

# Sample Process for Development

## *Facilitator Guide*



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## Module Delivery

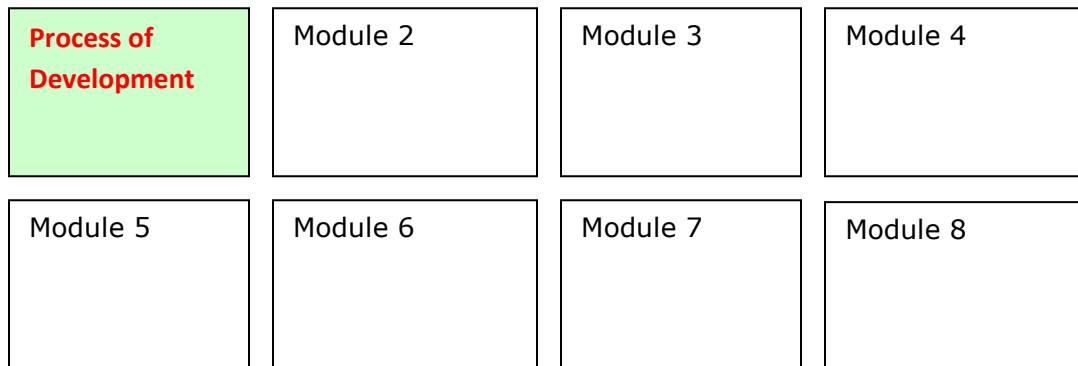
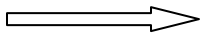
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### Purpose and Use of this Guide

This facilitator guide explains everything a facilitator / trainer needs to know in order to deliver the session on process for development of software and e - learning programs. The aim of the guide is to ensure that you (facilitator) are prepared to deliver the session to achieve the stated objectives.

Currently you are here:

### Course Road Map



## The Audience
















This module is to meet the learning needs of a specific target audience. The exercises provided in this guide aim to support the learners, apply the learning in their roles / real life situations.

Before you begin, you must know your audience and understand why they are there:

| Audience | Aspiring to... |
|----------|----------------|
| ▪        | ▪              |

## Icons and Terms used in this Guide

This facilitator guide contains icons to make it easier to use. Each icon acts as a prompt, telling you what to do when you are taking a session. Review the icons and ensure you can recognise them before you use the guide.

| Icon  | Description             | Icon  | Description           |
|---|-------------------------|---|-----------------------|
|    | Materials/equipment     |    | Evaluate participants |
|    | Ask a question          |    | Trainer notes         |
|    | Explain to participants |    | Play music            |
|    | Do an exercise          |    | Use whiteboard        |
|  | Say                     |  | Timecheck             |
|  | Trainer tip             |  | Break                 |
|  | PPT slide               |  | Fast track            |
|  | Summarise progress      |   |                       |

Besides these icons, the guide uses certain specific terms that describe what needs to be done. Below is a list of all such terms used in the module. You must review the terms and ensure that you can explain each before using the guide.

| <b>Term</b>     | <b>What it means...</b>   |
|-----------------|---|
| <b>Say</b>      | The concepts that need to be delivered verbatim   |
| <b>Explain</b>  | The concepts that can be delivered in your own words  |
| <b>Debrief</b>  | The questions / discussions held usually after an activity to bring out relevant learning                   |
| <b>Instruct</b> | The set of instructions to be shared with the participants as part of conducting an activity/quiz and so on |
| <b>Ask</b>      | The set of questions that need to be asked to facilitate a discussion or discover a particular concept      |

## **Trainer Pre-requisites**

In order to successfully conduct this module, you must have:

- Gone through relevant reference material provided to you along with this guide and undertaken self assessment checks, if any.
- Been trained in the content of this module yourself by having completed the Train-the-Trainer programme.

## Module Delivery

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### Before the session:

- Ensure attendance
- Set-up environment

### Duration and Material required for the module:

|                          |   |
|--------------------------|---|
| Name of the module       | Process for Development   |
| Duration of the module   | mins  |
| Materials required       | <ul style="list-style-type: none"><li>▪ Training PPT</li><li>▪ Activity handouts</li><li>▪ 4 Origami sheets</li><li>▪ Process activity stickers</li></ul> |
| Notes to the facilitator | Nil   |

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### During the session:

- Follow the facilitator guide
- Stay motivated
- Focus on achieving the objectives
- Monitor the group's progress – reinforce concepts where necessary
- Stay relaxed and engaging

## About the Module...

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### Session Objectives

**By the end of the session, the learners will be able to:**

- Identify the importance of following a process
  - Identify the steps in the process for development of software and e - learning programs
  - Describe each step and list the activities to be performed
-



