EMPATHY ACTIVITY

Name	**Understanding Empathy**
Type of Pedagogy	Activity
Focus	Empathy and Observation which could further lead to identifying key problems and ideating and prototyping some of the solutions.
Application	Can be used where we wish to demonstrate the importance of empathy
Courses	Courses such as 1. Design thinking / Innovation/ Prototyping etc 2. Any other course where we need to demonstrate Empathy 3. Qualitative research
How to use this pedagogical approach	Students form groups of 8-10 – 1 person needs to be blindfolded. The rest of them walk along with the blind folded person and guide only in risky situations like going near a step/staircase or is likely to bang on to an object etc – else allow the person to walk at their own pace The blind folded person keeps expressing what they feel and what they are doing at every point which others make a note of. They can be made to do various things such as walking down the stairs, using the water cooler or navigating within the campus etc
Debriefing	The blindfolded person would usually say that they could for the first time really get the experience of what a real blind person goes through. The others in the groups can then document the observations and feelingss expressed by the person + their own observations – eg they feared that they were banging into something or they could feel the gradient on the path , or they could not identify a small hurdle on the way or when someone directed them left they could not imagine how much left etc If the purpose of the exercise is only to give them a feel of what empathy means – the facilitator could summarize that this is the extent of deep understanding that we must try to develop in a given research situation to be able to If the objective is to go further to solutioning the observations gathered through this exercise could be used for the rest of the steps in Design thinking and innovation
Outcome	Students understand what true Empathy is They understand the extent to which they must go to understand the real daily experience of the protagonist/person which they are trying to understand

	They appreciate the importance of ethnographic and other in-context studies in contrast to structured questionnaires and other forms of non-experiential studies

Empathy in Action: Student groups reliving the experience of a blind person

EMPATHY RESEARCH

Type of Pedagogy	Empathy Research
Focus/ Objective	Understanding a Stakeholders Needs – this can involve a wide range of tools and techniques such as in-Context observation, Fly on the wall, Rapid Prototyping, Design thinking exploratory sessions, In depth interviews of specific Personas etc
Course(s)	Is used widely in several courses such as Design thinking, GCL, Business Research, SIP/SIRP, Entrepreneurship etc
Description	The Method of developing Empathy can be used in various courses for various purposes – there are several approaches to conducting this 1. **Role Play:** In-Class Activity involving a role play between a Customer and a Designer/Problem solver/Consultant – the customer needs a certain product – the ability of the consultant or designer to ask specific questions covering various aspects such as functional, non-functional, persona related, and contextual questions determines the depth and breadth of understanding about the customer need 2. **In-Context Observation/Fly on Wall -** here students are asked to go out into the real world and observe deeply and objectively – and collect that observation and identify interesting insights - This could involve using photos or journaling or videos for capturing the observations

	3. **Blind man's walk:** Here one student is blind folded and asked to walk around the campus – he/she is supported and assisted by his team mates who encourage him/her to do certain tasks such as walk up or down a staircase or drink water from a water-cooler etc. The Blind folded person experiences what a blind person goes through while doing such tasks and shares it with the rest of the team. This experience is an eyeopener for many and perhaps represents one of the most profound empathy exercises
Outcome	Students develop skills in conducting qualitative research required in many project and research situations.
	Students also appreciate what real empathy means and triggers in them the aspiration to work towards gaining a deeper insight into a persons need
	This research can then be linked to the solution development phase as appropriate to the course in question

Historical Perspective about Empathy Study

Empathy study or Empathy research has been in use since Design thinking as a course was introduced in the MMS program. In 20222-23 Onwards most of the above vis In context observation/fly on the wall, Blind Mans Walk, and the role play activity have been a part of the Design thinking course.

