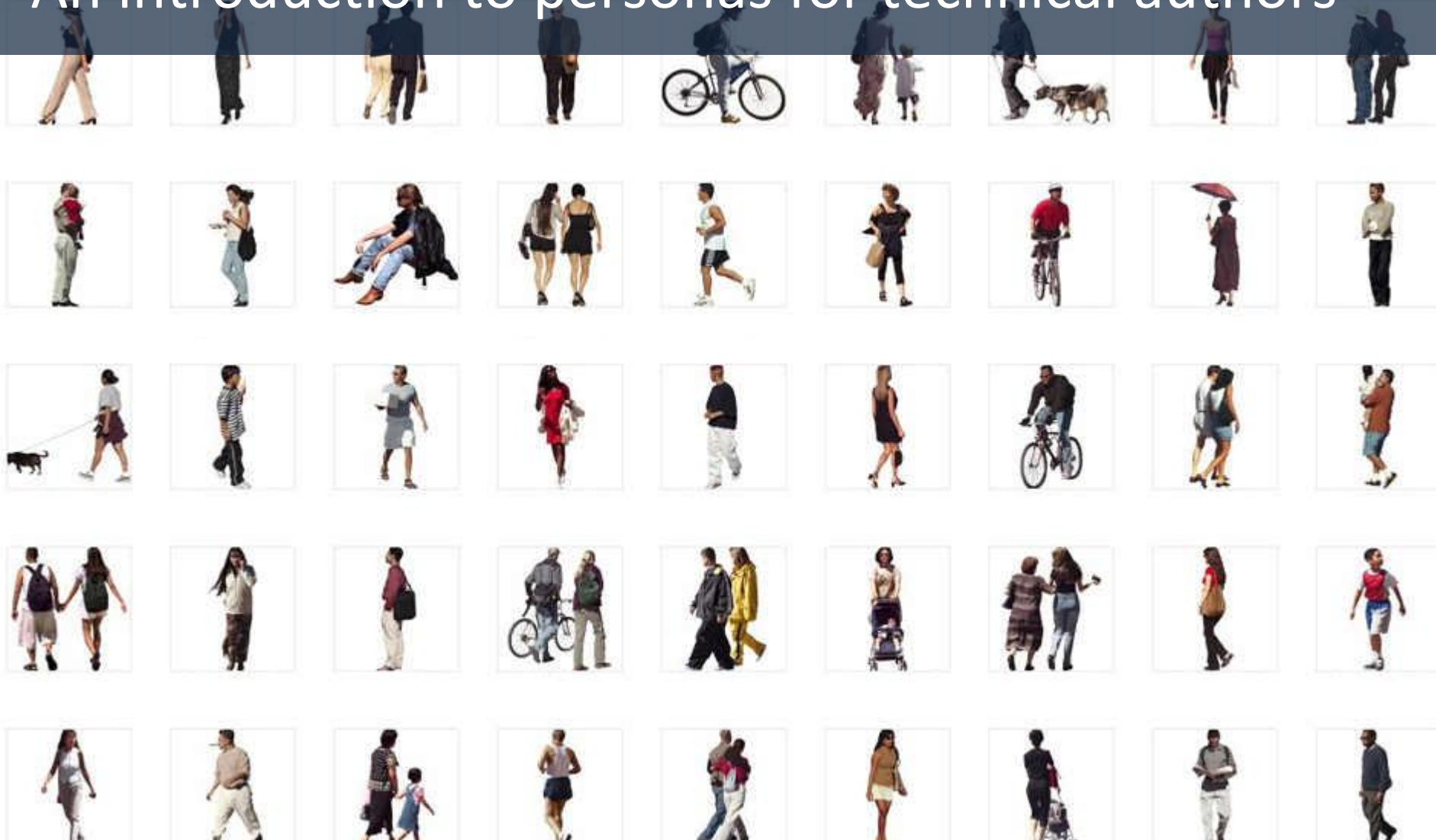


AI introduction to personas for technical authors

A grid of 40 small images showing various people in different activities, such as walking, running, pushing a stroller, and riding a bicycle, illustrating the diversity of personas. The images are arranged in a 5x8 grid. The first row shows people walking, a person on a bicycle, a person walking a dog, and a person walking a child. The second row shows a person carrying a baby, a person walking, a person sitting on a bench, two people walking, a person running, a person walking, a person riding a bicycle, a person holding an umbrella, and a person walking. The third row shows a person walking a dog, a person walking, a person walking, a person walking, a person walking, a person walking, a person riding a bicycle, a person walking, and a person walking. The fourth row shows two people walking, a person walking, a person walking, two people walking, two people walking, a person pushing a stroller, two people walking, a person walking, and a person walking. The fifth row shows a person walking, a person walking, a person walking, a person walking, two people walking, a person walking, a person pushing a stroller, a person walking, and a person walking.