## Detailed Design Document

| Sub-topic                              | Session details   | Methodology   | Material required   | Time (mins) |
|--|---|---|---|-------------|
| 1. Ice breaking & workshop contracting |   | 1. Group activity<br>2. Trainer inputs and discussion   | 1. Activity brief – Let's make a bird<br>2. 4 Origami sheets              | 20          |
| 2. Objectives                          | 1. Listing the objectives for the module                                    | 1. Trainer inputs & group discussion / questions  |   | 2           |
| 3. Building the Process Activity       | 1. Building a suitable process for development                              | 1. Group activity to develop process using list of activities provided<br>2. Trainer led discussion | 1. Activity brief – Building the Process<br>2. Critical Activity Stickers | 15          |
| 4. Sample Process for Development      | 1. Introducing a sample process for development                             | 1. Trainer inputs and discussion  |   | 10          |
| 5. Business Development                | 1. What are the activities and the related outcome for Business Development | 1. Trainer inputs and discussion  |   | 5           |

**Facilitator Guide**

|                             |  |   |               |  |
|-----------------------------|--|---|---------------|--|
| 6. Check Your Understanding | 2. Exercise to test learners understanding of learnings so far | 1. Group exercise<br>2. Trainer inputs and discussion | 1. PG sheet 2 |  |
|-----------------------------|--|---|---------------|--|

## Training Program – Process for Development

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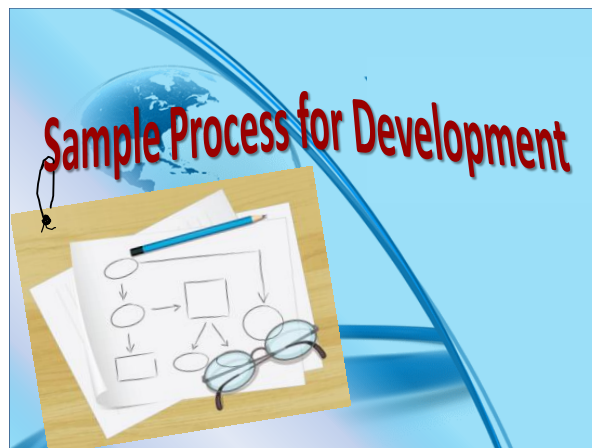


### **Trainer Notes:**

- Greet trainees, referred to as learners / participants in this guide, with enthusiasm and extend a warm welcome to everyone
- Introduce yourself briefly on your background, years of experience and something unique about yourself. Maximum time: 1-2 minutes. At this moment, you may ask the participants to introduce themselves briefly as well
- Set the context for the workshop by informing learners that the purpose of this workshop is to provide inputs on how to set effective goals and align one's actions towards achieving the same
- Also ask the participants to form four groups – A, B, C and D and choose a leader for each group



### **Show Slide:**



## Facilitator Guide



**Say:**

“Hello and welcome to this workshop: Process for development.

Get ready to have some fun together!”



**Show Slide:**



**Say:** “We will start our workshop with an activity – Let’s make a bird. As you can see there is a bird displayed on the screen and this bird is made with an origami sheet. So, here is what **you** have to do....”

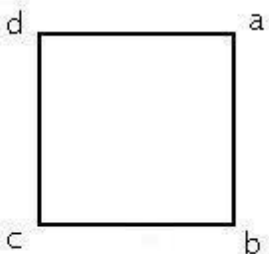
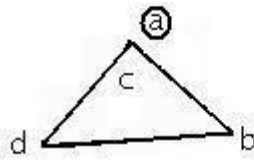
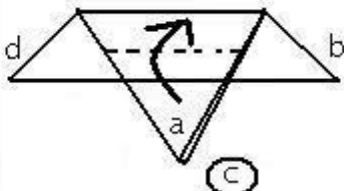
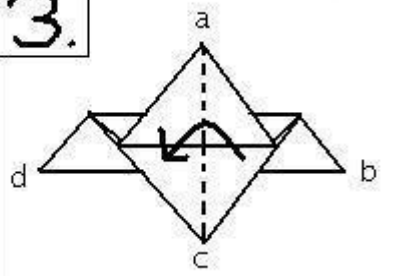
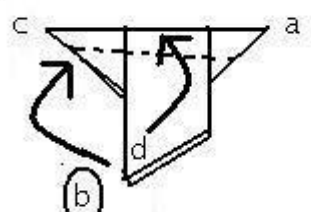
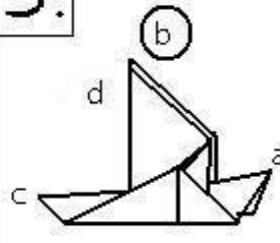
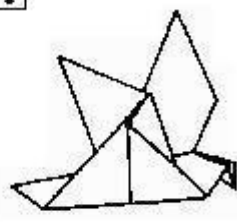
## Icebreaker / Activity 1