Empathy study has since been used in wide range of courses

Mapping to Program Outcomes
Leadership (2), Innovation (2), Critical and Analytical Thinking (3), Communication (3), Global Perspective (-), Role of Self in organization and Society (3)

Role play between Customer- Analyst/Designer/Consultant MMS – 2023-25

Blind Mans Walk – Empathy exercise MMS 2023-25

In Context Observation MMS 2023-25

ENVP JURY PROCESS

Program	Batch Years	AY	Sem
MMS	2022-24	2023-24	IV
Course/Initiative	Faculty	Date	Time
Entrepreneurship and New Venture Planning	Dr Pradeep Pendse	1st April to 4th April 2025	
Venue	Welingkar Institute		
Topic	Final Jury Process		
Guest Speaker Details			
Name	Company	Designation	Contact details
Mr. Chandrashekhar Bhide	Lithion	Co-Founder	

Brief Description about the contents of the talk by Guest Speaker

Students had worked out detailed Business Plans with guidance from internal faculty members. The guidelines and evaluation rubric were well defined and shared with students at the time of briefing for the project at the start of the semester. Students had prepared a detailed report which was evaluated by internal faculty . However, they were also required to make a sharp 7 minute pitch before an external jury

member. Two external Jury members were invited to enable parallel evaluation given that there were 120 students to assess.   Mr Ateet Sanghavi Founder Purpose Venture and Mr. Chandrashekhar Bhide co-Founder Lithion were the 2 external jury members. The jury members asked them several questions based on their idea, product market fit, business model and the detailed financial plan and assumptions.

The Jury members also took time to share their own journey and their observations about the presentations and the content of the business plans made by the students

Key Takeaways

1. For Students the pitching was an experience by itself – they learnt about how to present their business story most effectively,

2. The questions from the jury made them learn more about business plan and the thoroughness required before presenting it. They learnt what investors look for

3. The Jury members shared their own journeys which was inspiring for the students

4. Unlike many other pedagogical approaches particularly written exams where students get a grade without any means of feedback – this approach was helpful in that they received personal feedback during their individual presentation as well as collective feedback and suggestions at the end of the process – thus the project was in itself a learning experience but the jury process add value from an industry and practice point of view

A MMS Batch 2023-25 student Presenting his Business Plan before an external Jury member – here Mr Chandrashekhar Bhide cofounder Lithion listening to the pitch and asking questions

EXPERIMENT BASED ASSIGNMENT

Type of Pedagogy	Experiment based Assignment
Focus	Implementing a concept in an experimental manner in a real-life context
Application	There are many generic problems eg segregation of waste etc – however the implementation challenges and therefore the solutions in different context may have some unique aspects to it – Students therefore learn how to apply the general concept discussed in class in the context of a real life situation
Courses	This approach could be used in any course. However this was tried out by a faculty who teaches Statistics.
How to use this pedagogical approach	Students could be asked to implement the Regression model in three popular fast-food restaurants. Lets say students have chosen KFC, Burger King and McDonald's because of their similar types of product range. Students identified dependent and independent variables for their problem statement during the class. These 120 Students were divided into five groups and visited different outlets of KFC, Burger King and McDonald's. They collected different information based on their requirements. After returning, they used those data and developed different stages of a regression model. Also, they tried to identify the future scope of improvement in those stores.
Outcome	Students tend to appreciate that the concept can be applied in wide range of settings – However by listening to other groups they realise how the same concept pans out differently in different context. The ability to apply a concept in different contexts helps enhance the students critical and analytical thinking as well as higher order learning
POs Mapped	Leadership (1), Innovation (1), Critical /Analytical thinking (3), Communication (2), Global Perspective (-), Role of Self in Organization and Society (1)

A group of MMS 2022-24 batch students went to Several Burger King outlets and identified an opportunity to apply regression as a concept and collect actual date to demonstrate the same

LEARNING BY DOING -FUL 2022-24

Date: 10th July to 23rd July 2023

Cohort: MMS 2022-24 batch (22 MMS Students)

Topic: Future Unicorn Launchpad (FUL) Program – Mentoring Young Innovators

(from idea to Business Plan)

GetSetLearn (an EdTech Venture part of the Arvind Mafatlal Group) along with TiE Bangaluru Chapter created a unique initiative called the Future Unicorns Launchpad (FUL). The aim of FUL is to foster innovation and entrepreneurial spirit/ mindset among young school children. The organizers got the engagement of about 100 premier schools pan India. Nearly 15000 students from 8th to 10th standard were part of this program. The students went through 3 stages

Stage 1: A selection test – which included innovation and entrepreneurship related concepts

Stage 2: A Mentorship Program – where the shortlisted 75 teams of 3 students each were assigned mentors. Weschool students from the 22 MMS and 22 PGDM Business Design and a few from other batches including alumni took the role of Mentors. Since the MMS and Business design students had undergone courses in Design thinking (along with

innovation projects) along with Global Citizen leader (involving among other aspects how to make a product and business pitch) made them ideally suited for mentoring the school children. 2 MBA Mentors were assigned to 2-3 teams – and they mentored them over a 10 day period leading to ideation, solutioning, and preparing a pitch deck including a business model and financial plan.

