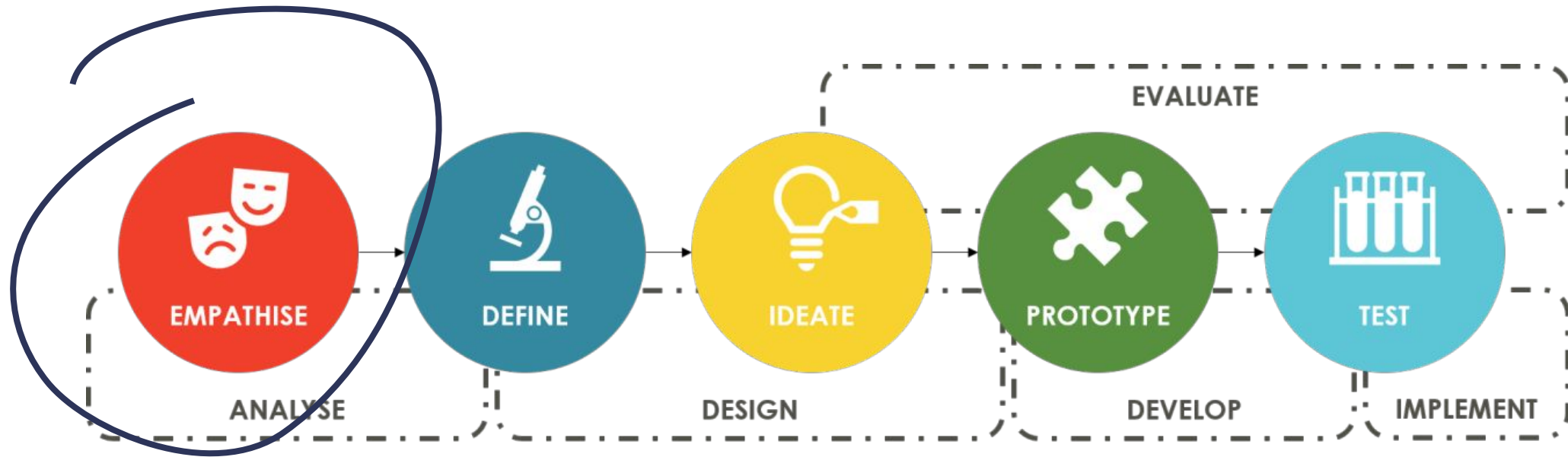
## How Design Thinking boosts the ADDIE process:

1. helps you truly understand the problem you're solving
2. helps you develop empathy for stakeholders, including learners
3. ensures your solution will work before you start developing it

Design thinking encourages a 360-degree approach, exploring the problem from multiple points of view and perspectives.





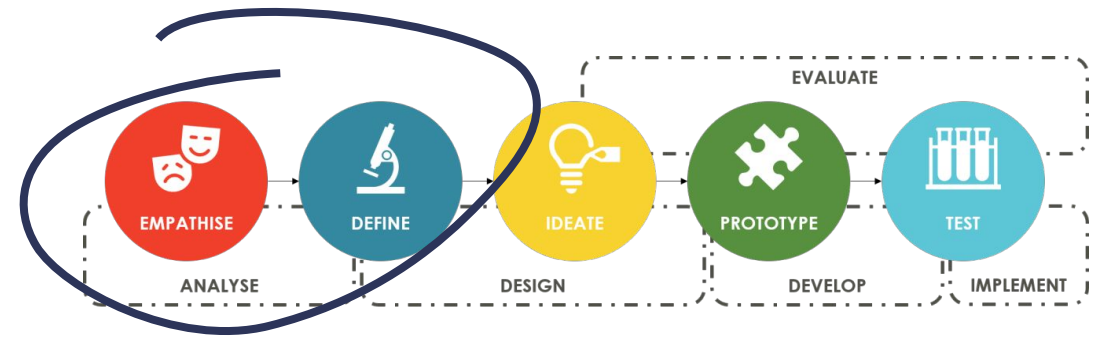


When you add empathy to ADDIE, it pushes you to learn more about learners' tasks, interactions, tools, thoughts, feelings, and environment to discover what they really need and/or want.



