

# Enhancing Engagement through Management Role-plays in MBA Education

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### ABSTRACT

**Purpose:** *This paper explores the efficacy of utilizing management role-plays as an innovative pedagogical tool to engage MBA students in understanding complex concepts such as group dynamics and leadership theories.*

**Methodology:** *A case study method is employed to assess the impact of management role-plays. Data collection involves a structured role-play approach integrated with AI-generated scripts using ChatGPT, which were refined by student input. The study focuses on the first-year MBA cohort, particularly those disengaged with traditional theoretical lessons and hesitant due to language barriers.*

**Analysis/Discussion:** *The research investigates key outcomes such as increased student participation, improved retention of leadership and group dynamics concepts, and enhanced student confidence. The role of AI in script generation and its refinement by students is also analyzed. By examining student experiences, the study provides insights into how role-plays can transform learning in business education.*

**Originality/Value:** *This study addresses the growing need for innovative teaching methods in business education, offering practical insights into how AI-assisted role-plays can bridge gaps in student engagement, especially for those facing language barriers. It presents emerging trends in experiential learning, contributing to the development of more interactive and inclusive MBA curricula.*

**Type of Paper:** *Case Study.*

**Keywords:** Management role-play, Group dynamics, Leadership theories, AI, ChatGPT, MBA education, Student engagement.

### 1. INTRODUCTION :

Engaging students in abstract theoretical concepts, particularly in the context of management education, has long been a challenge (North-Samardzic, and de Witt, 2019) [1]. This is especially true when practical, real-world exposure is limited, as was the case with the MBA students at our institution. Many students in this cohort exhibited a notable disinterest in theory-heavy lessons, a sentiment that was exacerbated by several key factors. Firstly, a significant portion of the students lacked fluency in English, which led to shyness and hesitancy in participating in traditional class discussions. Secondly, logistical difficulties, such as the inability to arrange corporate visits due to permission constraints, further hampered opportunities for experiential learning, leaving a gap in practical exposure to vital management concepts like group dynamics and leadership.

Recognizing these challenges, it became critical to find an innovative alternative method that could deliver the theoretical content in a more engaging and accessible manner. This led to the implementation of management role-plays, a pedagogical approach designed to bridge the gap between theory and practice (Leaman and Flanagan, 2013) [2]. Role-playing as an educational tool combines active learning with theoretical instruction, offering students a platform to apply complex concepts in a controlled, simulated environment (Stokoe, 2011) [3]. Role-play is a valuable technique for addressing challenges in social psychology experiments, particularly those arising from the relational nature of social phenomena. Through an epistemological and methodological examination, role-play emerges as a promising approach for achieving experimental realism (Greenwood, 1983) [4]. In teaching group dynamics to management students, role-play provides an immersive and interactive method that fosters deeper understanding of social interactions. By assuming various roles within hypothetical management

scenarios, students were able to immerse themselves in practical applications of group dynamics and leadership theories.

This interactive method not only encouraged greater participation among the students but also made the material more relatable and easier to grasp. Educational style and content when adapted to suit the students' needs result in effective educational outcomes (Sojka and Fish, 2008) [5]. Role-plays enabled students to step into managerial roles, make decisions, and face challenges, fostering a deeper understanding of abstract concepts. Furthermore, the method provided an inclusive learning environment, allowing students with language barriers to overcome their reluctance, as their participation was driven by action and collaboration rather than linguistic fluency.

The effectiveness of the role-plays was further enhanced by integrating AI technology, specifically ChatGPT, to generate scenario scripts that were relevant and relatable to the students. These scripts were then refined with input from the students themselves, ensuring that the scenarios resonated with their personal experiences and cultural contexts. This collaborative process not only boosted engagement but also helped build student confidence, as they took ownership of their learning materials. Through this case study, the implementation of management role-plays proved to be an effective solution to overcoming the challenges of engaging MBA students in theoretical concepts. The use of active learning through role-playing not only increased student participation but also significantly improved retention of complex management ideas, demonstrating the potential of innovative teaching methods in higher education.

## 2. LITERATURE REVIEW :

Role-play has emerged as a widely used teaching method across various academic disciplines. Perry (1995) [6] conducted a study on an MBA course using experiential learning and found that students' preferences shifted toward it as the course progressed, with role-plays and case analyses proving especially effective. While students responded positively to the course, they viewed their management development as involving various structures.