Neil Turner
June 2010

A bit about me...

- User experience architect at Cambridge Assessment
- This means that I do (among other things):
 - UI and UX design
 - User research
 - User testing and usability evaluation

What are personas?




Some example personas

Cheryl
The seasoned assessor

About Cheryl

- Teaches history at a Grammar school
- Has been a teacher for over 20 years and assessor (off and on) for 10 years
- Is comfortable with the current paper process
- Has previously struggled being a full time teacher and assessor
- Is not very confident using computers
- Enjoys the social aspect of being an assessor
- Has heard a few horror stories about eAssessment (e.g. marking on-screen)

OCR
RECOGNISING ACHIEVEMENT



"Being an assessor helps my students and helps me to pay for our summer holiday"

Key goals

- Earn some extra money
- Keep in touch with her network of assessor friends
- Coach her students

Confident learner

Samantha Bell
"I'd love to keep in contact with my friends"

Sam is about to go abroad for her gap year, so her parents decided to get her a new camera, to make sure she's able to record everything she gets up to.

She likes the camera as it looks so modern, and it's able to do so much more than a lot of her friends' cameras.

She loves being in contact with people all the time, and finds it's a great way to kill time like when waiting for the bus. She uses a lot of the more advanced features – panoramic shots, online upload and

When she encounters a problem she ignores it most of the time - she's not sure if she even got a manual with the camera. When she has trouble she can't ignore she speaks to her friends, or goes into a camera store – she wants to be talked through the problem.

First time user
Female, 27 year old, single Student
Sam prefers to learn how to things by trying things out by herself. She isn't worried about 'breaking' anything. If she does need help she would prefer to not to refer to a manual but "do it herself".

Needs
In order of preference:
1. To share pictures with her parents
2. To share her pictures with her friends
3. To share her pictures with people she meets whilst travelling

Key attributes

	Low	High
Knowledge		
Experience		
Help use		
Confidence		

Ideal features

- Ability to take pictures
- Ability to upload images to personal site using 3G/WiFi
- Allowing others to access her pictures remotely
- Long battery life
- Ability to name and add comments to uploaded images
- Ability to create several albums, and upload pictures to each

Frustrations

- Lack of wireless/3G access
- Slow uploads
- Low battery life
- Need to be plugged in to upload images
- Slow shutter speed
- Want to be able to name/add comments to uploaded images
- Getting online is confusing
- Creating new albums

Webcredible – user experience research & design
March 2010

Life's Destinations At Your Fingertips
GOING PLACES WITH NOKIA N97 AND OVI MAPS



10:26 AM
LOCATION DESTINATION Manhattan

↓
NEXT PREP

→
LOCATION DESTINATION


Joe Harding, senior director of business development at a growing tech company, is frequently forced to travel between his corporate clients. He's a person who doesn't like to know about the latest technology products, but he's a person who doesn't like to be left out. He's a person who doesn't like to be left out. He's a person who doesn't like to be left out.

Join Joe Harding as he navigates his day, and experience connectivity at its best.

TURN HERE


NOKIA

Gita
The prospective assessor



"I'm keen to develop my skills and earn some extra money"

Chuck: Casual Web Surfer



Context:
Just received tweet from friend about Mens a Minute - Donates from link on MAA blogpost.

About Chuck

- spends a fair amount of time on web - browser, phone, tablet, etc.
- likes to be part of a larger web community - but will be a social media
- likes to be part of a larger web community - but will be a social media
- likes to be part of a larger web community - but will be a social media

Frustrations

- Support multiple channels of communication
- Feature online highly - help classic horn about online
- Show what a small contribution does
- Help Chuck make MAA a big contribution
- Project small a personal

© 2010 Jeff Patton, all rights reserved, www.AgileProductDesign.com

What are personas?