### Activity 1 – Let's make a bird

|                                 |   |
|---------------------------------|---|
| Objective                       | <ul style="list-style-type: none"> <li>The objective of this activity is to bring out the importance of following a process</li> </ul>  |
| Time for the activity           | 15 minutes  |
| Material required               | 4 Origami sheets<br>4 Instruction sheets (for your reference the instruction sheet is given on next page)   |
| Instructions to the facilitator | <ul style="list-style-type: none"> <li>Ask all the participants to join their groups and assist the group leaders in making such a bird</li> <li>Next, share an origami sheet with each of the four groups</li> <li>Tell them that they have 10 minutes to complete the activity</li> <li>At the end of the 10 minutes, tell the groups that they seem to be stuck and are not even remotely close to making the bird and that they can try again</li> <li>Also tell them but this next time they can try a different approach. So, hand them instruction sheets and ask them to follow the given process to make the bird</li> <li>This time give them 5 minutes to complete the activity</li> </ul> |

# Instruction Sheet for Activity 1

|   |   |   |
|---|---|---|
|              | <p>The letters stand for each corner.</p> <p>Ⓐ = the 'a' corner is at the back.</p>           |   |
| <p>1.</p>    | <p>2.</p>    | <p>3.</p>     |
| <p>4.</p>  | <p>5.</p>  | <p>6.</p>  |



**Trainer Notes:**

- *While the groups are attempting to make a bird, do not extend any suggestions, or comment about their performance*
- *In fact, you may also encourage more chaos by keeping time*
- *Follow the above mentioned instructions to conduct the activity*

*Once the activity is completed*



**Say:**

“Great! I can see that most of you are very close to making the bird or something that looks very close to a bird.”



- So, what was the difference this time?

**Trainer Notes:**

- *Encourage 3-4 participants to answer and direct them towards recognizing the need for following a process*
- *The objective of using this methodology here is:*
  - *To bring out participants’ current level of understanding on importance of following a process*
  - *To facilitate a discussion wherein participants truly appreciate and understand the concept of being process oriented*



**Explain:**

Some people minimize the importance of process, using such slogans as “Product over Process” or pointing to pages such as “Ignore all rules”. But following a process is critical to the development of the product.

Process is a fundamental tool for carrying out community consensus, and for allowing a very large number of people to work together on a collaborative project. Process is, also the mechanism by which users can trust that others are playing fair, that the rules do not suddenly change, nor are they different for some privileged editors. Poor process or no process ultimately harms the product.



**Trainer Tip:**

*Explain the concept using anecdotes / scenarios from daily life*

## Session Objectives



**Show Slide:**

### Learning Objectives

By the end of this session, you will be able to:

- + Identify the importance of following a process
- + Identify the steps in the process for development of software and elearning programs
- + Describe each step and list the activities to be performed





**Say:**

“So, let’s focus on getting the process right.”



**Trainer Notes:**

*Next, quickly take participants through each objective on the slide.*

*At this moment, also make them feel at ease, by telling them to lose all of their inhibitions and apprehensions regarding the learning process, by suggesting that the programme has been designed and developed by following a scientific process, based on various design theories and concepts. And that this process will ensure that the learning will take place.*

*Boost their morale, by sharing with them the following rules for the training session:*

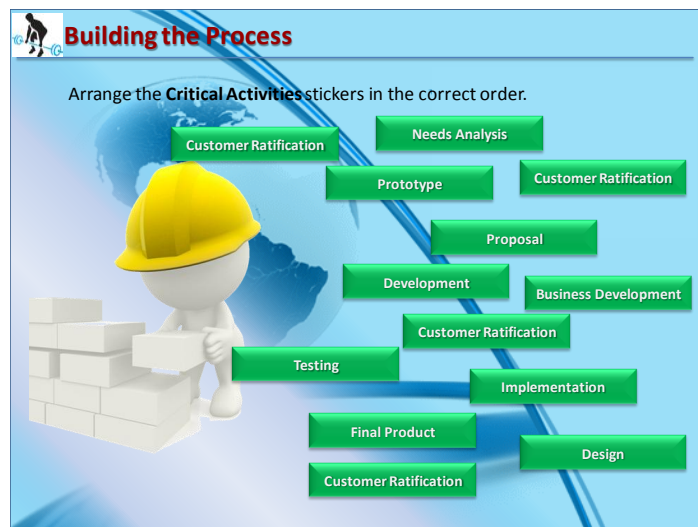
- 1. Nobody is allowed to make fun of others*
- 2. One who takes initiative will always be rewarded*
- 3. Everyone has to feel encouraged to share his doubts and concerns with the others  
(Probably others are feeling the same)*
- 4. Cheer others so that they also cheer you*
- 5. Constructive Feedback (CF) is appreciated but Negative Criticism (NC) is not. There is a difference between the two. When the feedback offered, is meant to help the person improve is called the CF. But on the other hand, if it’s meant to hurt the person it is offered to, it is called NC*

## **Building the Process**

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**Show Slide:**



**Say:**

“We have recognised the need for following a process. So, here is another activity for each group.”