Thaker (2015) [7] argues for a pedagogical mix in MBA curricula to enhance learning outcomes. His research shows that combining field assignments, cases, and role-play effectively addresses key learning needs like understanding organizational realities and implementing hands-on skills.

Stevens (2015) [8] highlights the role of role-play in fostering active learning, noting that while most students found the method beneficial, some experienced minimal gain, emphasizing the need for careful planning and format customization to ensure positive learning outcomes for all students.

Rao and Stupans (2012) [9] classify role-plays into models like 'Role-Switch', 'Acting', and 'Almost Real Life,' each addressing different educational objectives. This typology underscores the versatility of role-play in engaging students across cognitive, affective, and psychomotor domains.

Duveen and Solomon (1994) [10] explored historical empathy using role-play in high schools, finding that it helped students engage with complex scientific and historical debates, thereby enhancing their critical thinking and engagement.

Belova, Eilks, and Feierabend (2015) [11] examined role-plays in science education, focusing on climate change, and found that role-plays improved students' argumentation and decision-making skills, essential for understanding socioscientific issues.

Baruch (2006) [12] developed a conceptual framework for role-play in management education, emphasizing how educators' roles in facilitating role-plays enhance the effectiveness of learning processes. His study suggests that interactive role-plays are particularly suited for developing leadership skills.

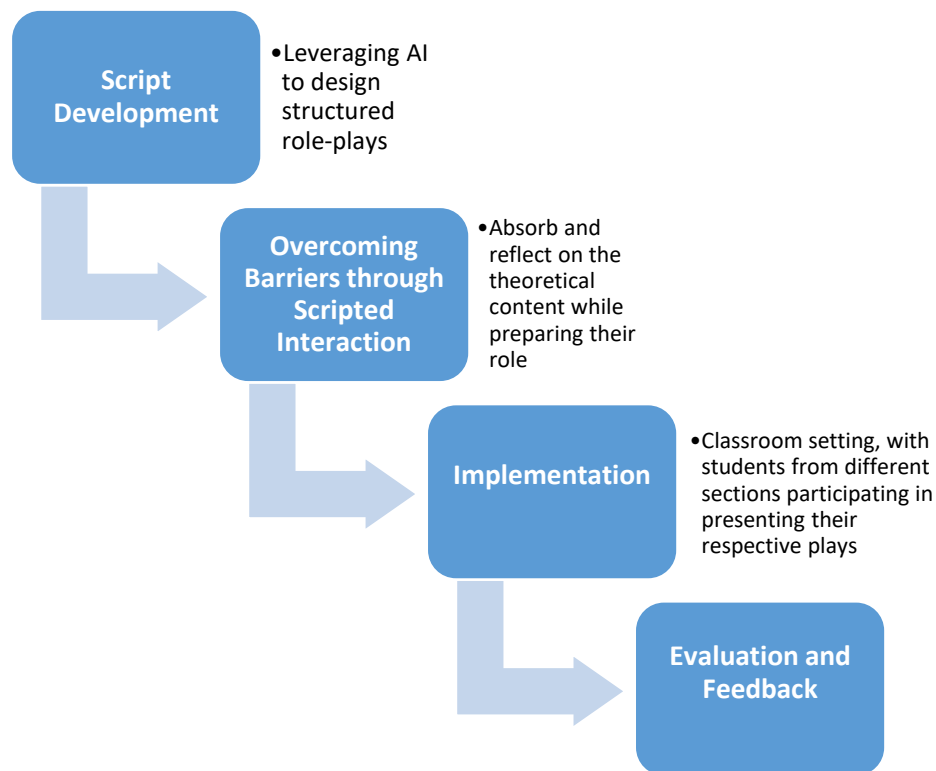
Kettula and Berghäll (2013) [13] studied role-play in higher education as a supplement to work-based learning. Their research found that role-play helps students practice real-life situations in a safe environment, although it lacks the support of senior colleagues, a limitation of this method.

