

## Week 4

### Next week deliverables (info from TA during the lab):

Develop 2 personae

- 1 that hits your target user directly
- 1 that is a little off target, but will still be covered by your design

To make sure they capture your findings as opposed to stereotypes or archetypes pre-established in your head, please mold them slightly off extreme archetype models and avoid creating polar opposite personae

Write 2 Foundation sheets (1 per persona, 3-5 pages each)

Contains info on a persona

- home & family life
- work & school life
- views about your social group
- sports/hobbies/leisures
- role in your social group
- aspirations, goals & fears
- A day in the life. Provide a narrative

Design 2 Persona posters (1 per persona, 18x24 digital)

- image of the person who represents the persona
- fictional quote from the persona
- design the poster to match their personality

Design 1 Relationship poster (18x24 digital)

- Higher level observations on the two personas' relationship
- Compare similarities and differences from the foundation docs

During the next lab the groups will split into 2, with each half representing 1 persona  
Each team member should bring a mask with their persona's face on it.

We will be roleplaying the persona in class.

Try writing down traits on cards and scrambling them. Then using the cards to try to assemble personae.

## Comments in the lab

The participants seem:

- to be highly reflective
- to be very positive - self improvement, change, etc
- to desire motivation from people/sayings/events
- to become attached to objects in an iconic (instead of materialistic) sense

Possible development angles include:

- how do they get motivation?
  - why do they need it?
  - how can we share motivation
  - how do we make our design iconic
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## Conclusions Drawn On June 3rd

- Dan, Mikaella and Ruby seem to have lower self confidence - looking for guidance/inspiration (all the phrases in their bottles affirmed their current course of action)
  - Related to the above point, all 3 seemed to draw confidence from the words of role models
  - Jung appears to have higher self confidence than the others (she appears to be more willing to take creative risks: drawing herself on the ceiling in the bathroom in the house, writing 1 big affirmation on the cloth, rejecting the idea of decorating the box, decorating her bear with tinfoil. She also didn't use the affirmation bottle, suggesting she doesn't need it to speak to)
  - Since all participants are young adults, low self confidence can be expected: moving away from home, figuring out who you are, etc.
  - Some of the participants are working full time, and thus some of them may have graduated already. Others are students and are dealing with the insecurities that brings.
  - A busy or erratic schedule can often cause people undue stress, and make them unable to make their social commitments. Since Dan, Mikaella and Ruby have the lowest self-confidence and were not present on group poster, it is possible they were unable to attend due to other pressures.
  - Dan lives in a small apartment on the upper floors of a building. His room is in relative disarray (concluded from his photos)
  - Jung lives in an average sized house with 2 cars (photos). Either she's fairly well off, or she is living with her parents.
  - Ruby values friendship (graduation picture with friends-used blank caption card)
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# Personae

## Persona 1: Sue

Sue is meant as our **target user**.

- She is 24 years old
- Sue has graduated from SFU a short while ago with a Bachelor in Education
- She is somewhat assertive, but not unduly so.
- Newly employed as a TOC (teacher on call) in the Richmond School District
  - Because she is on call, she will likely be called in early in the morning (if a teacher isn't there, then everyone goes home)
  - The place that she works at may change daily. As such she may own a car. If so, how does she pay for gas?
  - Since she has to be ready to come in early in the morning, she will likely wake up early and go to sleep early.
- While competent, the classes she teaches often contain rowdy children.
  - This has caused some work stress.
- Trades stocks online in her spare time. Small boost to her income.
  - Possibly took an ECON course at SFU?
- The increase in pay caused by having a full time job has given her more autonomy than ever before, but also a small feeling of insecurity.
- She is in the process of moving into her first apartment. She has a down payment on it, and is expected to pay monthly rent.
  - The move to a new apartment was partly motivated by wanting to be in a central location in Richmond School District.
- Sue lives life at a fast pace. She is always doing something, and can only make youth group meetings occasionally.
- She values the meetings she attends, as they give her a window of time to relax and not think of work or home troubles.
  - She is friends with the group members and enjoys their company.
- She enjoys collecting quotes she likes, and keeping them to inspire her later. She keeps a notebook dedicated to this purpose
- Coffee addict - makes her own coffee in the morning
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### Insights into the TOC profession:

- A school district will have a "reserve" of several TOC's. If a teacher calls in sick or will be unavailable for other reasons, a TOC is called.
- The TOC then has to go to the school and teach the class. Usually, they are provided by a brief outline for the day, but it is not required.
- The TOC job is only stable when a teacher goes on maternity leave. Then they usually keep the position until the teacher returns.

Sue Development: (v3 is the current version)

v1

Sue graduated from Simon Fraser University with a bachelor's degree in Education six months ago. She has successfully found her first teaching job, and is in the process of moving into her first apartment. She is a substitute teacher in School District 41 of Burnaby. Because she is a substitute teacher, she is placed from school to school. Some students respect her while others misbehave because she is not their

full-time teacher. Her life is filled with rapid change, resulting in a feeling of insecurity. Sue's visits to the church group help her affirm that she is on the right path. However, the rapid changes in her life prevent her from regularly attending meetings, so she comes when she can. She seeks comfort in the words of others.

v2

Six months ago, Sue was an Education student at Simon Fraser University. During that time, she stayed in residence and learned the basics of how to care for herself. Since the university was so close to her old neighbourhood, Sue could remain involved in her church's youth group. As she spent more and more time with these people, she became friends with them, and a bond of camaraderie has since developed in the group.

Upon graduating, Sue returned to her parent's house in Richmond and successfully landed a substitute teaching job in Richmond School District 38. As a novice, 24-year-old teacher, she was unable to win the respect of the students she taught, leading to increased stress from her work. She began to rely on her youth group meetings to provide her support through this transition in life. In the last few weeks, Sue put a down payment on her first apartment, and has begun to move out of her parent's home. She is now expected to pay a monthly lease on the apartment, while juggling her other responsibilities. Sue is presently getting used to the new neighbourhood, while attending the youth group whenever possible.

Sue leads a busy life. She cannot always make it to youth group meetings, yet she values the time she spends there. Whenever possible, she tries to make it, but sometimes other obligations make that impossible. She draws strength from the somewhat crazy camaraderie shared by the members of the youth group, and inspiration from quotes she finds by famous role models.

v3

Sue is a graduate of SFU's Education program. A mildly assertive person, she was recognized as a promising teacher by the Richmond school board, and offered a job as a teacher on call. Upon graduating, Sue returned back home and began work in her new job. She had an aptitude for it, but many of the classes she taught contained rowdy individuals, making work a trying experience. Sue's eventual goal is to be hired into the school district as a full time teacher.

Her newfound income has granted Sue greater autonomy than ever before, and also presented her with many new hardships. She has placed a down payment her first apartment, and has begun to move away from home. These changes are trying and stressful, but Sue can handle it. She did it before at university.

When she returned back home, Sue became involved in her church's youth group. The group contained many childhood friends of Sue, so she quickly became a member of the team. To Sue, the group provides comfort and support, by giving her a time to relax and not think of her troubles at work and home. While her busy schedule doesn't always allow her to attend group meetings, she comes when she is able, and contributes whenever possible.

Sue gains inspiration from the words of others, and has begun collecting quotes that she likes in a small notebook. Her inspirations are varied, including famous speakers, singers (LeCrae), and inspirational fridge magnets. Sue's collection has grown fairly large over the years, and provides a simple escape from her everyday stresses.

## Persona 2: Robert (Rob) Brauer

Meant to be a user that is not quite ideal. Will be covered by what we design, but not completely.