The mentorship phase culminated into a shortlisting phase where a set of jury members consisting of business founders / members of TiE Bangalore shortlisted the top 25 Teams

Stage 3: The shortlisted 25 teams were invited to a Bootcamp cum pitching competition on 22nd and 23rd Aug 2023. These 25 teams were exposed to brilliant talks from company founders such as Mr Priyavrata Mafatlal Vice Chairman of the Arvind Mafatlal group , Mr Pulkit Jain Co-Founder of Vendantu and well known EdTech startup, Mr Kshitij Khandelwal Founder & CTO of Pixel to name a few.

The teams presented their elevator pitch before an high profile jury consisting of

1. Mr Priyavrata Mafatlal – Vice Chairman Arvind Mafatlal group

2. Mr Murlidhar Surya – CEO and founder Lodestar

3. Ms Sandhya Vasudevan – Former MD of Deutsche Bank Ltd and an independent director

4. Mr Parag Dhal – General Partner Athers Venture Partners and large VC

5. Mr Rajiv Raghunandan – Nabaging Partner Arali Ventures

6. Dr Pradeep Pendse Incharge Director University program and CTO, Weschool

The Outcome

The Mentorship provided by Weschool students was huge success as seen from the following

1) Nearly 50% of the 25 teams shortlisted for the final rounds were those mentored by Weschool MBA students

2) All the top 3 Teams – ie Winner, 1st runner up and 2nd runner up – were teams mentored by Weschool MBA students - these were as follows :

| Rank	Team Name/Topic	Names of Mentors	Weschool Program
1st Runner Up	Bakhoor	Dhruvesh Phulpagare and Nishtha Prabhupatkar	MMS

3) The FUL Mentorship program helped MBA students from Weschool to apply what they have learnt in the area of innovation and entrepreneurship and sharing this knowledge with younger school students. This not only helped in stimulating entrepreneurial spirit among the young school children but also helped in reliving that spirit for the MBA students. This experience of mentoring will stay with them lifelong

4) Dr Pradeep Pendse, Incharge Director and faculty at Weschool had the privilege to be a jury member for the final round alongside luminary founders

5) The FUL presentation include an acknowledgement of Weschool contribution towards the mentorship of the children.