## 3. METHODOLOGY :

To address the challenges of engaging MBA students in theoretical management concepts and overcoming their shyness and language barriers, a structured, AI-assisted approach was employed. The methodology centered around the use of ChatGPT, an AI language model, to draft scripts for four management role-plays. This case study approach focused on creating an interactive and inclusive

learning environment, aimed at fostering student engagement with complex topics like group dynamics and leadership theories.

Figure 1.1 outlines the steps involved in implementing the AI-assisted role-play methodology.



**Fig. 1:** AI assisted Structured role-play approach

#### 4. SCRIPT DEVELOPMENT :

The initial step in the methodology was leveraging AI to design structured role-plays that would serve as both a teaching tool and an engagement mechanism. ChatGPT was tasked with generating detailed scenarios that reflected real-world management challenges. The scenarios were aligned with key topics such as "Group Dynamics in the Workplace," integrating various leadership theories that students had learned in their theoretical lessons. This ensured that the role-plays would not only introduce practical situations but also reinforce the theoretical underpinnings taught in class.

To enhance the relevance of the scripts, a participatory approach was used. After the AI-generated drafts were prepared, students were invited to provide input and refine the scenarios. This step was crucial for two reasons: First, it ensured that the language, context, and scenarios resonated with the students, making the role-plays more relatable and culturally appropriate. Second, it gave students a sense of ownership over the material, making them more invested in the activity. The collaborative refinement process bridged the gap between AI's content generation and the students' practical and cultural experiences.

#### 5. OVERCOMING BARRIERS THROUGH SCRIPTED INTERACTION :

One of the main challenges identified among the MBA students was their hesitancy in public speaking due to language fluency issues and general shyness. To mitigate this, the role-plays were designed with pre-written, AI-generated scripts that provided students with structured dialogue and clear roles to play. This approach significantly reduced the pressure typically associated with spontaneous public speaking and allowed students to focus on delivering their parts confidently.

Moreover, the pre-prepared scripts allowed students to rehearse and internalize the concepts before performing them in front of their peers. This practice not only alleviated performance anxiety but also helped students engage more deeply with the subject matter, as they had the opportunity to absorb and reflect on the theoretical content while preparing their role.

## 6. IMPLEMENTATION :

The role-plays were implemented in a classroom setting, with students from different sections participating in presenting their respective plays. Each section was tasked with performing one of the four role-play scenarios, ensuring that a wide range of topics within group dynamics and leadership theories were covered. This division of topics allowed for a comprehensive exploration of different management concepts, from conflict resolution to leadership styles, within the simulated workplace settings.

Each presentation was followed by structured feedback sessions where students reflected on their performances. These sessions were designed to highlight areas for improvement not only in terms of understanding the theoretical concepts but also in enhancing soft skills such as problem-solving, teamwork, and communication. The feedback was framed in a constructive manner, with an emphasis on continuous learning rather than mere critique.

## 7. EVALUATION AND FEEDBACK :

To ensure the role-plays were both educationally effective and professionally valuable, expert adjudicators were invited to assess the students' performances. The evaluators came from both academic and theatrical backgrounds, combining insights from management education and performance arts to provide holistic feedback. This dual perspective allowed for a deeper analysis of the students' grasp of the management concepts as well as their presentation and interpersonal skills.

The experts assessed students on various criteria, including their ability to communicate effectively, demonstrate leadership, engage in teamwork, and apply theoretical knowledge to practical situations. This evaluation process not only reinforced the importance of these skills in management education but also provided the students with valuable insights into how their academic learning could translate into real-world professional environments (Poornaprajna Institute of Management, 2024 [14], 2024 [15]).

## 8. RESULTS :

This method of teaching group dynamics and leadership theories through role-play had several positive outcomes:

- Enhanced Participation: Students reluctant to participate due to language barriers became more involved with structured roles.
- Better Conceptual Understanding: Role-plays helped students apply theoretical concepts in simulated environments, leading to better retention.
- Increased Enthusiasm: The hands-on nature of role-playing created a lively environment, with students actively discussing the scenarios post-performance.
- Improved Confidence and Morale: Structured role-plays alleviated initial hesitation, helping students improve their public speaking skills.

