Project Overview

Organisation background

Berry Street is a Community Service Organisation in Australia with a history of over 100 years and is one of the largest independent family service organisations. Their mission is to provide programs and services for children with socioeconomic disadvantages.

The project is a part of Berry Street's Y-Change program, which provides youth engagement opportunities for young people aged 18 to 30 who have experienced disadvantages such as violence, homelessness and mental illness. Y-Change believes that disadvantaged young people are experts of their own experiences. Even though their knowledge and insights are valuable to the society, they are often overlooked. Therefore, the aim of Y-Change is to advocate system and social changes, where young people with lived experience will have more opportunities in decision-making roles and will no longer be perceived as having limited capability. Not only will society's viewpoint towards disadvantaged young people change, but the young people themselves will have more confidence in what they can do.

Project background

Y-Change's strategy is to recruit, train and employ young Lived Experience Consultants (LECs) for external consultation. LECs provide professional advice and guidance and help build solutions for community systems that affect disadvantaged young people. Y-Change is looking to create a tool to help LECs reflect on and improve their professional and personal skills. Our project is to implement LEx Mirror, a platform for online quizzes targeting specific skill areas that LECs can take and receive feedback.

The key stakeholders of the project are:

1. Lived Experience Consultants (LECs), who will take the quizzes
2. Supervisors of LECs, who will determine the content and feedback of quizzes, and look at the analytics results.

The terminologies below will be used throughout the project:

1. Sector: The community or social sector, which provides public services that support people with disadvantages
2. Lived experience: Knowledge gained from past personal experiences
3. Lived Experience Consultant (LEC) or peer worker: A support provider employed through Y-Change who has lived experience of disadvantage, and draws on lived experience to help others

Problem

LEx Mirror will address the following problems:

1. LECs don't have a specific tool for self-reflection.
2. LECs have limited ways of identifying their strengths.
3. LECs need easier access to the tools, so traditional approaches are ineffective.

There is an existing system for reference, the Y-Lab learning platform: https://learning.ylab.global/?sfwd-courses=the-archetypes-for-systems-change. However, this platform has some drawbacks. The UI of the platform is not user-friendly enough, while we are looking to create a fun and easy experience for young people. To access the quiz, the user must create an account, which makes entry to the platform harder and more technically demanding. Therefore, the platform has not been useful and the problems still remain unsolved.

Goal

The goal of LEx Mirror is to provide online quizzes targeting professional and personal skills, using an interface that is simple to use, interactive and visually engaging for young people. Given that young people with lived experience may tend not to prefer leaving their comfort zone and cross barriers of entry, it is important to prioritise ease of access. These users may tend to overly emphasise their weaknesses, so feedback will be encouraging and motivational to provide reinforcements to their strengths and build confidence, instead of pointing out their weaknesses.

Scope of the solution

In scope

LEx Mirror provides quizzes that can be easily accessed online. Upon starting LEx Mirror, the user is prompted to select if they are a Lived Experience Consultant (LEC) or a Supervisor.

Logging in is mandatory for Supervisors, but is optional for LECs.

LECs

LEC users can select a specific professional or personal skill that they wish to reflect on, such as "Collaboration", "Leadership" or "Problem solving". This sends them to the corresponding quiz.

The quiz displays one question at a time to avoid being overwhelming. During the quiz, the user can navigate back and forth between questions, but must select an option for the current question first. Once the quiz is complete, the answers are compiled to provide positive and constructive feedback that highlights strengths and areas to improve on.

Upon receiving feedback, the LEC can write a short diary/note for self-reflection.

The LEC has the following options:

1. Create an account or log in to an existing account to keep a record of the quiz completion and feedback
2. Enter an email address for the feedback to be sent to, if they wish to not register or log in
3. Share the feedback with a Supervisor

The LEC can then select another quiz to target a different skill.

Logged-in LECs can perform basic account management, which includes updating email address and password, and deleting the account.

At all times, the LEC has the ability to provide evaluation for future improvements to the tool.

Supervisors

Supervisors can create new quizzes by filling in a rubric template. This involves specifying the following details:

- Quiz name
- Introductory text - what the quiz is about
- Quiz questions
- Options, numerical points for each option (based on a rubric)
- Feedback text

Supervisors can edit or delete existing quizzes, or make them available/unavailable to LECs.

Supervisors can view feedback that has been shared by an LEC.

