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| **Context and Purpose** | In the previous lesson, students learned the techniques for idea generation and gained hands-on experience in ideation. In this lesson, students need to understand the importance of idea evaluation and work on evaluating ideas from their idea bank to select the one idea, which has the most potential to succeed.  They learn this through a 3-step idea evaluation process, comprising:   1. Decision Matrix Analysis 2. Paired Comparison Analysis 3. 5 Questions Exercise or the 5Q Exercise   They then practice how to present their ideas using an Elevator pitch or a 1-minute pitch.  The first step in the idea evaluation process is the Decision Matrix Analysis. It helps bring all their ideas to one place. The purpose of asking students to do this is to help them effectively evaluate ten ideas from their idea bank and arrive at five of their best ideas. These five ideas will be used to go to the next step of evaluation. |
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| **Duration** | 30 minutes |
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| **Activity Type** | Individual Activity |
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| **Pre-Session Preparation** | Time required for preparation: 60 – 90 minutes Before beginning this session, watch the following three videos:**Video: Decision Matrix Analysis – Concept** **Video: Decision Matrix Analysis – Activity** **Video: Decision Matrix Analysis – Activity Debrief**   * Also go through these two documents that the students will work with:   1. The Microsoft Excel template – **Decision Matrix Analysis.xlsx**   2. The activity instructions handout – **Decision Matrix Analysis Activity Instructions.docx** * It will also help you answer questions that the students may ask you while running the activity. * Ensure that the classroom has arrangements for Audio-Video and has sufficient space along with PCs/laptops for students to do the activity. * Go through some sample Decision Matrices available on the internet to become familiar with the concept of evaluating ideas with the help of the Decision Matrix. * Understand the method adequately so that you can help your students do the analysis successfully. * Make your own Decision Matrix and practice the activity – this would help you facilitate this session with ease. |
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| **How to run this class activity?** | **A. PREPARE THE CLASS FOR THE ACTIVITY (10 minutes)** Play the **Video: Decision Matrix Analysis – Concept.**Refer to the **Video: Decision Matrix Analysis – Concept** and point out that:  * Not all ideas are opportunities! * So, evaluating the ideas is crucial. * The Decision Matrix Analysis is a good technique to evaluate ideas, especially when there are many good options and multiple factors to be taken into account. * It helps shortlist your ideas from a long list (in this case, ten) and arrive at the five most promising ones to take to the next stage of evaluation.  Play the **Video: Decision Matrix Analysis – Activity.**Next, give them the **Decision Matrix Analysis – Activity Instructions** handout.Ask them to carefully follow the instructions in the handout and ask questions after they have gone through it completely.  1. Make sure that they have the Microsoft Excel template for this activity. They will need to work on the soft version of the template using a computer or a laptop. It can be shared before the class by email or you can instruct them to download it from EdCast. They should have it before they come to the class. In case some students don’t have it in the class, it can be shared via pen drives.   **B. STEPS TO RUN THE ACTIVITY (15 minutes)**   1. Start the activity and announce that the allocated duration is 15 minutes. 2. Ask the students to remember that:  * Not all ideas are opportunities. * Implementing ideas needs time, money, and effort. * Implementing ideas with a good fit improves their chance of success. * It is important to eliminate ideas which are not a good fit. * A good idea can become even better if they take the time to evaluate it. |
|  | 1. Ensure that all students are participating and working on their Decision Matrices; go around the class and help those who seem to be in doubt. 2. At the end of 10 minutes, ask them to stop.   **C. CONCLUDE THE ACTIVITY (5 minutes)**   1. Announce that they have successfully completed the first step of the idea evaluation process! 2. Reiterate that they should have used the Decision Matrix Analysis Excel sheet to select their five best ideas from the list of ten. 3. Encourage the students to share what they understand from their Decision Matrices. Allow a maximum of three students to respond before moving on. 4. Play **Video:** **Decision Matrix Analysis – Activity Debrief.** 5. Conclude by saying that they are ready to move on to the second step of the idea evaluation process- Paired Comparison Analysis. |

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| 1. Run this activity in an Audio-Visual room or seminar hall, as the first part of this session involves screening of the videos. 2. Make sure that the Excel template is shared with students before the class by email. 3. Students should have access to PCs/laptops to work on their Excel templates. 4. Make sure that the instruction handout copies are ready to be distributed in the class. 5. Explain to the students that the key is to evaluate objectively and not get too attached to their ideas. Being objective will make evaluation and shortlisting more effective. 6. This activity is likely to take longer than the planned duration. |