## 9. DISCUSSION :

The results indicate that integrating AI-generated role-plays significantly enhanced student engagement. While AI played a crucial role in script development, student involvement in modifying them fostered a deeper connection to the content and promoted collaborative learning. The use of AI-generated role-plays, combined with student input and expert feedback, demonstrated a novel way to engage MBA students with theoretical management concepts. The structured, scripted approach allowed students to overcome their language and confidence barriers while immersing themselves in practical, simulated environments that mirrored real-world workplace challenges. Through this case study methodology, the role-plays proved to be an effective pedagogical tool for enhancing student participation, understanding, and retention of key management theories.

## 10. ABCD ANALYSIS OF MANAGEMENT ROLE-PLAYS IN MBA EDUCATION FROM STUDENTS PERSPECTIVE :

ABCD Analysis (Advantages, Benefits, Constraints, and Disadvantages) is a comprehensive framework used to evaluate the effectiveness of management role-plays in MBA education (Aithal, et.al, 2015) [16]. Management role-plays are widely employed in business schools to simulate real-world scenarios, allowing students to practice decision-making, leadership, and problem-solving skills in a controlled environment (Aithal, P.S. 2016) [17]. The ABCD analysis provides a structured approach to assess the

value of these role-plays by examining their advantages, such as experiential learning and team collaboration, their benefits, like improved communication and critical thinking, as well as their constraints, including time limitations and resource needs. Additionally, it helps in identifying any disadvantages, such as the potential disconnect between simulated and real-world complexities. This analysis aids in optimizing the role-play methodology, ensuring it aligns with educational goals and enhances students' management competencies [18-21].

### 10.1 Advantages of Management Role-plays in MBA Education from Students Perspective:

**Table 1:** Advantages of Management Role-plays in MBA Education from Students Perspective

S. No.	Key Advantage	Description
1	<b>Experiential Learning</b>	Role-plays provide hands-on, practical experience, allowing students to apply theoretical knowledge to real-world business situations, enhancing their understanding.
2	<b>Enhanced Decision-Making Skills</b>	By simulating managerial roles, students learn how to analyze complex business problems, make decisions under pressure, and evaluate outcomes in a risk-free environment.
3	<b>Improved Communication Skills</b>	Role-plays require students to articulate their ideas clearly and persuasively, honing both verbal and non-verbal communication skills vital for leadership.
4	<b>Team Collaboration</b>	These exercises encourage teamwork, fostering skills like negotiation, conflict resolution, and collaboration, which are essential in the business world.
5	<b>Leadership Development</b>	Taking on management roles during role-plays allows students to practice leadership, motivating peers, managing tasks, and making strategic decisions.
6	<b>Critical Thinking and Problem-Solving</b>	Role-plays require students to think critically, analyze problems from multiple angles, and develop innovative solutions in dynamic scenarios.
7	<b>Understanding Different Perspectives</b>	By playing various roles, students gain insights into diverse perspectives and learn empathy, improving their ability to work with individuals from different functional areas.
8	<b>Risk-Free Environment</b>	Role-plays allow students to experiment with strategies and ideas without the real-world consequences of failure, fostering innovation and creative problem-solving.
9	<b>Real-Time Feedback</b>	Immediate feedback from peers and instructors helps students understand their strengths and areas for improvement, enabling continuous learning.
10	<b>Increased Confidence</b>	Engaging in role-plays helps students build confidence in their abilities to lead, manage, and make decisions, preparing them for real-world business challenges.

These advantages summarized in Table 1 collectively enhance MBA students' readiness for management roles, bridging the gap between theory and practice.

### 10.2 Benefits of Management Role-plays in MBA Education from Students Perspective:

**Table 2:** Benefits of Management Role-plays in MBA Education from Students Perspective

S. No.	Key Benefits	Description
1	<b>Practical Application of Theories</b>	Role-plays enable students to apply classroom concepts to real-life scenarios, reinforcing their learning and helping them better understand management theories.
2	<b>Skill Development</b>	Role-plays help students develop essential managerial skills such as negotiation, decision-making, leadership, and conflict resolution, preparing them for future professional roles.