- Male
- A reserved, introverted person. He thinks first, then speaks. His opinions are valued and listened to by all, including his superiors; but because of his quiet nature he is often overlooked by those in power. Though Rob is often thought of as a serious person, he has a silly side he only lets out around his friends. He has a wry sense of humour, augmented by a sharp wit.
- Received an Engineering Diploma from BCIT
  - Qualified to handle heavy machinery
- Gets around on a vintage bicycle that he maintains by himself.
- Stable, full-time job in the area (currently set as Quilchena Golf & Country Club)
  - Officially employed as a mower. He is tasked with grooming the golf course - making sure all the grass is taken care of.
  - He is also (unofficially) the de-facto mechanic of the small vehicles on the course.
  - Rob feels slightly exploited at his work - he is in high demand for his technical skills, but his wage does not reflect that.
  - He seeks advancement as an opportunity to both improve his situation, and learn more about maintaining a golf course.
- Stable home life - lives in an apartment he's rented out
  - Aspires to buy an apartment of his own, but it's still far away. He's saving up money until he can afford it.
- More confident and self-assured than Sue.
  - He has spent the last few years in a stable job, and a stable home. This has led to the development of greater self-confidence.
  - Somewhat anal-retentive. He is very organized, making him a natural, prepared leader.
- Fears:
  - Afraid of losing his full-time job
  - Afraid of ruining his reputation at work (becoming a scapegoat)
  - Afraid of irritating his neighbours
    - As a result doesn't use his amp in his home
- More spare time than Sue, as he has routines already established. Thus has more leisure activities
  - Accomplished bass guitarist. He is part of a small band which plays at the Foggy Dew Irish Pub on Tuesdays.
    - Practices his guitar at home without the amp so as not to bother the neighbours
    - Composes small pieces on the fly
    - Twice a week he practices with the band at one of his bandmates' houses
  - Heavily involved in the church group, helps co-ordinate events
    - As a result he is always at meetings
- He values friendships, and is close friends with the members of his band and the youth group
- In his spare moments he listens to tunes on his iPod - gathering inspiration for his future compositions

# Day in the Life:

## Sue

- Wakes up @ 6am
- Has a 20min shower
- Gets out of shower and puts on bathrobe
- Starts the coffee brewing
- Eats some cereal
- Receives a call on her cell asking her to work at a local school
  - Phone is a white Sony Ericsson X10
- Opens the fridge to get some leftovers, and packs them in a Tupperware container
  - spaghetti & an apple
- Changes into work clothes
- Grabs her food, a tote bag (holding all her stuff), and her coffee (puts it in a thermos mug)
- Heads out of her apartment, turning off the lights and locking the door behind her
- Goes to the underground parkade, and gets into her car
  - It's a cheap second hand car, in good condition.
  - 1999 White Toyota Corolla
  - Bought by her parents as a gift when she first got the job
- Drives to school, drinking her coffee en-route
- Checks in at the office, receives teacher's plan for the day
- She's guided to the classroom and shown the attendance list.
- Class starts. She takes attendance
- Teaches until recess
- Heads to the staff room and eats her apple while chatting with the teachers
- Recess is over. Resumes teaching
- Some of the students grow restless. She sends the loudest troublemaker to sit in the hallway outside.
- She starts the class working on a math assignment, then goes outside to speak to the troublemaker.
- After a short discussion, they return to the class with the problem resolved.
- Lunch time starts. She heads off to the staff room and talks to the teachers.
- After Lunch class continues.
- Sue has some trouble maintaining order near the end of the day, but handles it.
- Class is over, she stands by the door and high fives the kids on their way out.
- Sue cleans up the class, then heads to the office to report on the day.
  - She mentions the student, and is told the teacher will be notified
- Sue goes home. The time is 4pm.
- She arrives home at 4:30 and checks her stocks online.
- After doing her stocks, she goes down for a swim in the building's pool.
- She returns back to her room at 5 and has a shower for 20 minutes
- She turns on the news and begins making supper.
- Sue makes herself a supper that will have leftovers for tomorrow.
- She eats and packs the leftovers away in the fridge.
- Washes the dishes and tidies up.
- Heads to the youth group meeting. The time is 6:30
- She arrives at 6:50 and meets the group.
- Meeting ends at 8:30, she arrives home at 8:50