Mentoring sessions – a few Pictures

Abhishek Sharma & Lakshay Singh - Achiever's academy Bangalore

Nivedita Singh
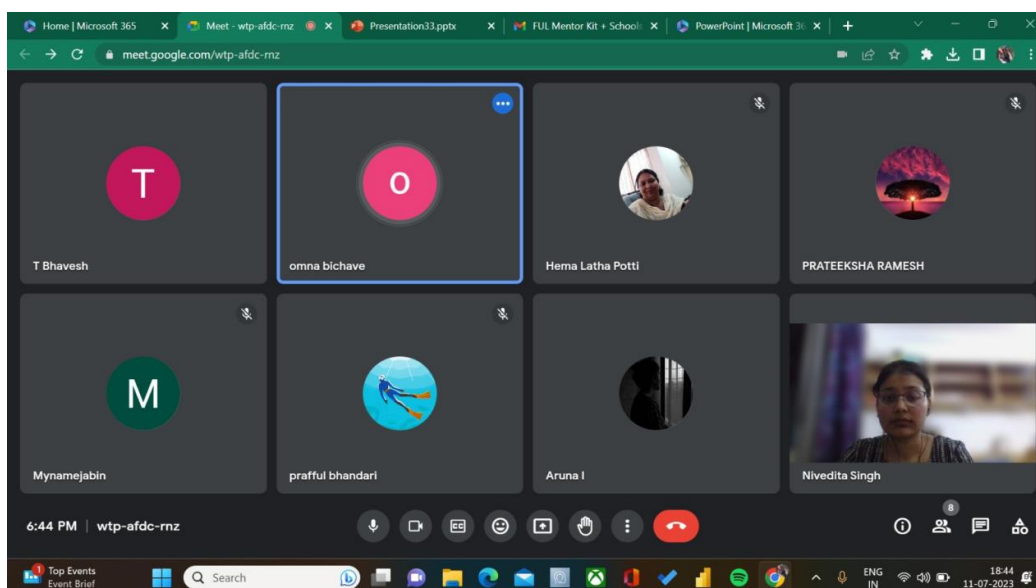
List of Weschool Mentors

MMS Students batch 2022-24

22 MMS Students worked as a mentors

Team Sr No	Mentor 1	Mentor 2
1	Jinal Soni	Mrunal Deshpande
2	Lakshay singh	Abhishek sharma
3	Abhishek Shingote	Anivit Singh
4	Sanjana Kulkarni	Shruti Priya
5	Manthan deshmukh	Shubham Pandit
6	Rahul Deshmukh	Gauri Borse
7	Dhruvesh Phulpagare	Nishtha Prabhupatkar
8	Tanay Raheja	Aniket Sakhare
9	Anju Yadav	Radhika panditputra
10	Arshad Shaikh MMS	Ronnie (Alumnus from 2021-23 batch)

Some of the MMS students from 2022-24 batch and 2 from the 2021-23 batch who could attend the certificate Distribution ceremony seen along with Mr Ameet Zaveri CEO and Ms Shubhra Rishi Head of Marketing of GetSetLearn (an Arvind Mafatlal Group Company)

The Winning Teams and their Mentors

1st Runner Up: Bakhoor

Mentors

1. Dhruvesh Phulpagare (MMS)

2. Nishtha Prabhupatkar (MMS)

LINKING DESIGN THINKING WITH GCL

Type of Pedagogy	Business Pitching Sessions as a part of GCL
Course(s)	Design thinking course where projects are done GCL Intervention where they are taught the art of Business Story Telling
Description	The Design thinking course requires students to work in groups to identify and solve either a business or societal problem. The Global Citizen Leader (GCL) course which is split into 2 interventions in Sem I and Sem II needs a project as a base for learning aspects such as leading self , Team work, Innovation, Leading others and driving change. The batches 2021-23 had in their feedback and during interaction with them suggested that they need to have a project as part of GCL. Hence it was decided to link the Design thinking projects to the GCL interventions where faculty could help students reflect on their experiences about themselves as leaders, as members of teams and about applying innovation skills to solve business problems. To evaluate their learning from GCL it was further decided to ask the Students to make a pitch deck for their idea and associated business case. This evaluated by a team of MMS faculty and invited jury members. The GCL intervention has a session on Business Story Telling – This session helped the students to prepare the pitch deck and make a sleek and cogent presentation
Learning from this approach	The feedback to this pedagogy of linking the outputs of one course to another does represent a new pattern and could be tried in other context

HISTORICAL PERSPECTIVE ABOUT LIVE PROJECTS

Live projects were introduced wef 2023-25 batch – they were tried on a sample basis across various courses – most of these were in the second year of the 2023-25 batch where students had a bit more time at hand as well as were capable of interacting independently and dealing with complex challenges.

Live projects were introduced on a trial basis as a part of the Design thinking course for the first time for the batch 2024-26. The need for this was felt when about 12 odd

students from the batch who all have pharma/healthcare or health tech backgrounds felt that they needed some project which will keep them in touch with their domain. WeMedz a company in the health tech space kindly agreed to offer 2 live projects – one which related to the study and improvement in the logistics side of the medical diagnostic segment and the other which was an exploratory study to implement a primary health care facility in large gated communities.

Batch	Course	Project Sponsor	Title	Students
2023-25	Strategic Mgmt	Dhanvantri Hospital	Operations Review	40
2023-25	Strategic Mgmt	Brahman Sahayak Sangh	Vision and Strategic plan	40
2023-25	Strategic Mgmt	API Industries	New product launch and Marketing and sales promotion	3
2023-25	Specialization Research Project	Saraswati Mandir Education Society's school	Study of stakeholder perceptions and strategic actions needed	3
2023-25	Extra project	Thane HR community	Study of Industry practices in compensation in the evolving business environment	5
2023-25	Extra Project	International Institute of Business Analysis (IIBA) Mumbai chapter	Study of BA practices in data and digital transformation	5
2024-26	Design thinking	WeMedz	Study of Logistics in Medical diagnostics	11
2024-26	Design thinking	WeMedz	Study of Need for Medical facility for gated communities	6