- Representatives for your users / audience
- They represent the goals, motivations, characteristics and behaviour of a real group of users
- They are fictional, but based on fact (hopefully)

A detailed persona

Gita

The prospective assessor

Age: 34

Job: Teaches Biology (GCSE and AS) at Barnwell School, Stevenage, Hertfordshire - has been a teacher for 2 years

Education: Biology degree and PGCE (Post graduate certificate of education)

Lives: Home is 2 bed house on the outskirts of Stevenage

Family status: Living with boyfriend Ravi

Personality: Sociable, keen, enthusiastic

Assessor experience: None, although she has experience of marking mock exams and coursework

"I'm keen to develop my skills and earn some extra money"

Key goals
Gita wants to:

- **Earn some extra money**
Gita and her boyfriend are finding it live a house, so any extra money comes in handy
- **Gain experience as an assessor**
Gita feels that having experience as an assessor will look very good on her CV
- **Become a better teacher**
Gita hopes that being an assessor will ultimately help her to be a better teacher

Key needs
Gita needs something that is:

- **Compelling and non-threatening**
Gita needs to have her hand held - we don't want to scare her off
- **Clear and straightforward**
Gita needs to know exactly what she needs to do and when she needs to get it done by
- **Fast and efficient**
Gita wants to get things done as quickly as possible so she can get on with more exciting things
- **Engaging**
Gita needs to get excited about the prospect of being an assessor, or at least of the amount of money she can earn

Key challenges

- Can we persuade Gita that the reward for being an assessor is worth the effort?
- Can we ensure that Gita can still carry out assessment activities at busy times?
- Can we persuade her that her interpersonal capabilities as a teacher will make it very easy for her to become an assessor?
- Can we support Gita through out the assessment process?

About Gita

Background
Gita is a biology teacher at Barnwell School, a business and enterprise school for 11-18 year olds in Stevenage, Hertfordshire. She is a people person and likes the opportunity to educate and inspire young people. Gita has been a teacher for only 2 years and so is still relatively new to the job. She is part of the science department at the school which has 12 members of staff, so there is always a more experienced teacher on hand to ask for help and advice.

Some of the teachers at the school carry out marking for GCSE and GCE exams and Gita has chafed to learn about their experiences of being an examiner. They have told her that although it's hard work it's a great opportunity to earn some extra money (Gita and her boyfriend are saving for a deposit to buy a house, she's still a little unsure about exactly what it would entail and would like to find out more. Gita is keen to develop her skills as a teacher and feels that knowing more about assessment will help her become a better teacher as she'll be able to better prepare her students for exams. Gita's students follow the OCR AS Biology specification so she is keen to investigate becoming an assessor for OCR.

Gita has some experience of marking mock exams and coursework, but is a little apprehensive about becoming an assessor because she's concerned that it will take up too much of her time. When she's not in the classroom she spends most of her time planning for lessons and marking students work and doesn't want her work as an assessor getting in the way of this. She also likes to switch off in the evenings and the thought of having to spend her evenings and weekends marking doesn't sound particularly appealing to her.

A day in the life
Gita likes to arrive at the school nice and early (8.15 am at the latest) so that she has time to prepare for her lessons and check that she has all the material she will be using in her lessons. Gita doesn't drive (although Ravi does) and the school is a 25 minute walk from their house so it means leaving by 7.30 am at the latest. Her term group has registration at 8.45 am and then Gita has 5 teaching periods a day broken up by students and will spend any free periods marking or planning upcoming lessons in the 'work staff room' (which has some computers and is off limits to students). Although lessons finish at 3.30 pm, Gita finishes most days at 5 pm as there are often staff meetings to attend, marking to be completed or lesson plans to rehearse and any productions after school, which can mean that Gita has to take work home to finish.

Gita likes to switch off in the evenings (Ravi complains if she takes lots of work home with her) and prefers to get things done at school when she's still in 'work-mode'. Most evenings Gita and Ravi unwind in front of the TV, especially now that they're trying to conceive. Gita is a member of a local drama group and will be performing in the show.

Computer & IT experience
Gita is very comfortable using computers and uses the Internet most days (there is a computer in the work staff room she can use to check email and go online). She uses Facebook a lot to keep up with friends and pop down to London at the weekend to catch a show and meet up with friends.

At home Gita uses Ravi's laptop (which runs Windows XP and has a 15" screen running at 1366x768) to go online. They have a 2Mb wireless broadband connection which unfortunately has taken to disconnecting every few hours.

Attitude towards increased use of technology
Although Gita is generally a user-adaptor of technology (she only recently upgraded her mobile phone to a carrying out assessment activities online, although her assessment experience in the school to date has all been with paper marking, so it is a bit of an unknown for Gita).

