

Ideation Phase

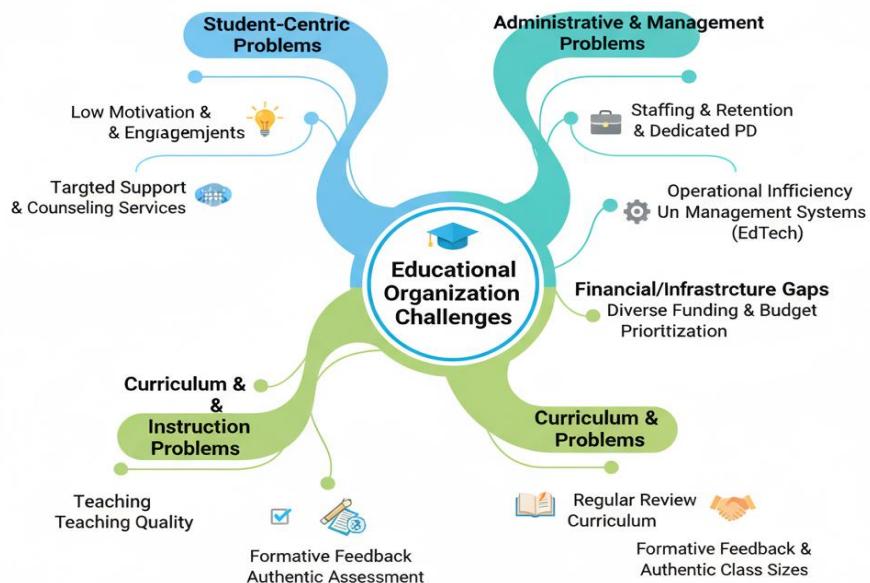
Empathize & Discover

Date	
Team ID	NM2025TMID07723
Project Name	Educational Organization
Maximum Marks	4 Marks

Empathy Map Canvas:

The **School Administrator** constantly **thinks** about maintaining educational quality and securing adequate district funding, saying things like, "Student safety is my top priority," while simultaneously lamenting the lack of budget for essential staffing. They are frequently **observed** walking the halls, mediating staff and parent disputes, and responding to emails late into the evening. The administrator **sees** the reality of crowded classrooms and aging facilities, and **hears** conflicting pressure from the board ("Test scores are down") and the staff ("The new policy is more paperwork"). This pressure leaves them **feeling overwhelmingly stressed** and **frustrated** by bureaucratic fragmentation, driving a critical need for **streamlined, centralized operational systems** that free them from administrative busywork to focus on leadership and student success.

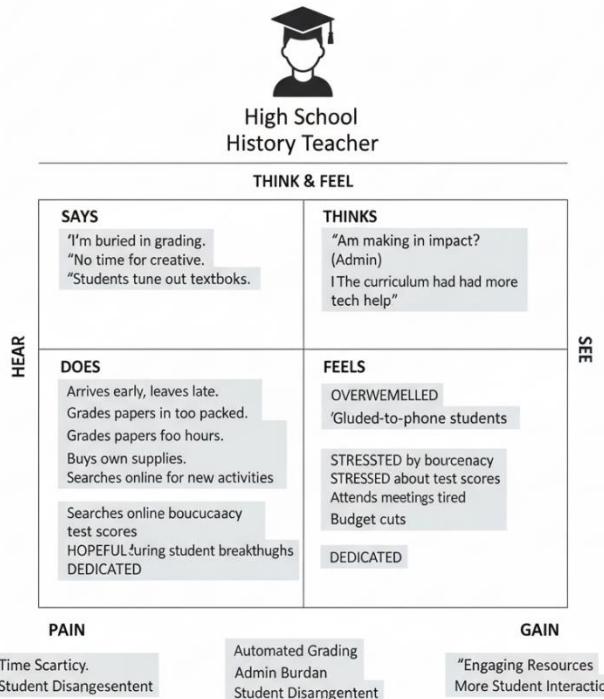
Example 1:



The primary purpose of an Empathy Map is to move a team beyond assumptions by visualizing a stakeholder's complete experience—what they **say**, **think**, **do**, and **feel**—at a given moment. By highlighting contradictions and uncovering unspoken needs, this visual tool establishes a **shared, user-centered understanding** that drives smarter design and problem-solving.

Example 2:

Empathy Map Canvas: High School History Teacher



The **High School History Teacher** is defined by a significant internal conflict: they **feel overwhelmed and frustrated** by administrative burdens and lack of time, despite their professional desire to provide engaging, high-quality instruction and adequately prepare students for the future. This frustration is confirmed by what they **see** (colleagues leaving the profession) and what they **hear** (conflicting demands from students and administration), which contrasts sharply with their **actions** of consistently working late and purchasing their own materials. Their core problem is not a lack of effort, but a **systemic scarcity of time** due to inefficient grading and difficulty locating relevant, diverse curriculum, creating a critical need for **automated assessment tools** and easily accessible, **curated resources** to recapture their time for meaningful teaching