## Activity 2



### Activity 2 – Building the Process

|                       |  |
|-----------------------|--|
| Objective             | <ul style="list-style-type: none"> <li>The objective of this activity is to identify the steps in the process for development of software and e - learning programs</li> </ul> |
| Time for the activity | 15 minutes   |
| Material required     | Process stickers   |

## Facilitator Guide

Instructions to the facilitator

- Ask all the participants to again join their groups and share a set of process activity stickers with each of the four groups
- Tell them that each sticker contains the name of one of the activities which are critical for effective development of products
- They need to arrange the stickers in the correct order in which they need to be performed
- Also, the parallel activities can be placed side by side
- The team that is able to develop the most effective process would be the winner
- Use your judgment to decide the winning team



**Trainer Notes:** After all the participants complete their exercise, move on to next slide to debrief the activity.

## Sample Process for Development

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**Show Slide:**

### Sample Process for Development



#### Say:

“While each of the teams developed interesting processes for development, here is a sample process which I often use.

This process can be fine tuned and adjusted depending on need.

Each step of the process has a specific role to play in helping the project progress further.”



#### Explain:

“Business Development is the first step in the process followed by Needs Analysis. On the basis of these, the proposal is presented to the customer and is finalized as per inputs from the customer.

Once the proposal is approved, the design team gets into production. The prototype is designed and developed and again presented to the customer. It is then finalized after receiving inputs from the customer.

On the basis of the approved prototype, the product is designed and developed. Finally, it is tested and user acceptance test is also conducted by the customer. The changes are implemented and the final product is delivered.

Let’s look at the specific activities and the outcome expected of them, for each of these steps.”

## Step 1 – Business Development



Show Slide:

| Step 1 - Business Development  |                          |                      |
|--|--------------------------|----------------------|
| Business Development   |                          |                      |
| Carried out at the pre-proposal stage to evaluate the critical parameters of the project |                          |                      |
| ACTIVITY   | OUTCOME                  | TEAM MEMBERS         |
| Gap Analysis / Organizational Analysis   | Organization Need        | Business Development |
| Business Managers Need   | Learner's Personal Needs | Customer             |
| Task Analysis  |                          |                      |
| Performance Objectives and Goals   |                          |                      |
| Skills, Knowledge, Attitude  |                          |                      |
| Casual Factors   |                          |                      |
| Causes   |                          |                      |
| Solutions  |                          |                      |
| Desired and Current levels   |                          |                      |
| How to improve   |                          |                      |
| Training Goals   |                          |                      |
| Audience Analysis  |                          |                      |
| Focus Group / Sample User  |                          |                      |
| Learners' Profile  |                          |                      |



Say:

“The first step in the process is business development. Business Development is carried out at the pre-proposal stage to evaluate critical parameters of the project.

As you can see, the activities for Business Development are listed – again this list is only suggestive and can be aligned to specific needs.”



**Trainer Notes:** After explaining the first step in detail, proceed to conduct next activity.

## Exercise – Helping Sushant

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**Show Slide:**

**Helping Sushant**

Sushant is a part of the Business Development team in his organisation.  
Take a look at some of the activities he is engaged in and identify those that are directly a part of business development.  
Select all the appropriate activities.

**Sushant**



**Say:**

“Meet Sushant, he is a part of the Business Development team in his organisation.

Take a look at some of the activities he is engaged in and identify those that are directly a part of business development.”



### Activity 3 – Helping Sushant

|                                 |   |
|---------------------------------|---|
| Objective                       | <ul style="list-style-type: none"><li>▪ To help participants explore various steps involved in the business development phase</li></ul>   |
| Time for the activity           | 15 minutes  |
| Instructions to the facilitator | <ul style="list-style-type: none"><li>▪ It is an individual practice</li><li>▪ Total time for the activity is 10 minutes</li><li>▪ Ask participants to turn page 2 in their participant manuals</li><li>▪ Ask them to follow the given instructions to attempt the exercise</li></ul> |



**Trainer Notes:** After all the participants complete their exercise, move on to debrief the activity.



**Explain:** All the activities except “Ensures his team is well prepared for meeting the objectives” are a part of the business development initiative.

This activity is more in terms of Sushant’s role as a Manager for his team and is therefore, not directly related to business development.

**Note: The rest of the sessions as given in the detailed design document (page no. 10) will be dealt with, in a similar fashion.**



## Summary of Learning

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Show Slide:



### **Trainer Notes:**

*Close and summarize the discussion taking participants through the slide.*

## Thanking Participants for their Active Participation

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Show Slide:



**Trainer Notes:** Finally close the session by thanking the participants for their active participation.