Why is Gita important to OCR?
OCR wants to encourage suitably qualified people such as Gita to apply in order to increase the pool of available assessors. Someone like Gita could also become a useful advocate for a assessment - dispelling fears and outlining the benefits of carrying out assessment activities online to other teachers at her school.

Why is Gita a challenge?
Gita is still very new to teaching and to assessment in general, and is easily scared off. She is also often time poor and doesn't want being an assessor to negatively impact her teaching time.

OCR currently employs 11 assessors. Please note that this document is for internal use only.

A brief persona

Cheryl

The seasoned assessor

About Cheryl

- Teaches history at a Grammar school
- Has been a teacher for over 20 years and assessor (off and on) for 10 years
- Is comfortable with the current paper process
- Has previously struggled being a full time teacher and assessor
- Is not very confident using computers
- Enjoys the social aspect of being an assessor
- Has heard a few horror stories about eAssessment (e.g. marking on-screen)




"Being an assessor helps my students and helps me to pay for our summer holiday"

Key goals

- Earn some extra money
- Keep in touch with her network of assessor friends
- Coach her students

A quick and dirty persona

Chuck: Casual Web Surfer	
	<u>Context:</u> Just received tweet from friend about Mass a Minute - Donates from link on MA/1 blogpost.
<u>About Chuck</u> <ul style="list-style-type: none">• spends a fair amount of time on web<ul style="list-style-type: none">- browser, phone, tablet, RSS reader, Twitter• cares about making the world better - more of a global thinker• Wants his small contribution to matter - feel like it does• Wants to be part of a larger web community<ul style="list-style-type: none">- has web as a social media	<u>Implications</u> <ul style="list-style-type: none">• Support multiple channels of communication• Feature Boston highly -<ul style="list-style-type: none">- help create buzz about Boston• Show what a small contribution does• Help Chuck make MA/1 a topic of conversation• Project small & personal

An engaging persona

ADVERTISEMENT

Life's Destinations At Your Fingertips

GOING PLACES WITH NOKIA N97 AND OVI MAPS



8:02 AM
LOCATION Home, Princeton, NJ
DESTINATION Hoboken Office
 I start my morning a little later than planned, and as I prepare my coffee I access the Web on my new Nokia N97 to browse headlines and check my RSS feeds and email. My first stop is work. He's sending me to the Barcelona office tomorrow to meet with potential clients. Great! I've never been. It's an adventure. I head into the office to prepare for lunch with them, a potential investor.

Alex Harding, director of business development at a growing tech company, travels frequently to meet investors and cultivate clients. As a person who's always in the know about the latest technology products, he's been following reports that the Nokia N97 is the ultimate mobile phone and personal navigation device—designed to connect its users with life's destinations. After thorough research, Harding purchases a Nokia N97 and upgrades Ovi Maps to ensure he has the most current software.

← TURN HERE Join Alex Harding as he navigates his day, and experience connectivity at its best.

NOKIA
Connecting People

ADVERTISEMENT

ALEX HARDING'S DIGITAL JOURNAL

10:26 AM
LOCATION Hoboken Office
DESTINATION Midtown Manhattan
 With only 10 minutes before my train leaves, I quickly grab my bag and head out to pick a place in Midtown East. Using Ovi Maps, I see where the nearest restaurants are, choose the one I know (Levain Bakery), read a review, call to make a reservation, then send him confirmation via email.

11:01 AM
LOCATION Parking lot
DESTINATION Italian Restaurant
 There's no on-street parking, so I ask Ovi Maps to show nearby parking lots. Selecting to 3D landmarks, I select one near Times Square. I pull in. The rate is good, I'll keep the car here all afternoon. And so I don't forget where I've parked, I save the location.

↓

11:15 AM
LOCATION Times Square
DESTINATION Italian Restaurant
 I plot a walking route from the garage to the restaurant, and decide to walk through Midtown. Okay because the pedestrian map gives me visual guidance with compass support. Gauging the speed at which I walk, it tells me I'll be at the restaurant in 20 minutes.

→

12:00 PM
LOCATION Italian Restaurant
 I arrive at the restaurant. After we order, I use my Nokia N97 to share our latest corporate board video. He asks me to send him the video so he can share it with his partner, and before our main dishes arrive, the video is uploaded to share and I smile and we've sent his partner the video.

1:30 PM
LOCATION Italian Restaurant
 As we're leaving, Seth realizes that he has to meet a friend after work at a gallery opening in downtown Manhattan. I offer to send him the address and directions to save him time.




Why use personas?



Why use personas?