3	<b>Confidence Building</b>	By practicing management situations in a simulated environment, students build confidence in handling complex problems, presenting ideas, and leading teams in real-world business settings.
4	<b>Adaptability</b>	Role-plays place students in unpredictable and evolving business situations, improving their ability to adapt quickly to changes and think on their feet.
5	<b>Engagement and Motivation</b>	Active participation in role-playing exercises increases student engagement and motivation to learn, making the educational experience more interactive and enjoyable.
6	<b>Collaboration and Teamwork</b>	Working in groups during role-plays encourages collaboration, teaching students how to work effectively as part of a team, manage diverse viewpoints, and achieve shared goals.
7	<b>Realistic Problem Solving</b>	Students gain experience in tackling real-world business challenges, enhancing their ability to analyze problems, assess risks, and make well-informed decisions in a managerial role.
8	<b>Networking and Peer Learning</b>	Role-plays promote interaction among peers, allowing students to learn from each other's perspectives, experiences, and strategies, enriching their educational experience.
9	<b>Improved Communication Skills</b>	Through role-plays, students practice and refine their ability to communicate persuasively, negotiate effectively, and present their ideas clearly in a professional context.
10	<b>Reflection and Self-Assessment</b>	After role-plays, students have the opportunity to reflect on their performance, identifying their strengths and areas for improvement, which fosters continuous personal and professional growth.

These benefits explained in Table 2 make role-plays an invaluable component of MBA education, equipping students with the practical knowledge, skills, and confidence they need to succeed in managerial careers.

### 10.3 Constraints of Management Role-plays in MBA Education from Students Perspective:

**Table 3:** Constraints of Management Role-plays in MBA Education from Students Perspective

S. No.	Key Constraints	Description
1	<b>Time-Intensive</b>	Role-plays often require a significant amount of preparation and time for execution, which can be a constraint for students balancing coursework, projects, and personal commitments.
2	<b>Limited Realism</b>	While role-plays aim to simulate real-world situations, they may not fully capture the complexities and unpredictability of actual business environments, limiting their effectiveness in preparing students for real-life challenges.
3	<b>Performance Anxiety</b>	Some students may feel nervous or anxious about performing in front of peers or instructors, which can hinder their ability to fully engage in the role-play and showcase their skills.
4	<b>Uneven Participation</b>	In group role-plays, not all students may participate equally. Some may dominate the exercise, while others may remain passive, which can limit the learning experience for everyone involved.
5	<b>Overemphasis on Performance</b>	Role-plays can sometimes become more about acting or performing than learning, leading to a focus on superficial elements rather than deep, thoughtful engagement with the material.
6	<b>Subjective Evaluation</b>	The assessment of role-play performance can be subjective, depending on the instructor's interpretation of the students' actions, which may result in inconsistent or biased grading.

7	<b>Varying Levels of Engagement</b>	Some students may not take the role-play seriously or may be disengaged, resulting in a diminished learning experience for the group as a whole.
8	<b>Resource Intensive</b>	Role-plays may require resources such as specific materials, spaces, or technology to simulate realistic scenarios, which may not always be readily available or accessible to all students.
9	<b>Lack of Immediate Feedback</b>	In some cases, students may not receive immediate or detailed feedback on their performance, limiting their ability to reflect on and improve their managerial skills.
10	<b>Cultural and Communication Barriers</b>	Students from different cultural backgrounds may interpret or respond to role-play scenarios differently, leading to misunderstandings or communication challenges that can detract from the learning experience.

These constraints highlighted in Table 3 discuss the challenges that students may face when participating in management role-plays, underscoring the need for thoughtful design, support, and facilitation to maximize the educational value of the experience.