Mapping to Program Outcomes
Leadership (2), Innovation (2), Critical and Analytical Thinking (3), Communication (3), Global Perspective (2), Role of Self in organization and Society (3)

Students from 2023-25 batch who worked on the project along with the Trustees of the Saraswati Mandir Education Society – Second from right is Mr Pramod Deo Trustee and an MMS alumnus from an early 1990s batch who sponsored the project

Kickoff Meeting with Trustees of the Brahman Sahayak Sangh and the Dhandwantri hospital trust along with Mr Kale (visiting faculty – first row center) and Dr Pendse (left)

Students from 2023-25 batch in the background

Kickoff meeting with WeMedz Founder Ms Asawari Mulgund

LIVE PROJECT AS A PEDAGOGY

Type of Pedagogy	Live Project
Focus	Depending on the Project Sponsor/Organization
Course(s)	Could be used in any course in any semester This pedagogy was used in the following batches and courses 1. Design thinking – Sem I for the batch 2024-26 2. Strategic Management – Sem III for batch 2023-25 3. Specialization Research Project -Sem VI for 2023-25

Type of Pedagogy	Live Project
Objective of doing live projects	The purpose of using live projects was to provide students an opportunity to get a feel of the real world situation. They also gain individually through the personal experiences which they get while working on the project and discover their own capability for handling such tasks
	These projects also deliver value to the sponsoring organization and is matter of great contribution and satisfaction to the student as well as to the institute
Description	Depending on the course the faculty may speak to external organizations who may have specific real world challenges for which they need to explore and find solutions.
	Live projects as a pedagogy has been gradually introduced wef from the batch 2023-25 onwards. Even in this there needs to be greater number of projects which could enable the program to provide opportunities for each student in the MMS program.
	Usually an external organization provides a problem statement and has an company mentor to support and explain the problem and its context and clarify where required. The student team is mentored by an internal faculty, The team and mentors finalize the goals of the project and work out a plan for executing the project, There could be review meetings with the company mentor at a predefined interval and a final presentation is made before the project sponsor

Historical Perspective about Live projects

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ROLE PLAY - UNDERSTANDING STAKEHOLDER NEEDS

Type of Pedagogy	Role Play
Focus	Understanding a Stakeholder Needs
Application	Can be used for any situation which requires 1 role holder to uncover the needs of the other role holder by interacting
Courses	Courses such as

Type of Pedagogy	Role Play
	1. Design thinking – Designer as one role and user or customer as another role 2. Business Analysis – BA as one role and user or customer as the other role
How to use this pedagogical approach	Ask one set of students to take the role of Designer and the other as user or customer Ask the Designers to step out of the class for a few minutes or ask them to put their heads down for some time while you brief the customers Keep a slide ready which shows the various attributes of a simple product such as a say for eg • a pen – the core function, • aditional functions of the pen (eg as a show piece or even an ornament) , • the context of usage (eg merely for signing or for extensive writing or say a pen for writing on a white board or a color pen for small child , • the demographic or the persona of the user from who it is being designed, • the customer or sponsor who actually buy etc • compatibility with any other device already being used • price • storage considerations • maintenance required etc Ask the people playing the role of the customers to select a product of their choice and mentally make a note of various attributes listed above Then ask the Designers to come into the room or raise their heads and ask the designers and customers to engage in a dialog.

Type of Pedagogy	Role Play
	One rule to follow is that there has to specific questions and specific answers, Open ended questions are NOT allowed. Purpose of this is to challenge the designer to think about various categories and dimensions of questions which need to be asked and the followup questions for each to gather more details.
Debriefing	Ask a couple of Designer-Customer pairs to share what the designer could capture, the way he/she questioned – were there any major attributes of the product which were missed out etc Then show them the slide which you had used during the briefing of the customer role holders – emphasise how for a product apart from technical information and price there were so many other attributes or perspectives which need to be understood.
Outcome	Students realise that there is a need to understand many perspectives while uncovering the needs of any stakeholder

Example of the role play activity conducted as a part of the Design thinking courses MMS Batch 2023-25