- Put a human face to your users
- Encourage us to design and write for real people
- Capture important user needs & requirements
- Help to build consensus
- Provoke discussion about users and usability
- Support and encourage user-centred design
- The creation process forces people to think about and find out about users

Why use personas?

Sometimes the journey is more important than the destination...



Creating personas



1. Find out everything you can about your users



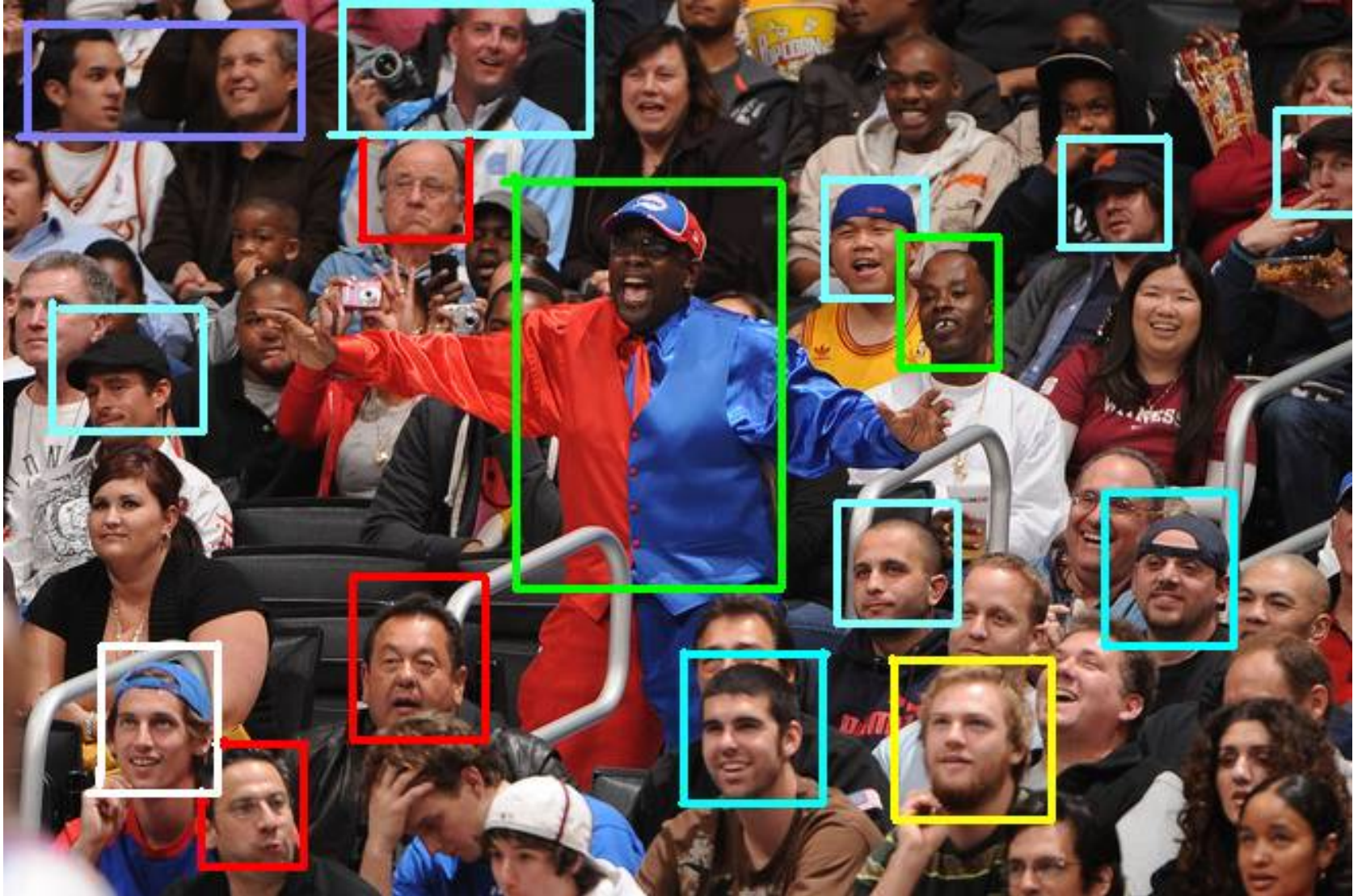
1. Find out everything you can about your users

- Talk to your users
- Talk to people who talk to your users
- Read about your users
- Survey your users
- Observe your users (with their permission)
- Write down everything you know and everything you don't know about your users...

