Post Graduate Diploma in Management: 2021-23

Design Thinking

Sub. Code: DM-101

Trimester – I, END-TERM EXAMINATION: October 2021

Time: 1 Hr. 30 Min Max Marks: 30

Instruction: Students are required to write Roll No on every page of the question paper. All instructions on the reverse of the admit card should be followed meticulously.

SECTION A (3X5=15 Marks)

1. We have come from a linear past and are moving into a non-linear exponential future. Apply the 6-D framework to explain the potential exponential evolution of the ride sharing (e.g., Uber, Ola etc) industry. (CILO-1)

   5 marks

   OR

   Keeping in mind the relevance of organizational ambidexterity, explain the key characteristics of Exploitation and Exploration of knowledge in the context of any industry of your choice. (CILO-1)

   5 marks

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2. What is the relevance of the jobs-to-be-done framework in your attempt to develop a new service to address the learning needs of school students. What could be the various jobs-to-be-done in this context? What will be your next steps after having determined the jobs-to-be-done? (CILO-2)

   5 marks

   OR

   You are an entrepreneur seeking to develop a new offering to address the learning needs of school children. Develop an interview guide for conducting an empathetic voice-of-the-customer interview for your key user. (CILO-2) 5 marks

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3. You have been given the task of redesigning the experience of admissions to BIMTECH. How will you go about gaining empathy with your user? (CILO-3) 5 marks

   OR

   Develop personas of any two student archetypes in a post graduate business school. (CILO-3) 5 marks

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SECTION B

(Case Study)

Note: Case Study is Compulsory

(15 Marks)

DESIGN THINKING AND A $25 INCUBATOR: A CASE STUDY

Students at the Stanford d. school were challenged to design a less expensive incubator for babies born prematurely in Nepal. The students travelled to Nepal to meet with families and doctors and see the problem for themselves. During the trip, they were exposed to the angst of parents who were not able to save their premature babies. This mission of empathy helped them define who the users were and what their problem was. The students discovered that there were in fact many donated incubators in the hospitals, but surprisingly they were mostly empty. They realized that less expensive incubators would not actually solve the problem, since most premature babies were born far from hospitals, in rural areas, without access to incubators regardless of their cost.

The students changed their perception of what was needed and began to think about how babies in rural areas could stay warm for long periods of time. They used pictures, videos and storytelling of their experiences visiting Nepal to pinpoint the exact problem and brainstorm solutions. They stopped thinking of the doctors as their users and started thinking about desperate parents who need to give their babies a chance to survive. With each innovation or prototype that was suggested, they went back to the question on their whiteboard: Are we helping parents in rural areas save their babies' lives?

The design which was eventually chosen was for an infant warmer, which looks like a mini sleeping bag. It is made of material which holds in heat, so it can be thrown into a pot of boiling water to get hot and will retain the heat for a few hours. The baby is wrapped tightly inside the warmer, with a special hood to keep the face exposed which still heat the baby's head. The baby is kept warm for the amount of time it takes for the parents to reach the nearest hospital, even if it's a few hours away.

The students who undertook this project didn't stop with a prototype. They formed a company called Embrace and started manufacturing the product, which sells for a mere $25. Embrace now has programs in 11 different countries and has helped over 50,000 premature and low birth weight infants. And all it started with the design thinking process.

Questions:

1. Briefly explain elements of the Design Thinking process used in the Embrace project. (8 marks)

2. Develop a stakeholder map for the design problem in the case study? (7 marks)

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