#### 10.4 Disadvantages of Management Role-plays in MBA Education from Students Perspective:

**Table 4:** Disadvantages of Management Role-plays in MBA Education from Students Perspective

S. No.	Key Disadvantages	Description
1	<b>Artificial Environment</b>	Role-plays often create simulated business environments, which may feel unrealistic or overly simplified compared to the complexities of actual managerial situations.
2	<b>Limited Transferability</b>	The skills practiced during role-plays may not always translate effectively into real-world scenarios, as the dynamics in an academic setting may differ from the pressures of actual business management.
3	<b>Overemphasis on Theatrical Elements</b>	Some students may focus too much on the performance aspect of the role-play (acting or drama) rather than focusing on learning and developing critical managerial skills.
4	<b>Group Dynamics Issues</b>	Group-based role-plays can result in unequal participation where stronger or more confident students dominate the exercise, leaving quieter or less assertive students without a chance to engage fully.
5	<b>Inconsistent Learning Outcomes</b>	Due to the open-ended nature of role-plays, students may walk away with different lessons, creating inconsistencies in the learning experience and potentially missing core concepts of management.
6	<b>Discomfort with Public Speaking</b>	Students who are introverted or shy may find role-plays stressful, especially when expected to speak or perform in front of the class, which can hinder their ability to fully participate.
7	<b>Bias in Evaluation</b>	Evaluating role-plays can be subjective, leading to bias in grading. Students may feel that they are being judged on their presentation skills rather than their understanding of the material.
8	<b>Dependence on Role-Play Scenarios</b>	The effectiveness of role-plays largely depends on the quality and relevance of the scenarios. Poorly designed or irrelevant role-plays may lead to confusion or fail to meet learning objectives.
9	<b>Risk of Reinforcing Stereotypes</b>	Role-plays may sometimes unintentionally reinforce stereotypes, as students may play roles based on preconceived notions or oversimplified ideas of management styles.
10	<b>Lack of Depth in Analysis</b>	Role-plays often focus on immediate responses to a scenario, which may limit opportunities for in-depth analysis or critical thinking about long-term strategies, managerial processes, or ethical considerations.

These disadvantages listed in Table 4 emphasize the challenges students may face with role-plays in MBA education, indicating the need for careful planning, diverse approaches, and clear learning objectives to make the activity as effective as possible.

### 10.5 Advantages of Management Role-plays in MBA Education from Teachers Perspective:

**Table 5:** Advantages of Management Role-plays in MBA Education from Teachers Perspective

S. No.	Key Advantages	Description
1	<b>Active Learning Engagement</b>	Role-plays help teachers engage students in active learning, allowing them to experience real-world management scenarios in an interactive, hands-on way, rather than passively absorbing theoretical content.
2	<b>Development of Practical Skills</b>	Role-plays provide a platform for teachers to help students develop essential managerial skills such as communication, negotiation, decision-making, leadership, and conflict resolution in a controlled environment.
3	<b>Observation of Soft Skills</b>	Teachers can assess students' soft skills, such as teamwork, emotional intelligence, and interpersonal communication, which are difficult to evaluate in traditional written exams or lectures.
4	<b>Immediate Feedback and Reflection</b>	Role-plays allow teachers to offer immediate feedback on student performance, helping students reflect on their actions, improve their decision-making processes, and adjust their strategies in real time.
5	<b>Real-time Problem Solving</b>	Teachers can observe how students solve problems under pressure and in dynamic situations, offering insights into how well they can apply theoretical concepts to practical challenges.
6	<b>Promotes Collaboration</b>	Role-plays encourage teamwork, giving teachers the chance to see how well students collaborate in group settings and manage group dynamics, a critical aspect of managerial success.
7	<b>Customization of Learning Scenarios</b>	Teachers have the flexibility to tailor role-play scenarios to the specific learning objectives of the course or to address specific areas where students need improvement, making the learning process more relevant and contextualized.
8	<b>Encourages Critical Thinking</b>	By putting students in complex, decision-making roles, teachers can foster critical thinking and encourage students to weigh different perspectives, consider various outcomes, and make strategic decisions.
9	<b>Engagement with Diverse Learning Styles</b>	Role-plays appeal to different learning styles, particularly for kinesthetic learners who benefit from hands-on activities, allowing teachers to diversify their teaching approaches and reach a broader range of students.
10	<b>Evaluation of Real-World Application</b>	Role-plays give teachers a practical way to evaluate how well students can apply academic theories to real-world managerial situations, thus bridging the gap between academic knowledge and professional practice.

These advantages listed in Table 5 show how management role-plays can enhance both teaching effectiveness and students' educational experience by creating a dynamic, engaging learning environment that goes beyond traditional methods.