Affinity diagramming can help to analyse findings



2. Determine your user groups & their characteristics



2. Determine your user groups & their characteristics

- Which groups naturally form?
- What are the trends?
- Which groups are most important?
- What are the shared characteristics for each group?
 - Goals and motivations
 - Behaviours
 - Attitudes

Map user characteristics

Frequency of use



Every day



Samantha



Kevin



Martha



Peter



Jane

January	February	March
April	May	June
July	August	September
October	November	December

Every 12 months

Some example user groups

Margaret – The reluctant surfer
(primary - most difficult to satisfy)



Paula – The busy mother
(secondary – most demanding)

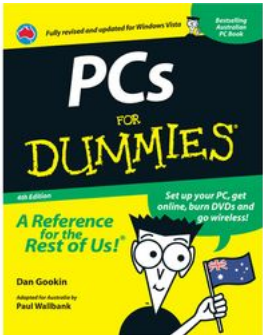


Toby – The Cambridgeshire newcomer

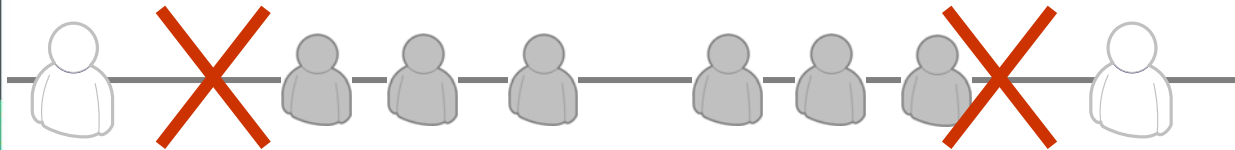


Set the design scope

Computer and IT experience

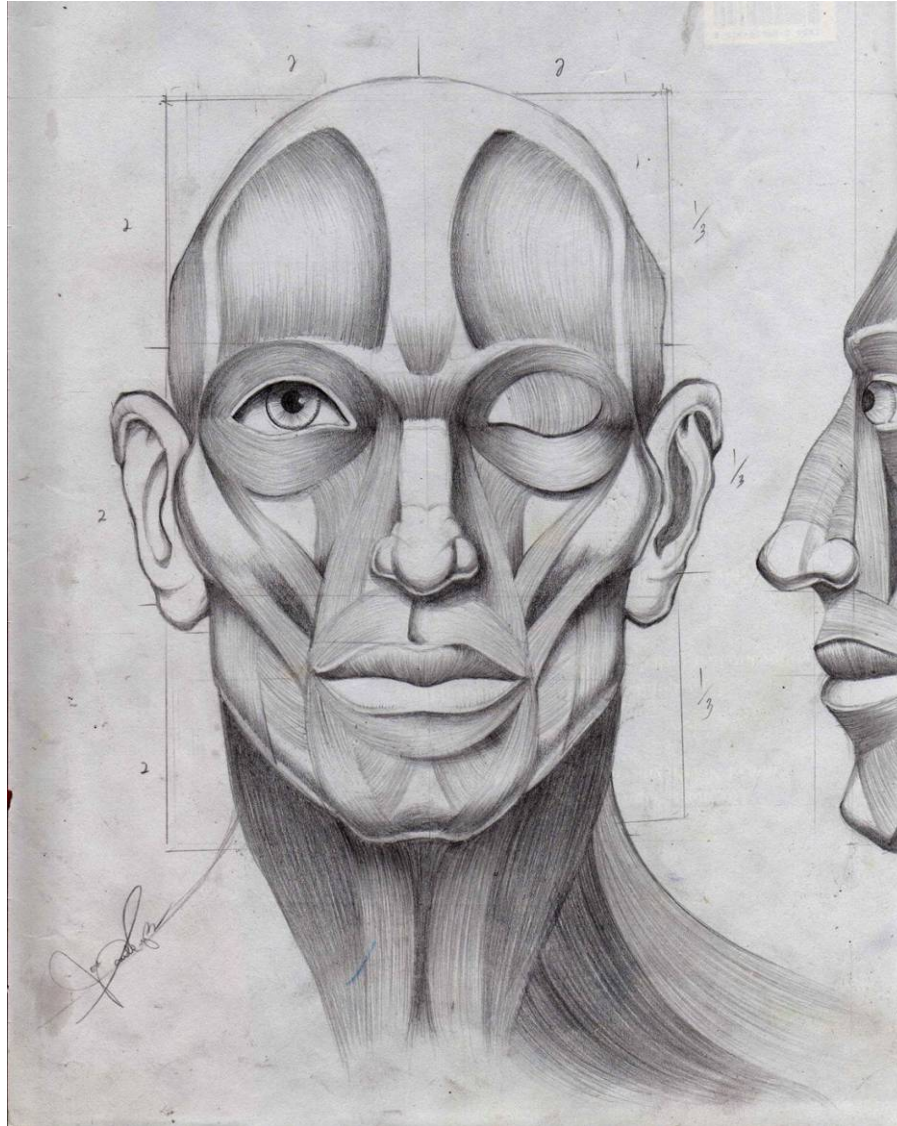


Novice



Expert

3. Start creating your personas



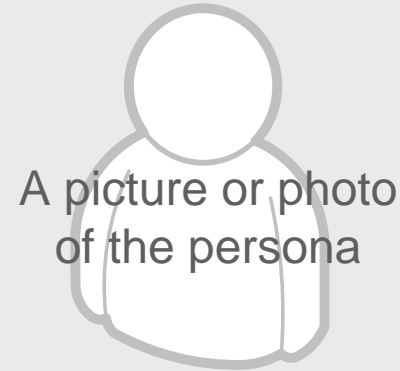
3. Start creating your personas

[Persona's name]

[A tag line for the persona]

About [Name]

- Who are they?
- What is their background?
- What is their context?
- What's important to them?
- What are their pain points and frustrations?



"A quote the persona might say"

Key goals & needs

- Goals
- Motivations
- Drivers
- Needs

3. Start creating your personas

Peter

The busy parent

About Peter

- Works in London for an advertising firm
- Lives in Surrey with his wife and 2 kids
- Has a busy life so is a big fan of time savers
- Is comfortable online and does a lot of shopping online
- Is a 'hunter' shopper – wants to get in and out as quickly as possible
- When shopping usually just wants to find something that ticks all the boxes
- Wants to get good value – preferably at the best price possible
- Gets annoyed by slow and clunky websites



*"I don't want to have to
faff around"*

Key goals & needs

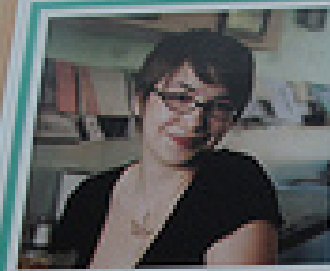
- To get the best price possible
- To be inspired
- A quick and painless online purchase

Using your personas



Ruth

Ruth is a 40-year-old senior content CRM manager at IBM.



Astrid

Astrid is a 27-year-old former student, studying journalism/media arts at UCL.



Mollie

Mollie is a 30-year-old freelance film producer.



Sam

Sam is a 35-year-old general engineer at a film industry in London.

experience strategic
connects community
relationships