Supervisors can perform basic account management, which includes updating email address and password, and deleting the account.

Out of scope

1. Analysis page: An analysis page that compares the user's results to other users is not in the scope of the project. It can be demotivating to see oneself compared and ranked against others, therefore the analysis page will not be developed.
2. Onboarding process: To provide instructions for using the tool, there could be an on-boarding process to guide users. This process can either be built into the application or conducted via an in-person workshop. However, an onboarding process is not in the scope of the project. We try to keep the tool as intuitive and easy to use as possible to eliminate the need for an onboarding process.

Requirements Elicitation

Elicitation Techniques

1. **Interviews**: The main technique used for requirements elicitation for the project is by interviewing the client.
2. **Background research:** The team has also engaged in some light background research on Berry Street, the organisation of the project.
3. **Questionnaires**: As we gain a better understanding of the background and context of the project, we may also utilise questionnaires to elicit a larger amount of input for the requirements of the project.

First Interview

Preparation

For our first interview, we had prepared several high-level questions that were meant to provide some insight into the motivation of the project and the problems it was trying to solve. These included topics like the problems to be addressed, existing systems in place, the stakeholders of the project, and how the system-to-be would be used. We also sought to establish a proper communication channel between ourselves and the client. More details on the agenda for the first meeting can be found here: 2021-03-12 Client meeting.

Process

Prior to the first meeting we decided to appoint a representative of the team (the product owner) who would be mostly responsible for driving the meeting. We also planned for the first meeting to start with an introduction of our team as well as the client, followed by a rundown of the prepared list of questions and assumptions (the agenda). Throughout the Q&A session, the product owner would be the one asking the questions, with the team member responsible for that question chiming in when more clarifications were needed. At the end of the Q&A, we would set aside some time to summarise our discussion, and to go over any additional questions that popped up during the meeting. This first meeting established the interview structure that we are planning to follow for subsequent meetings. It is further elaborated in the "Guidelines" section below.

Resources

The following are some of the resources used by the team to compose questions for the project's first interview:

- project brief on Canvas LMS
- existing organisation website (https://www.berrystreet.org.au)

General Interview Guidelines

Interview Structure

The general structure for interviews that the team has agreed on is as follows:

- Short intro/catch-up
- Important/urgent matters (these could be questions or clarifications)
- Q&A session (going over and validating prepared list of questions and assumptions)
- Summary of discussion and addressing of additional emergent questions
- Planning for next meeting (scheduling and brief overview of what's going to be in the next meeting)

Interview Process

Guidelines for the interview process:

- The questions and assumptions for the Q&A session would generally be sorted by the most important ones first (those that tackle the core functionalities of the system-to-be), although related ones could be prioritised to stick together (to be discussed in sequence)
- In instances where there are a huge number of questions, the Q&A becomes more of a discussion, with the team member responsible for the question in focus being encouraged to drive the discussion more
- Avoid asking too many open-ended questions—we think it's better to start coming up with assumptions to be validated after getting some background and context of the project
- Any resources provided by the client from previous meetings should be considered when preparing questions and assumptions for a meeting

Interview Preparations

Strategies for interview preparations (when brainstorming questions and assumptions):

- Given that the client is still in the early stages of conceptualising the product, demonstrating similar existing products in the market has been quite useful in terms of envisioning the client's proposal. Also these existing products are used as bench marks for establishing level of complexity, usage of colour vs text as well as understanding the mind-set of the user base.
- Running an exercise where the client put together 10 'feeling' words that describe how users should feel when using the product helped understand the emotions we should tap into during the design phase.

- Tailoring the meeting agenda to represent a set of yes/no questions so that we are confident of the client's requirements and potential solutions that they would benefit most from. However, also include some open-ended questions so that it prompts the client to elaborate on their requirements and explore ideas.
- Paper-prototypes will be designed early on to validate our assumptions against what the client has in mind. Several iterations of paper-prototype refinement sessions will be required before establishing the final product design.

Extra Resources (for Understanding Requirements)

These are some resources that the client has provided to us for reference in understanding the requirements better:

- HIGH5 TEST (functionality) https://high5test.com/test/
- You Me & Money (design) https://www.youmemoney.org.au
- YLab Archetypes Model (functionality, design) https://learning.ylab.global/?sfwd-courses=the-archetypes-for-systems-change
- 16 Personalities Quiz (functionality, design) https://www.16personalities.com/free-personality-test