# Empathize & Define

*Pair the empathize and define phases of design thinking with the analysis phase of ADDIE to deepen the data you collect.*



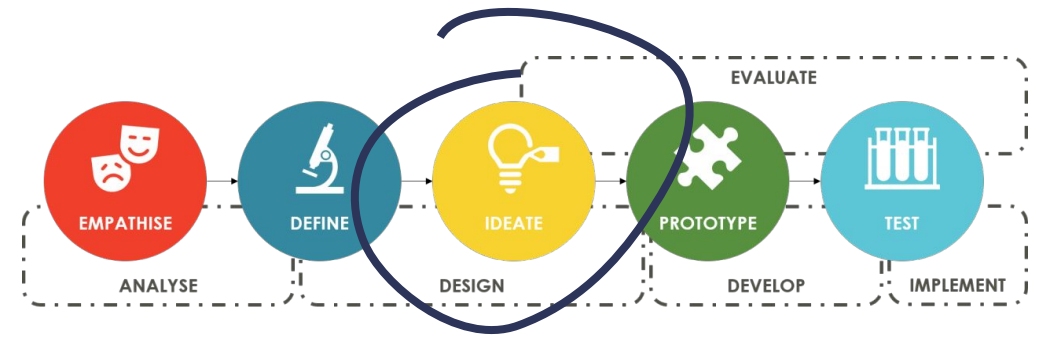
Assume you are designing a workshop for junior and senior salespeople.

- How will they approach the content?
- What is similar and different between the learners?
- What are their thoughts and feelings toward this training?
- Will the training solve a problem for them?



# Ideate

*Use ideation to increase the creativity of the learning design process.*



Designers often structure a course to fit a training request or problem.

- What would happen if you started with several ideas, brainstorming many options instead of pursuing a singular focus?
- What if you did initial development on several ideas instead of fully developing one idea?

This kind of exploration can lead to powerful combinations of content and ideas that you may not encounter with a traditional approach.