- Prepares for sleep
- Goes to bed

## Rob

- Wakes up at 6
- Deals with personal hygiene for 20min (showers & shaves)
- Makes breakfast wearing his boxers
  - Eggs, toast, bacon & a banana with a glass of skim milk.
- Eats his breakfast
- Gets Dressed
- Gathers his wallet, cell phone & keys
- Leaves the apartment and heads down to the parkade
- Retrieves his bike from the bike locker in the parkade and heads off to work
  - <http://www.sfu.ca/sustainablevancouver/efl/cycling/images/image006.jpg>
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- Work: 8-4
- Has lunch at the bar on the course with co-workers
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- Crashes for an hour or so
- Rob attends the church meeting at 6:30pm
- Gets home at 9:00
- Plays guitar for 30 min
- Then goes to sleep

\*\*just a minor suggestion, a typical grounds-crew at a golf course, their shift starts at roughly 5:00am till about 1:00pm-2:00pm, if that makes a difference at all, in terms of the day in the life of

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## Comparison Poster Content

### Sue Jacobs

**Goals:** With a bachelor degree in Education, Sue is currently a teacher-on-call in the Richmond school district. In the future, she hopes to become a full-time teacher

**Behaviour:** Sue is a mildly assertive individual. She lives life at a fast pace. She is always doing something, and can only make youth group meetings occasionally.

**Frustrations:** The chaos that is in Sue's current schedule frustrates her. However, she expects things to return back to normal after a period of time.

**Values:** Sue values the meetings she attends, as they give her a window of time to relax and not think of work or home stresses. She is also friends with the group members and enjoys their company. Family is very important to Sue. Whenever possible, Sue would return home and visit her parents.

**Motivations:** Sue enjoys collecting quotes she likes, and keeping them to inspire her later. She records quotes she encounters from texts, lyrics, and even magnets in a notebook dedicated to this purpose.

When she has a bad day, she reflects back and reads over her notebook for inspiration in life. Sue's eventual goal is to be a full-time teacher, and be able to sustain herself independently of her parents. To that end, she is willing to sacrifice her comfort in the short-term for stability in the long-term.

## **Robert (Rob) Brauer**

**Goals:** As a ground staff at Quilchena Golf & Country Club, Rob seeks advancement as an opportunity to both improve his current work situation, and learn more about maintaining a golf course. Rob is also saving up to buy an apartment of his own.

**Behaviour:** Rob is a reserved, introverted person. He thinks first, and then speaks. His opinions are valued and listened to by all, including his superiors; but because of his quiet demeanour, he is often overlooked by those in power. Though Rob is often thought of as a serious person, he has a silly side he only reveals around his friends. He has a wry sense of humour, augmented by a sharp wit.

**Frustrations:** Rob feels slightly exploited because his technical expertise is sought by coworkers at the golf course but his wage does not reflect that.

**Values:** Rob values his job. He enjoys maintaining the golf course. He also loves to play music with the band and by himself at home. Outside work and leisure, Rob also takes time out of his schedule and volunteers as a coordinator at a church youth group. He values the friends that he has made from the group because they have inspired him in life.

**Motivations:** Because of not being appreciated by higher powers at the golf course, Rob seeks to gain a promotion to overlook the maintenance of Quilchena Golf & Country Club. However, his main reason for seeking advancement is because of his desire and interest to gain experience and knowledge regarding golf course maintenance. Rob's plan of buying an apartment is also why he is seeking a promotion at work.

**COMMON:** Both Sue and Rob would like to spend more time with the church youth group outside of club activities to increase team moral and unity. Sue and Rob also value the time, friendship and bonding that occurs in the group meeting