collaborates across media



Alex has moved from junior positions to a producer at the BBC over the last 20 years, and has gained recognition for her work on various city projects. Recently, she has found herself thinking less about projects/features and more about the strategic direction of Radio National.

Throughout her career as a writer and social activist she has accumulated many contacts and knowledge in the food sector and amongst arts communities, and is inspired for challenging the status quo.

Her work brings her in contact with a range of different organisations, and a significant part of her job is now about fostering these relationships.

"Pool is a place to enable great relationships"

teach network
collaborate
experience trends projects
established students



Keri has a well-established online practice before the started teaching. Her students appreciate her experience as a producer, especially when he invites external practitioners to participate in seminars and their programmes.

While he lives close to city, he regularly spends time in the country south of the city, often with people working on projects. Since he began teaching it's hard to find enough time to work on these projects.

He enjoys travel and occasionally works in Tokyo. When overseas he will visit local institutions and lecture on trends in media art. He often collaborates with his international peers.

"Pool is a great place for my students to engage with the real world"

media organise
inspire answer most
talk & demonstrate relationships



Lara is a community manager at Pool, she has a background in media and volunteers at the Brighton Foundation where she helps to organise food-saving events.

In a typical day at the BBC she answers emails from food writers, posts to the Pool blog, moderates content and keeps the community momentum going. She will also have calls with producers and stakeholders about upcoming projects.

She regularly gives talks to external interest groups, and finds that people often ask her about getting involved. She loves this part of her job because she feels like she's making a difference.

"Pool is my community"

collaborate inspiration
research ideas create
produce monitor



Penny has worked for the BBC for about 13 years, and has a good reputation both domestically and internationally. She is married to a partner who works from their home in London, and has a high school aged children.