# The 7 Rules of Brainstorming

---

DEFER JUDGEMENT

ENCOURAGE WILD IDEAS

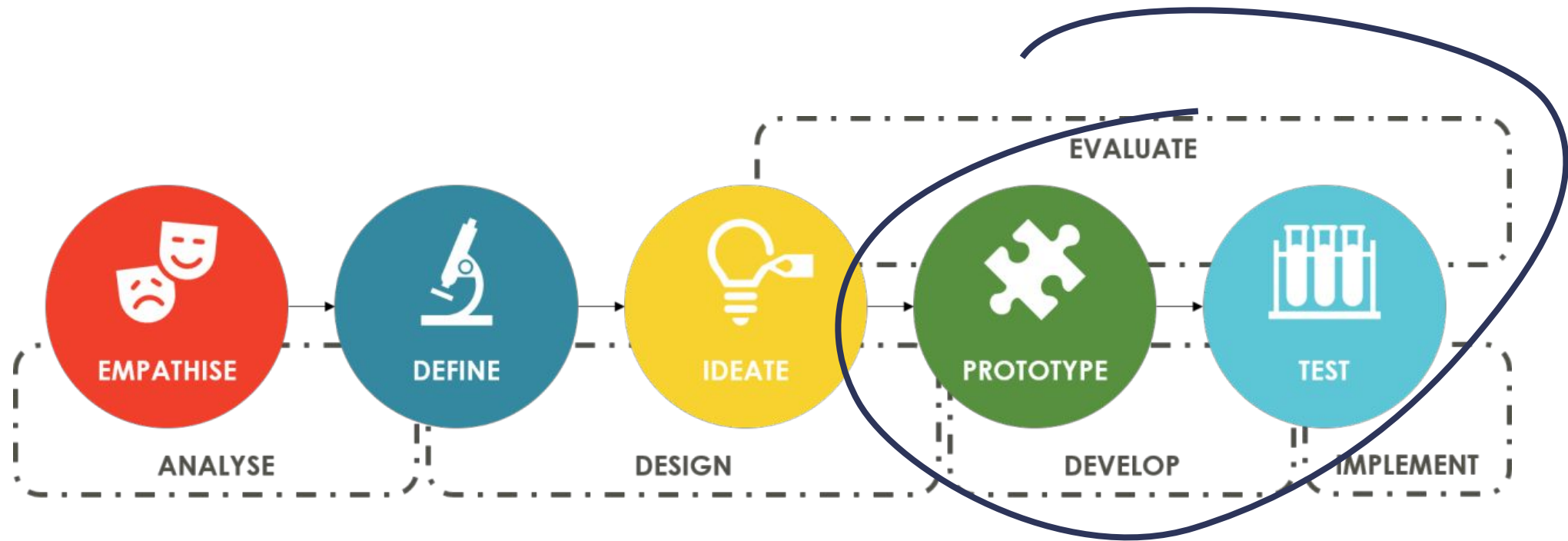
BUILD ON THE IDEAS OF OTHERS

STAY FOCUSED ON THE TOPIC

ONE CONVERSATION AT A TIME

BE VISUAL

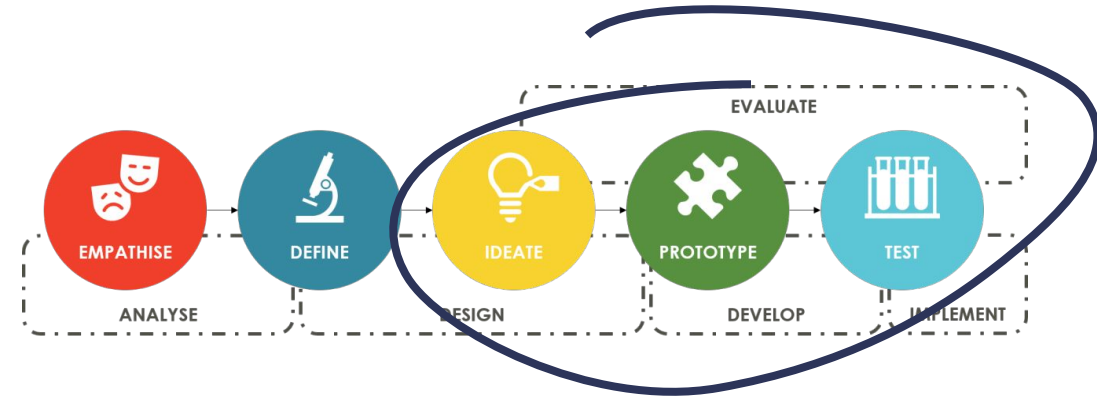
GO FOR QUANTITY



Instead of one big launch, small pieces of the training are **piloted** with users **and refined** before larger pieces are released.



# Prototype



While ADDIE was developed as a more traditional and linear design model, it can be adapted for rapid prototyping methods by moving through the *design, develop, and evaluate* phases in **quick cycles**.



case study: ***after* design thinking**

# Overview

This activity will give you an opportunity to practice using design thinking to mitigate issues that often occur in instructional design.

## Instructions

1. Read the follow-up scenario to see design thinking in action. Make assumptions as needed to work with the scenario.
2. Work with your breakout group to identify what impact that a design thinking approach had on the results.
3. Nominate a scribe to take notes and a spokesperson to debrief your work.

### Case Study: After Design Thinking

#### Overview

This activity will give you an opportunity to practice using design thinking to mitigate issues that often occur in instructional design.

#### Instructions

1. Read the follow-up scenario to see design thinking in action. Make assumptions as needed to work with the scenario.
2. Work with your breakout group to identify what impact that a design thinking approach had on the results.
3. Nominate a scribe to take notes and a spokesperson to debrief your work.

#### Scenario 1: Bham Co. Listens

While Bham Co. executives and the HR department were disappointed in the initial rollout of the performance feedback model, they remained convinced of the importance of supporting managers in feedback conversations with their employees.

They considered that the training might not have landed well with busy employees at all levels of the organization. People understood the content of the model but couldn't apply it.

#### *Returning to the Beginning*

- This time Eric focused on creating a learning experience rather than a training event.
- He knew that HR's perspective is that this model will improve performance conversations and make them more efficient when properly implemented.
- Eric had feedback from employees that they didn't feel heard during performance conversations.

#### *Developing Empathy*

- Eric conducted some virtual focus groups to have conversations with employees and actively listened to their responses. In addition to gaining a deeper understanding of the problem, this gains the employees' buy-in and starts setting expectations that the organization cares about their experience and opinions.
- Similar focus groups were also held with the managers, who fill both roles in the performance conversation process.

© ATD Instructional Design Certificate Program - Adapted for ATD Birmingham Workshop 02/26/2024



# Your Task

Identify the design thinking principles that Eric was able to implement in the design and development process.

What impact did they make on the revised training program?

## Case Study: After Design Thinking

### Overview

This activity will give you an opportunity to practice using design thinking to mitigate issues that often occur in instructional design.

### Instructions

1. Read the follow-up scenario to see design thinking in action. Make assumptions as needed to work with the scenario.
2. Work with your breakout group to identify what impact that a design thinking approach had on the results.
3. Nominate a scribe to take notes and a spokesperson to debrief your work.

### Scenario 1: Bham Co. Listens

While Bham Co. executives and the HR department were disappointed in the initial rollout of the performance feedback model, they remained convinced of the importance of supporting managers in feedback conversations with their employees.

They considered that the training might not have landed well with busy employees at all levels of the organization. People understood the content of the model but couldn't apply it.

#### *Returning to the Beginning*

- This time Eric focused on creating a learning experience rather than a training event.
- He knew that HR's perspective is that this model will improve performance conversations and make them more efficient when properly implemented.
- Eric had feedback from employees that they didn't feel heard during performance conversations.

#### *Developing Empathy*

- Eric conducted some virtual focus groups to have conversations with employees and actively listened to their responses. In addition to gaining a deeper understanding of the problem, this gains the employees' buy-in and starts setting expectations that the organization cares about their experience and opinions.
- Similar focus groups were also held with the managers, who fill both roles in the performance conversation process.