### 10.6 Benefits of Management Role-plays in MBA Education from Teachers' Perspective:

**Table 6:** Benefits of Management Role-plays in MBA Education from Teachers Perspective

S. No.	Key Benefits	Description
1	<b>Enhanced Student Engagement</b>	Role-plays increase student participation and enthusiasm in the learning process, leading to a more interactive classroom

		experience, which benefits teachers by making lessons more dynamic and impactful.
2	<b>Real-Time Skill Assessment</b>	Teachers can assess critical management skills such as leadership, decision-making, and teamwork in real time, providing a better understanding of students' practical abilities compared to traditional assessments.
3	<b>Improved Communication Skills</b>	Through role-plays, teachers can help students develop and refine their communication and negotiation skills, essential for managerial roles, while observing and guiding improvements.
4	<b>Facilitates Experiential Learning</b>	Role-plays allow teachers to incorporate experiential learning into the curriculum, enabling students to "learn by doing," which helps reinforce theoretical concepts and makes learning more memorable.
5	<b>Customizable Learning Experiences</b>	Teachers can design role-plays to fit specific learning goals, addressing current business challenges or specific case studies, allowing for personalized and targeted learning experiences.
6	<b>Encourages Critical Thinking</b>	Role-plays provide teachers with the opportunity to challenge students to think critically about complex business scenarios, encouraging deeper analysis, strategic thinking, and the consideration of multiple perspectives.
7	<b>Immediate and Actionable Feedback</b>	Role-plays enable teachers to give immediate feedback on students' actions and decisions, fostering quick learning and improvement while situations are fresh in students' minds.
8	<b>Development of Soft Skills</b>	Teachers can use role-plays to emphasize the importance of soft skills—such as empathy, conflict resolution, and emotional intelligence—which are essential in management but not always addressed through lectures or written assessments.
9	<b>Simulation of Real-World Challenges</b>	Teachers benefit from being able to simulate real-world business challenges that prepare students for future roles, creating a more relevant and practical learning environment that reflects actual management situations.
10	<b>Collaborative Learning Environment</b>	Role-plays promote a collaborative atmosphere, allowing teachers to facilitate peer-to-peer learning. Students can learn from each other's experiences and decisions, which enriches the overall educational experience.

These benefits mentioned in Table 6 help teachers and professors to not only evaluate students' performance more holistically but also create a more engaging, hands-on, and applicable learning environment, fostering better preparation for real-world management roles.

### 10.7 Constraints of Management Role-plays in MBA Education from Teachers Perspective:

**Table 7:** Constraints of Management Role-plays in MBA Education from Teachers Perspective

S. No.	Key Constraints	Description
1	<b>Time-Consuming Preparation</b>	Designing effective role-plays can be time-intensive for teachers, as it requires creating realistic scenarios, assigning roles, and ensuring the alignment of activities with learning objectives.
2	<b>Limited Class Time</b>	Conducting role-plays within the constraints of class schedules can be challenging, especially when there are complex scenarios that require extensive setup, execution, and debriefing, leaving less time for other instructional methods.
3	<b>Student Resistance</b>	Some students may resist participation due to shyness, lack of confidence, or discomfort with the unpredictability of role-plays, making it difficult for teachers to engage all students equally.

4	<b>Difficulty in Assessing Performance</b>	Role-plays may make it harder for teachers to assess students objectively. Since performance in role-plays often includes subjective elements, grading can be inconsistent or challenging.
5	<b>Uneven Student Participation</b>	Some students may dominate the role-play, while others remain passive. This can limit the learning experience for quieter students and make it difficult for teachers to ensure that every student is fully engaged.
6	<b>Resource-Intensive</b>	Effective role-plays may require additional resources such as space, materials, or technology (e.g., video recording or conferencing tools), placing a burden on teachers to secure these resources within institutional limits.
7	<b>Classroom Management Challenges</b>	Managing the dynamic and unpredictable nature of role-plays can be challenging for teachers, especially in larger classes, where ensuring discipline and focus during interactive activities may become difficult.
8	<b>Inadequate Preparation by Students</b>	Teachers may face difficulties if students come unprepared for the role-play, leading to ineffective sessions that fail to achieve learning outcomes. This can diminish the educational value of the exercise.
9	<b>Cultural and Social Sensitivities</b>	Certain role-play scenarios may touch on cultural or social issues, potentially causing discomfort among students. Teachers need to carefully navigate these sensitivities, which can limit the scope of role-plays.
10	<b>Misalignment with Learning Objectives</b>	If not carefully designed, role-plays may veer off course, leading to a focus on superficial actions rather than deep learning. Teachers must continually guide the activity to ensure it aligns with course goals.