Penny's job is to generate ideas for features, and to follow through on the creation and production of these ideas into finished pieces. Penny will sometimes interview people on the street, collaborate with external organisations, or team up with other producers.

These days, the majority of her modest budget is spent on video production time, but she still makes the occasional research trip. She generally works autonomously, and often finds herself balancing the various contributions involved with her projects.

"Pool is a place for me to tap creativity"

Using your personas

Use your personas to

- Communicate and define your users (especially key users)
- Brainstorm and think about content required by your users
- Prioritise content
- Define and think about appropriate language and terminology for your users

Using your personas

- Evaluate content and documents
- Role-play your users
- Define participants for user testing

Some persona tips



Focus on a few core personas



Make sure your personas are believable



Give your persona a memorable name

- Think of your persona as a brand
- People are more likely to remember a memorable name e.g.
 - Phoebe the photographer
 - Stuart the student
 - Enrique the engineer
- Think memorable, but believable!

Use an appropriate photo

Toby

The Cambridge new comer

About Toby (28)

- Currently lives in Cambridge with his girlfriend
- Moved to Cambridge from London 6 months ago
- Is an English & drama teacher at a Cambridge high school
- Is keen on making some new friends in Cambridge
- Uses the Internet most days and will use email and Facebook to keep in touch with friends



"I use the Internet for everything"

Key goals & needs

- To know where places are
- To find out what is going on locally
- To make new friends

Use an appropriate photo

- A person photo should be:
 - A good size
 - A head shot
 - Natural, not too staged
 - Royalty free
- Some good websites for finding photos are:
 - [Flickr](#)
 - [Stock.xchng](#)
 - [Fotolia](#)

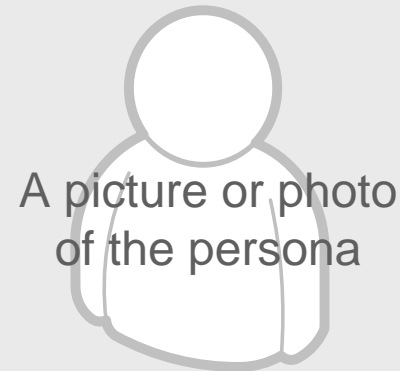
Use a template

[Persona's name]

[A tag line for the persona]

About [Name]

- Who are they?
- What is their background?
- What is their context?
- What's important to them?
- What are their pain points and frustrations?



"A quote the persona might say"

Key goals & needs

- Goals
- Motivations
- Drivers
- Needs

Create and discuss personas as a group

Gosh, do you think
that Randy would
really say that?



Cut out any unnecessary detail

- Only include information that is important when it comes to designing for that person
- Throw away any superfluous information (unless of course it impacts the design) e.g.
 - Their favourite film
 - What car they drive
 - Who their best friend is

Make your personas challenging



Make best guess personas explicit

Toby

The Cambridge new comer

(Best guess – to be validated)

About Toby (28)

- Currently lives in Cambridge with his girlfriend
- Moved to Cambridge from London 6 months ago
- Is an English & drama teacher at a Cambridge high school
- Is keen on making some new friends in Cambridge
- Uses the Internet most days and will use email and Facebook to keep in touch with friends



"I use the Internet for everything"

Key goals & needs

- To know where places are
- To find out what is going on locally
- To make new friends

Reuse them (don't re-invent the wheel)



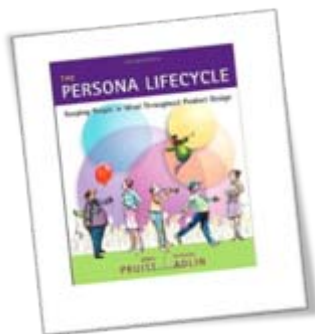
Don't just keep them to yourself

Get your personas out in to the open

- Talk to people about them
- Put them up on the wall
- Include them in your documentation and presentations
- Create cards and hand outs for them

Finding out more about personas

- An article about getting the most out of personas is available on my UX blog
 - UX for the masses (www.uxforthemasses.com)
- Some other good websites covering personas:
 - Boxes and arrows (www.boxesandarrows.com)
 - Cooper (www.cooper.com)
 - Step two designs (www.steptwo.com.au)
- A really good persona book



The persona lifecycle

Keeping people in mind throughout product design, John Pruitt and Tamara Adlin

A photograph of a theater interior. The background is a large, closed red curtain. In the foreground, there are rows of red upholstered seats, viewed from behind, facing the stage. A dark blue horizontal band is superimposed over the middle of the image, containing white text.

Thank you, and good night...