© ATD Instructional Design Certificate Program - Adapted for ATD Birmingham Workshop 02/26/2024

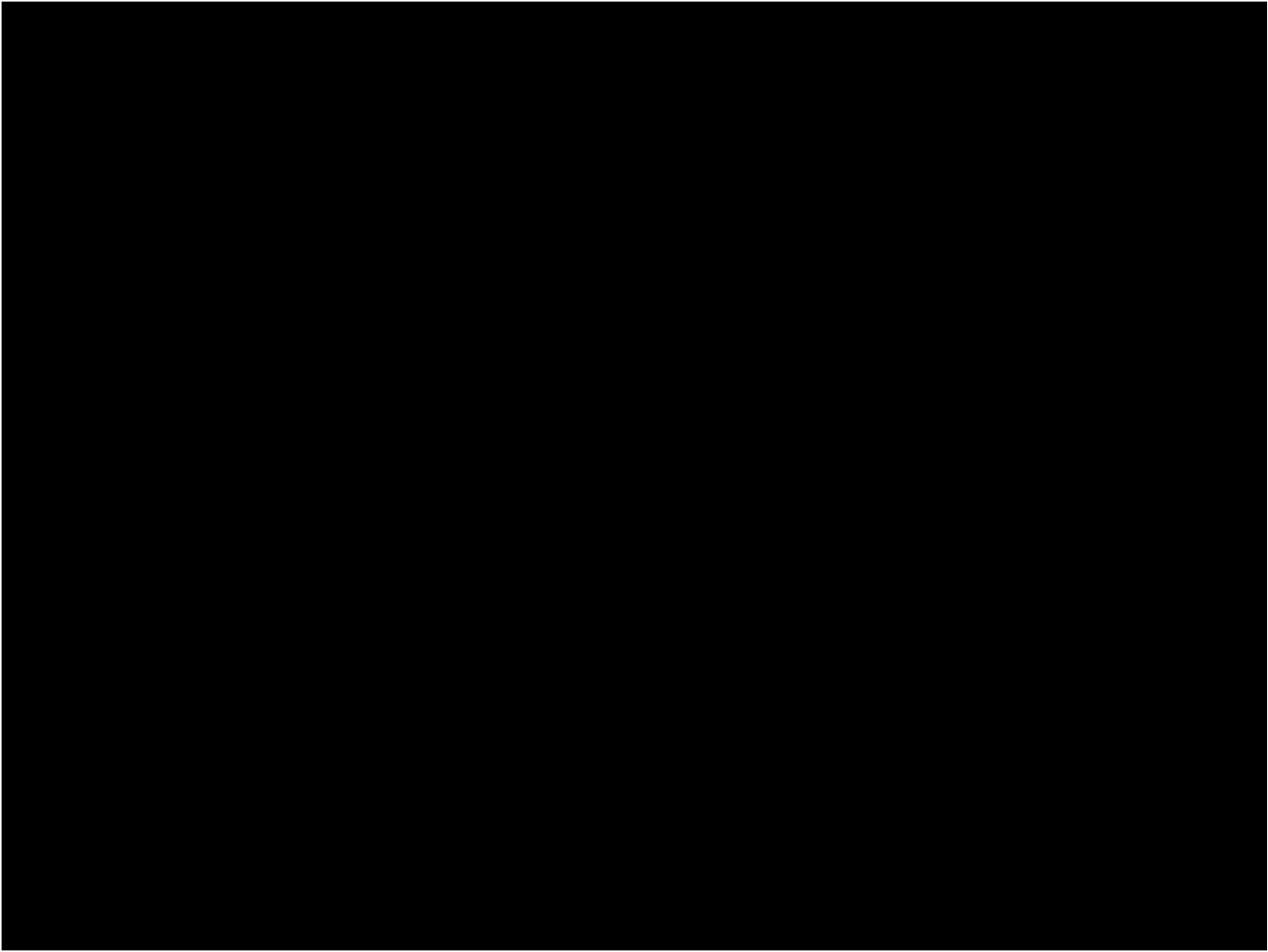
# How about you?

- How will you adapt ADDIE to include design thinking?
- What will be the biggest obstacles or challenges?
- What tools or resources do you have for support?

# THE MINDSETS



- 1. Creative Confidence**
- 2. Empathy**
- 3. Embrace Ambiguity**
- 4. Make It**
- 5. Learn From Failure**
- 6. Iterate, Iterate, Iterate**
- 7. Optimism**



# THANK YOU!

**Jillian Miles Massey**

[jmm@horizonpointconsulting.com](mailto:jmm@horizonpointconsulting.com)

subscribe to our  
innovation newsletter