These constraints explained in Table 7 highlight the complexities teachers face in implementing management role-plays effectively within MBA education, balancing student engagement, preparation, and educational objectives.

### 10.8 Disadvantages of Management Role-plays in MBA Education from Teachers Perspective:

**Table 8:** Disadvantages of Management Role-plays in MBA Education from Teachers Perspective

S. No.	Key Disadvantages	Description
1	<b>High Preparation Time</b>	Designing and organizing role-plays can be labour-intensive, requiring significant time to develop realistic scenarios, allocate roles, and prepare instructional materials, which can detract from other teaching responsibilities.
2	<b>Assessment Challenges</b>	Evaluating students' performance in role-plays can be subjective and complex, making it difficult for teachers to provide objective feedback and grades that accurately reflect students' understanding and skills.
3	<b>Classroom Management Issues</b>	The dynamic nature of role-plays can lead to disruptions, requiring teachers to manage multiple groups simultaneously, which can be challenging in larger classes and may lead to a chaotic learning environment.
4	<b>Unequal Participation</b>	In role-play scenarios, dominant students may overshadow quieter ones, leading to uneven participation. Teachers may struggle to ensure that all students are actively engaged and benefiting from the experience.
5	<b>Student Anxiety</b>	Role-plays can induce anxiety or stress in students who are uncomfortable with public speaking or improvisation, which can negatively impact their performance and overall learning experience.

6	<b>Misalignment with Course Goals</b>	If not carefully integrated into the curriculum, role-plays may diverge from the intended learning outcomes, making it difficult for teachers to connect the activity with broader educational objectives.
7	<b>Cultural Sensitivity Issues</b>	Certain role-play scenarios may touch on sensitive cultural or ethical topics, posing a risk of offending students or creating discomfort in the classroom, which teachers must navigate delicately.
8	<b>Resource Limitations</b>	Effective role-plays may require additional resources such as materials, technology, or specific classroom setups, which might not be readily available in all educational settings, limiting implementation.
9	<b>Dependence on Student Preparedness</b>	The success of a role-play often relies on students coming prepared and understanding their roles. If students do not engage in necessary preparatory work, the role-play may be less effective.
10	<b>Variable Learning Outcomes</b>	The unpredictability of role-plays can lead to inconsistent learning outcomes. Teachers may find it difficult to ensure that all students grasp the key concepts intended for the activity, resulting in a less effective teaching method.

These disadvantages highlighted in Table 8 discuss the complexities teachers face when implementing management role-plays in MBA education, requiring careful consideration of planning, execution, and assessment to optimize student learning experiences.

### 11. CHALLENGES AND LIMITATIONS :

One significant challenge encountered during the implementation of the role-play methodology was the students' initial resistance to the concept. Many of the students were unfamiliar with role-playing as a teaching tool, particularly in a management education setting, and were hesitant to participate. This resistance stemmed from a lack of understanding of how role-playing could effectively simulate real-world scenarios and reinforce theoretical knowledge. Some students also expressed discomfort with the performative aspect of role-playing, as it required them to step out of their comfort zones and engage in active participation, something they were unaccustomed to in traditional lecture-based learning environments.

Another limitation of the approach was the absence of real-world corporate exposure, which role-playing, while beneficial, could only partially compensate for. The role-plays simulated workplace scenarios but lacked the complexity, unpredictability, and nuanced interpersonal dynamics that real corporate environments offer. Without direct interaction with business professionals or firsthand observation of corporate operations, the students missed out on experiencing the tangible pressures and decision-making processes found in actual management settings. Although role-playing provided a valuable alternative for applying theoretical concepts, it could not fully replicate the depth of learning that comes from direct industry exposure.

### 11. CONCLUSION :

AI-assisted role-plays in management education have demonstrated significant effectiveness in engaging students with complex concepts such as group dynamics and leadership. By providing structured scenarios generated with AI, this approach fostered greater student participation, improved retention of theoretical knowledge, and helped build confidence, particularly among students hesitant to speak publicly. The method's ability to create relatable and practical learning experiences made it a valuable alternative to traditional teaching methods.

Future research could explore the integration of more advanced AI tools and immersive virtual simulations, potentially offering even richer experiential learning environments that better mimic real-world corporate challenges and decision-making processes. This could further bridge the gap between theoretical understanding and practical application in management education.

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